
OCR GCSE IN LATIN

1942

Revised Edition (First examination June 2007)

Key Features

- A clear progression route to the revised OCR AS/A Level Latin specifications
- Assessment of linguistic knowledge, Latin literature and Roman Civilisation
- Various combinations of components allow flexibility in course construction
- Foundation and Higher Tier

Foreword to Revised Edition

This Revised Edition has been produced to consolidate revisions to this specification. **There is no change to the structure. There are changes to the teaching content of the specification.** Sidelining will be used to indicate any significant changes.

The main changes are:

Defined Vocabulary Lists

- Higher Tier - reduced to 450 words
- Foundation Tier - reduced to 350 words

Length of Prescribed Texts

- Higher tier - paper 2 (Verse Literature) reduced to approx 170 lines
paper 4 (Prose Literature) reduced to approx 100 lines
- Foundation tier - paper 2 (Verse Literature) reduced to approx 130 lines
paper 4 (Prose Literature) reduced to approx 90 lines

Coursework

- written coursework reduced to max. 2000 words
- the option of oral coursework has been withdrawn

Paper 5 Roman Life Topics

- Topic 8 has been withdrawn: two topics to be examined, not three

Restrictions and Exclusions

- the restriction on candidates entering Latin (1942) option HB/FB or HC/FC with OCR Classical Civilisation (1940) in the same examination series has been removed


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Throughout the specification the following icons are used to signpost teaching and learning opportunities in:

 Citizenship

 ICT

 Key Skills

SECTION A: SPECIFICATION SUMMARY

TIERS

Grades	Foundation Tier G to C	Higher Tier D to A*
A*	Candidates take components 11 and 12 and <u>either</u> 13 and 14 or 13 and 15 or 14 and 15 or 13 and 06 or 14 and 06	Candidates take components 21 and 22 and <u>either</u> 23 and 24 or 23 and 25 or 24 and 25 or 23 and 06 or 24 and 06
A		
B		
C		
D		
E		
F		
G		

COMPONENTS

Component	Name		Duration	Weighting
11	Paper 1: Language 1 – Foundation Tier	Compulsory	1 hour 15 mins	30%
12	Paper 2: Verse Literature – Foundation Tier	Compulsory	1 hour 15 mins	30%
13	Paper 3: Language 2 – Foundation Tier	Optional	45 minutes	20%
14	Paper 4: Prose Literature – Foundation Tier	Optional	45 minutes	20%
15	Paper 5: Roman Life Topics – Foundation Tier	Optional	45 minutes	20%
21	Paper 1: Language 1 – Higher Tier	Compulsory	1 hour 15 mins	30%
22	Paper 2: Verse Literature – Higher Tier	Compulsory	1 hour 15 mins	30%
23	Paper 3: Language 2 – Higher Tier	Optional	45 minutes	20%
24	Paper 4: Prose Literature – Higher Tier	Optional	45 minutes	20%
25	Paper 5: Roman Life Topics – Higher Tier	Optional	45 minutes	20%
06	Coursework	Optional	-	20%
86	Coursework Carried Forward	-	-	20%

QUESTION PAPERS

- Component 11/21:** tests the candidate's ability in comprehension and translation of unprepared Latin prose through a momentum test. There is no choice of questions.
- Component 12/22:** tests the candidate's knowledge, appreciation and understanding of **one of two** Latin prescribed verse texts. There is no choice of questions on the text chosen by the candidate.
- Component 13/23:** tests the candidate's ability in translation of unprepared Latin prose. Translation from English into Latin may be substituted for the translation exercise (HT only). Otherwise there is no choice of questions.
- Component 14/24:** tests the candidate's knowledge, appreciation and understanding of **one of two** Latin prescribed prose texts. There is no choice of questions on the text chosen by the candidate.
- Component 15/25:** tests the candidate's knowledge of **one of two** prescribed Roman Life Topics.

ENTRY OPTIONS

Option Code	Title	Components
FA	Foundation Tier: Language 1, Verse Literature, Language 2 and Prose Literature	11, 12, 13, 14
FB	Foundation Tier: Language 1, Verse Literature, Language 2 and Roman Life Topics	11, 12, 13, 15
FC	Foundation Tier: Language 1, Verse Literature, Prose Literature and Roman Life Topics	11, 12, 14, 15
FD	Foundation Tier: Language 1, Verse Literature, Language 2 and Coursework	11, 12, 13, 06
FE	Foundation Tier: Language 1, Verse Literature, Prose Literature and Coursework	11, 12, 14, 06
HA	Higher Tier: Language 1, Verse Literature, Language 2 and Prose Literature	21, 22, 23, 24
HB	Higher Tier: Language 1, Verse Literature, Language 2 and Roman Life Topics	21, 22, 23, 25
HC	Higher Tier: Language 1, Verse Literature, Prose Literature and Roman Life Topics	21, 22, 24, 25
HD	Higher Tier: Language 1, Verse Literature, Language 2 and Coursework	21, 22, 23, 06
HE	Higher Tier: Language 1, Verse Literature, Prose Literature and Coursework	21, 22, 24, 06
FF	Foundation Tier: Language 1, Verse Literature, Language 2 and Coursework Carried Forward	11, 12, 13, 86
FG	Foundation Tier: Language 1, Verse Literature, Prose Literature and Coursework Carried Forward	11, 12, 14, 86
HF	Higher Tier: Language 1, Verse Literature, Language 2 and Coursework Carried Forward	21, 22, 23, 86
HG	Higher Tier: Language 1, Verse Literature, Language 2 and Coursework Carried Forward	21, 22, 24, 86

Options FF, FG, HF and HG are available for candidates re-sitting the qualification who wish to carry forward their coursework. This may be done once only and within a year of original entry.

INTERNAL ASSESSMENT

Candidates submit, in accordance with the coursework regulations, either one longer or two shorter pieces of work. For details, see Section D: Coursework.

SECTION B: GENERAL INFORMATION

1 Introduction

1.1 RATIONALE

This specification meets the requirements of the Qualifications and Curriculum Authority for GCSE specifications and the Subject Criteria for Classical Subjects. The specification offers a system of assessment for GCSE based on clear targets and a coherent set of criteria for assessing candidates' achievement across grades A*-G. The assessment of candidates includes both linguistic knowledge and an introduction to Latin literature in the original language. Candidates may take an optional paper or submit Coursework on a background topic in Roman Life.

OCR has taken great care in the preparation of this specification and assessment material to avoid bias of any kind.

1.2 CERTIFICATION TITLE

This specification will be shown on a certificate as:

OCR GCSE in Latin

1.3 LEVEL OF QUALIFICATION

This qualification is approved by the regulatory authorities (QCA, ACCAC and CCEA) as part of the National Qualifications Framework.

Candidates who gain grades G to D will have achieved an award at Foundation Level.

Candidates who gain grades C to A* will have achieved an award at Intermediate Level.

Two GCSEs at grade G to D and two GCSEs at grade C to A* are equivalent to one three-unit GNVQ at Foundation and Intermediate Level respectively.

Four GCSEs at grade G to D and four GCSEs at grade C to A* are equivalent to one six-unit GNVQ at Foundation and Intermediate Level respectively.

1.4 RECOMMENDED PRIOR LEARNING

Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3, or a distinction at Entry Level within the National Qualifications Framework.

1.5 PROGRESSION

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Many candidates who enter employment with one or more GCSEs would undertake training or further part-time study with the support of their employer.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly grades G to D at GCSE could either strengthen their base through further study of qualifications at Foundation Level within the National Qualifications Framework or could proceed to Intermediate level. Candidates who are awarded mainly grades C to A* at GCSE would be well prepared for study at Advanced Level within the National Qualifications Framework.

1.6 OVERLAP WITH OTHER QUALIFICATIONS

Components 12/22 and 14/24 potentially overlap in subject matter with areas studied in GCSE Classical Civilisation. However, in this specification, literary material is to be studied in the original language rather than in translation.

The skills required for Components 12/22 and 14/24 of Latin overlap with those required for the comparable Components in GCSE Classical Greek. However, the material studied and the language of the original texts are different.

1.7 RESTRICTIONS ON CANDIDATE ENTRIES

Candidates who enter for this GCSE specification **may not** also enter for any other GCSE specification with the certification title Latin in the same examination series.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

The classification code for this specification is 6610.

1.8 CODE OF PRACTICE REQUIREMENTS

This specification will comply in every respect with the revised Code of Practice requirements for courses starting in September 2005.

1.9 STATUS IN WALES AND NORTHERN IRELAND

This specification has been approved by ACCAC for use by centres in Wales and by CCEA for use by centres in Northern Ireland.

Candidates in Wales and Northern Ireland should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur, including in the external assessment, the terms used have been selected as neutral, so that candidates may apply whatever is appropriate to their own situation.

OCR will provide specifications, assessments and supporting documentation only in English.

Further information on the provision of assessment materials in Welsh and Irish may be obtained from the OCR Information Bureau (telephone 01223 553998).

2 Specification Aims

The aims of this specification are the same for all candidates.

The purpose of a GCSE course in Latin is:

- to acquire an understanding of some of the elements of classical civilisation, literature and language which have had a profound influence on modern societies;
- to fire imagination and to deepen and develop experience by considering a wide range of issues, such as aesthetic, ethical, linguistic, political, religious and social questions.

A GCSE course in Latin should provide a satisfying experience in itself and a sound basis for further study. Its aims are to encourage candidates to:

- to develop a competence in the Latin language;
- to develop a sensitive and analytical approach to language generally, including an awareness of the relationship between Latin and the languages of today;
- to develop a reading competence focused upon a selection of Latin literature;
- to read and respond to literature in Latin and to understand the cultural context within which the literature was produced;
- to make an informed response, based on evidence, to material studied.

The revised specification provides a coherent, satisfying and worthwhile course of study for candidates, whether or not they wish to pursue the study of Latin beyond GCSE. It will be appropriate for assessing the work of candidates who have used any course currently available.

3 Assessment Objectives

The Assessment Objectives satisfy the National Criteria for Classical Subjects.

Candidates should be able:

- AO1 (i) to show knowledge and understanding of vocabulary, morphology, and syntax in context;
- AO1 (ii) to show an understanding of the difference between inflected and uninflected language, including word order;
- AO1 (iii) to show an understanding of the different ways in which ideas are expressed in English and in Latin;
- AO1 (iv) to show an understanding of an unprepared passage of Latin;
- AO2 (i) to show knowledge and understanding of some Latin literature, including verse, studied in the original, with reference to content and literary quality;
- AO2 (ii) to show knowledge of the customs, institutions, achievements and historical significance of the Roman civilisation in relation to the language and literature studied, including the ability to evaluate a range of evidence and to draw comparisons between the ancient world and later times.

The relationship between the assessment objectives and the components of the scheme of assessment is shown in the table below.

Assessment Objectives	Component 11/21	Component 12/22	Component 13/23	Component 14/24	Component 15/25	Component 06
AO1 (i)	✓	✓	✓			
AO1 (ii)	✓	✓	✓			
AO1 (iii)	✓	✓	✓			
AO1 (iv)	✓		✓			
AO2 (i)		✓		✓		✓
AO2 (ii)				✓	✓	✓

4 Scheme of Assessment

4.1 TIERS

The scheme of assessment consists of two tiers: Foundation Tier and Higher Tier. Foundation Tier assesses grades G to C and Higher Tier assesses grades D to A*. Candidates will be entered for either the Foundation Tier or the Higher Tier.

Under no circumstances will a candidate entered for the Foundation Tier be awarded a grade higher than grade C. Candidates on the Higher Tier who fail to achieve the minimum mark for the award of a grade D will normally be ungraded. There is however provision for those who narrowly fail to achieve this mark to be awarded a grade E.

Grades	Foundation Tier G to C	Higher Tier D to A*
A*	Candidates take components 11 and 12 and <u>either</u> 13 and 14 or 13 and 15 or 14 and 15 or 13 and 06 or 14 and 06	Candidates take components 21 and 22 and <u>either</u> 23 and 24 or 23 and 25 or 24 and 25 or 23 and 06 or 24 and 06
A		
B		
C		
D		
E		
F		
G		

4.2 COMPONENTS

Component	Name		Duration	Weighting
11	Paper 1: Language 1 – Foundation Tier	Compulsory	1 hour 15 mins	30%
12	Paper 2: Verse Literature – Foundation Tier	Compulsory	1 hour 15 mins	30%
13	Paper 3: Language 2 – Foundation Tier	Optional	45 minutes	20%
14	Paper 4: Prose Literature – Foundation Tier	Optional	45 minutes	20%
15	Paper 5: Roman Life Topics – Foundation Tier	Optional	45 minutes	20%
21	Paper 1: Language 1 – Higher Tier	Compulsory	1 hour 15 mins	30%
22	Paper 2: Verse Literature – Higher Tier	Compulsory	1 hour 15 mins	30%
23	Paper 3: Language 2 – Higher Tier	Optional	45 minutes	20%
24	Paper 4: Prose Literature – Higher Tier	Optional	45 minutes	20%
25	Paper 5: Roman Life Topics – Higher Tier	Optional	45 minutes	20%
06	Coursework	Optional	-	20%
86	Coursework Carried Forward	-	-	20%

4.3 QUESTION PAPERS

Paper 1 Language 1

This paper takes the form of a momentum test, comprising an unprepared passage divided into three connected sections. The first and third sections are examined by comprehension questions, the second by translation into English.

There is a gradual incline of difficulty in the passage and a gradation of difficulty in the comprehension questions. Linking passages in English are provided.

There is a Defined Vocabulary List for this paper, consisting of 450 words for Higher Tier candidates and 350 words for Foundation Tier candidates.

Paper 2 Verse Literature

The paper is divided into two sections: Section A and Section B. Candidates must answer one section. They must answer all the questions in the section.

A verse text of approximately 170 (HT) and 130 (FT) lines will be prescribed from which at least two passages will be set. Questions may involve translation and comment on language, context and literary content. No questions on grammar will be set.

Paper 3 Language 2

The Higher Tier paper consists of two alternative sections. Candidates must choose either Section A or Section B. For Higher Tier candidates only, there is a supplementary Defined Vocabulary List of 125 words, to be added to the Defined Vocabulary List for Paper 1.

Section A consists of a prose passage for translation into English. The level of difficulty of this passage will be slightly higher than that of Paper 1 and its style and content may range more widely.

Section B (HT only) consists of straightforward English sentences to be translated into Latin.

The Foundation Tier paper consists of one section only. This is a prose passage for translation into English. The level of difficulty of this passage will be slightly higher than that of Paper 1 and its style and content may range more widely.

There is no supplementary Defined Vocabulary List for Foundation Tier candidates. Lexical help is given with words that are not fully listed in the Paper 1 Defined Vocabulary List.

Note: The prose composition alternative is **not** available on the Foundation Tier paper.

Paper 4 Prose Literature

The paper is divided into two sections: Section A and Section B. Candidates must answer **one** section. They must answer all the questions in the section.

A prose text of approximately 100 lines (HT) and 90 lines (FT) will be prescribed from which at least two passages will be set. Questions will involve comment on context, background and literary content. No questions on grammar will be set.

Paper 5 Roman Life Topics

One topic to be answered, chosen from two.

Two topics are prescribed in each examination session, drawn from a larger list of seven topics.

Each topic at each tier will contain several short questions based on one or more stimulus pictures, inscriptions or passages in translation, requiring factual knowledge of the topic, and also one or more questions requiring extended comment on the topic as a whole. This will take the form of a critical and imaginative response to source material and may also require candidates to make comparisons between the ancient and the modern world.

4.4 WEIGHTING OF ASSESSMENT OBJECTIVES

The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following grid. (*Alternatives)

Component	Language AO1 (i) (ii) (iii) (iv)	Literature AO2 (i)	Background AO2 (ii)	Total
Paper 1	30%			30%
Paper 2	10%	20%		30%
Paper 3	20%			40%
Paper 4		15%	5%	
Paper 5			20%	
Coursework		20%*	20%*	
Overall	40-60%	40-60%		100%

4.5 ENTRY OPTIONS

Foundation Tier

Option Code	Title	Components
FA	Foundation Tier: Language 1, Verse Literature, Language 2 and Prose Literature	11, 12, 13, 14
FB	Foundation Tier: Language 1, Verse Literature, Language 2 and Roman Life Topics	11, 12, 13, 15
FC	Foundation Tier: Language 1, Verse Literature, Language 2 and Roman Life Topics	11, 12, 14, 15
FD	Foundation Tier: Language 1, Verse Literature, Language 2 and Coursework	11, 12, 13, 06
FE	Foundation Tier: Language 1, Verse Literature, Prose Literature and Coursework	11, 12, 14, 06
FF	Foundation Tier: Language 1, Verse Literature, Language 2 and Coursework Carried Forward	11, 12, 13, 86
FG	Foundation Tier: Language 1, Verse Literature, Prose Literature and Coursework Carried Forward	11, 12, 14, 86

Options FF and FG are available for candidates re-sitting the qualification who wish to carry forward their coursework. This may be done once only and within a year of original entry.

Higher Tier

Option Code	Title	Components
HA	Higher Tier: Language 1, Verse Literature, Language 2 and Prose Literature	21, 22, 23, 24
HB	Higher Tier: Language 1, Verse Literature, Language 2 and Roman Life Topics	21, 22, 23, 25
HC	Higher Tier: Language 1, Verse Literature, Prose Literature and Roman Life Topics	21, 22, 24, 25
HD	Higher Tier: Language 1, Verse Literature, Language 2 and Coursework	21, 22, 23, 06
HE	Higher Tier: Language 1, Verse Literature, Prose Literature and Coursework	21, 22, 24, 06
HF	Higher Tier: Language 1, Verse Literature, Language 2 and Coursework Carried Forward	21, 22, 23, 86
HG	Higher Tier: Language 1, Verse Literature, Prose Literature and Coursework Carried Forward	21, 22, 24, 86

Options HF and HG are available for candidates re-sitting the qualification who wish to carry forward their coursework. This may be done once only and within a year of original entry.

4.6 INTERNAL ASSESSMENT (COURSEWORK)

Candidates submit, in accordance with the coursework regulations, either one longer or two shorter pieces of work. For details see Section D: Coursework.

4.7 ASSESSMENT OF WRITTEN COMMUNICATION

Candidates are expected to

- present relevant information in a form that suits its purpose
- ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear

They should also use a suitable structure and style of writing.

4.8 DIFFERENTIATION

In Components 11/21, 12/22, 13/23, 14/24, 15/25 differentiation will be achieved by differentiated papers. In the coursework component differentiation will be by outcome.

4.9 AWARDING OF GRADES

The written papers will have a total weighting of 80-100% and internal assessment a weighting of 20%.

A candidate's mark for each of the components taken will be combined in the appropriate weighting to give the candidate's total mark for the specification. The candidate's grade will be determined by this total mark. Candidates achieving less than the minimum mark for grade G will be ungraded.

Candidates on the Higher Tier who fail to achieve the minimum mark for the award of a grade D will normally be ungraded. There is however provision for those who narrowly fail to achieve this mark to be awarded a grade E.

4.10 GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by the candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified in Section 5; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

Grade F

Candidates demonstrate some accuracy in knowledge of the meaning of vocabulary and of simple grammatical constructions. They demonstrate a basic knowledge and understanding of prescribed texts in the original language by identifying simple narrative aspects. They demonstrate some knowledge and understanding of the customs, institutions, events and achievements of the classical Roman world in the context of the literature studied.

Grade C

Candidates demonstrate general accuracy in knowledge of the meaning (and use where applicable) of vocabulary and grammatical constructions. They demonstrate a general knowledge and understanding of prescribed texts in the original language. They identify narrative aspects and appreciate simple points of style.

Candidates demonstrate a sound knowledge and understanding of the customs, institutions, events and achievements of the classical Roman world in the context of the literature studied. They evaluate evidence and draw simple conclusions and, where appropriate, make comparisons between the classical world and later times.

Grade A

Candidates demonstrate a high level of accuracy in knowledge of the meaning (and use where applicable) of vocabulary and grammatical constructions; they demonstrate a detailed knowledge and understanding of prescribed texts in the original language.



They make an informed personal response to the author's ideas, opinions, and literary techniques and demonstrate a good knowledge and understanding of the customs, institutions, events and achievements of the Roman world in the context of the literature studied.

Candidates evaluate evidence in depth and draw informed conclusions. When appropriate, they make detailed comparisons between the classical world and later times.

SECTION C: SPECIFICATION CONTENT

5 Specification Content

5.1 LANGUAGE 1 AND LANGUAGE 2

  C1.1, 2.1a; IT 1.1, 1.2, 2.1, 2.2, 2.3; PS 1.1, 1.2, 2.1, 2.2.

Vocabulary

Higher Tier

A Defined Vocabulary List is printed in Appendix E2. This list is in two parts: the main section is targeted at Paper 1 (Language 1) and contains 450 words. The second section contains a further 125 words and is intended only for those candidates who attempt the higher tier of Paper 3 (Language 2). Any words used in Latin unprepared passages which do not feature in this list will be glossed on the exam paper. Latin words used with meanings other than those in the Defined Vocabulary List will also be glossed.

Candidates are expected to understand straightforward compounds of the verbs in the list which are formed by using the prefixes specified in the list.

Foundation Tier

Foundation Tier candidates use the same list as for the Higher Tier, but only 350 of the words are to be learned. **These words are the ones not marked with an asterisk.** There is no additional list for Paper 3 (Language 2).

Candidates are expected to understand straightforward compounds of the verbs in the list which are formed by using the prefixes specified in the list.

Accidence

Higher and Foundation Tiers

- The endings taken by regular nouns and adjectives of the various declensions, and the formation of the comparatives and superlatives of regular adjectives and adverbs.
- The conjugations of regular verbs, except for present and perfect subjunctive, future passive infinitive, and supine.
- The declension of the pronouns in the Defined Vocabulary List.
- The endings taken by the irregular nouns and verbs which appear in the Defined Vocabulary List.
- The endings taken by the irregular adjectives and adverbs which appear in the Defined Vocabulary List, including irregularly formed comparatives and superlatives.

Foundation Tier

Knowledge of the 1st and 2nd persons of passive forms of the verb and of gerunds and gerundives is not tested. No knowledge is required of deponent verbs.

Syntax

Higher and Foundation Tiers

Candidates should be familiar with common case usage including:



- Expressions of time
- Ablative of comparison
- The use of genitive, dative or ablative where these cases are taken by verbs or adjectives in the Defined Vocabulary List
- The cases taken by prepositions that are in the Defined Vocabulary List

They should also understand these constructions:

- Direct Commands (and Prohibitions with *noli / nolite**)
- Direct Questions
- Simple Indicative Conditional Sentences
- Relative Clauses
- Indirect Statements
- Indirect Commands
- Indirect Questions
- Purpose Clauses (introduced by *ut / ne / qui* *)
- Verbs of Fearing *
- Result Clauses
- Temporal Clauses, including standard uses of *cum, dum* and *priusquam*
- Uses of participles, (including the Ablative Absolute construction*)
- Uses of the gerundive to express obligation (with *esse*) and purpose (with *ad*). *

* These will not be tested on the Foundation Tier



5.2 VERSE LITERATURE

  C1.1, 2.1a; WO 1.1, 1.2, 1.3, 2.1, 2.2, 2.3.

Two texts are set each year for the examination. Candidates should prepare **one**. Each section will consist of approximately 170 lines of Latin verse (HT) and 130 lines (FT).

Current and forthcoming prescriptions are to be found in the **Updates** section of the GCSE Latin homepage on the website www.ocr.org.uk and are also published as a 'Notice to Centres'.




5.3 PROSE LITERATURE

  C1.1, 2.1a; LP1.1, 1.2, 1.3, 2.1, 2.2, 2.3.

Two texts are set each year for the examination. Candidates should prepare **one**. Each section will consist of approximately 100 lines of Latin prose (HT) and 90 lines (FT).

Current and forthcoming prescriptions are to be found in the **Updates** section of the GCSE Latin homepage on the website www.ocr.org.uk and are also published as a 'Notice to Centres'.

5.4 ROMAN LIFE TOPICS

   IT 1.1, 1.2, 2.1, 2.3; C1.1, 1.2, 1.3, 2.1a, 2.1b, 2.2, 2.3.

Two topics are set each year for examination.

Current and forthcoming topics are to be found in the **Updates** section of the GCSE Latin homepage on the website www.ocr.org.uk and are also published as a 'Notice to Centres'.

Candidates must be familiar with the Roman Life Topics Source Material. This is a collection of primary source materials which includes short passages in translation, simple inscriptions (e.g. from tombstones) and visual items (e.g. maps, plans, photographs of wall paintings or Roman sites). Teachers should refer to the Roman Life Topics Source Material and Recommended Reading Lists which are available in the **Publications and Materials** section of the GCSE Latin homepage on the website www.ocr.org.uk. Teachers may find it useful to refer to the Teacher's Handbooks accompanying the *Cambridge Latin Course* (4th edition).

A full list of the Topics and Areas of Study is given in Appendix E1.

SECTION D: COURSEWORK

6 Coursework Tasks

Candidates may be assessed on an optional coursework component (06). There are two types of coursework:




- Type A (one piece, maximum 2000 words)
- Type B (two pieces, each 1000 words)

Coursework must be internally marked according to the criteria given in Section 7. This marking is subject to external moderation by OCR.

The purpose of coursework is to give candidates the opportunity:

- to express themselves in writing of a different kind from that produced under examination conditions;
- to take advantage of the particular strengths of local resources and different learning opportunities.

6.1 NATURE OF COURSEWORK

   IT1.1, 1.2, 2.1, 2.2, 2.3.

Coursework must be clearly related to:

- one of the Roman Life Topics

or

- the work of one of the authors studied in Components 12/22 or 14/24. It should explore wider literary themes in the work from which the prescription is drawn or in the work of the author as a whole, including the relationship to the social, historical and cultural background. Little or no credit will be given to examples or discussion confined exclusively to the prescribed section of the text.

The option of oral coursework has been withdrawn.

6.2 EXAMPLES OF COURSEWORK TASKS

Centres in doubt about the suitability of titles should submit a Coursework Enquiry Form to OCR. Coursework Enquiry Forms can be downloaded from the **Publications and Materials** section of the GCSE Latin homepage on the website www.ocr.org.uk.

Pupils should be encouraged to make their own choice of title, with teacher guidance. It is likely that there will be a considerable variety of titles within a centre. The subject(s) chosen should involve a study of some primary source material, whether studied first hand or through reference or source books.

It is important that all use of primary source material is fully referenced and related to the point or points which it is intended to illustrate. In empathy coursework tasks, credit for the use of primary source material can only be given if sources are clearly indicated, for example, by means of footnotes or endnotes.

Examples of Titles (Type A):

The following examples show something of the possible variety:

What can inscriptions tell us about the Roman occupation of Britain?

What opportunities were open to women in Rome to lead a full and varied life?

To what extent does Book VI of the *Aeneid* reflect the values and religious beliefs of contemporary Romans?

Was Pliny a typical Roman of his class?

Examples of Titles (Type B):

A day at the races.

Diary of a slave in Pompeii.

Why did oriental cults become popular in Rome?

Why were the baths an important part of Roman daily life?

Diary of a soldier posted at the fort at Vercovicium (Housesteads, Northumberland) on Hadrian's Wall.

7 Regulations for Internal Assessment

7.1 SUPERVISION AND AUTHENTICATION OF COURSEWORK

OCR expects teachers to supervise and guide candidates taking the coursework option. The degree of teacher guidance in candidates' work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates must reach their own judgements and conclusions.

When supervising coursework, teachers are expected to:

- Offer candidates advice about how best to approach their task
- Exercise continuing supervision of work in order to monitor progress and to prevent plagiarism
- Ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the marking criteria and procedures.

Internally assessed work should be completed in the course of normal curriculum time and supervised and marked by the teacher. Some of the work, by its very nature, may be undertaken outside the centre (e.g. research work, testing etc.). **The teacher must take steps to ensure that the work submitted is solely that of the candidate. All references to written, visual and website sources must be acknowledged.**

The teacher may not mark or annotate the candidate's drafts, but is permitted to give verbal guidance. Teachers are permitted to annotate the final piece(s) of work submitted for marking.

Private candidates may not enter for coursework.

7.2 PRODUCTION AND PRESENTATION OF INTERNALLY ASSESSED WORK

Candidates must observe certain procedures in the production of internally assessed work.

- Any copied material must be suitably acknowledged
- Quotations must be clearly marked and a reference provided wherever possible
- A bibliography must be included
- Work submitted for moderation must be marked with the:

centre number
centre name
candidate number
candidate name
specification code and title
title(s)
number of words

7.3 MARKING CRITERIA FOR INTERNALLY ASSESSED WORK

Teachers should use the assessment criteria below to mark all work submitted. When the work of candidates within a centre is marked by more than one teacher, there should be clear evidence that internal moderation has taken place.

The teacher's comments should be included on the cover sheet.

OCR will supply a mark sheet for the submission of coursework marks

Assessment Criteria	Marks
Factual Content	12
Use of Primary Source Material	8
Organisation of Material	4
Understanding and Evaluation	14
Quality of Written Communication	2
Total Marks	40

For Type B coursework, marks for each criterion are awarded on each piece, the marks overall (maximum 80) will be halved (then rounded up if necessary) to give a total out of 40.

7.4 MODERATION

All internally assessed work is marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR by 15 May, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for internally assessed work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The sample of work sent for moderation must show how the marks have been awarded in relation to the assessment criteria.

SECTION E: FURTHER INFORMATION

8 Opportunities for Teaching

8.1 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of Latin.

A key element of this course is the vocabulary list, which is presented in dual form: in hard copy, as an appendix to the published specification; and as a Microsoft Excel file, which enables the user to search, group and view words according to meaning, semantic type and grammatical form. Use of the electronic form of the defined vocabulary list will develop candidates' familiarity with spreadsheets.


The assessment of this course requires candidates to study aspects of the social, cultural and historical achievements of the civilisation of ancient Rome and to develop a competence in the Latin language. This study may be promoted by the use of a variety of resources including electronic media such as CD-ROMs and websites. Lexical tools, such as the Lewis and Short Latin-English Dictionary, are available online via the Perseus Project website (<http://perseus.csad.ox.ac.uk>) and/ or CD-ROM.

Production of coursework offers to candidates the opportunity to exploit a variety of ICT tools, including:

- Spreadsheets for the tabulation and analysis of data;
- Word processing programmes for the presentation of coursework;
- Web browsers for searching, bookmarking and retrieving sources of information.

8.2 CITIZENSHIP

From September 2002, the National Curriculum for England at Key Stage 4 includes a mandatory programme of study for Citizenship. Parts of this programme of study may be delivered through an appropriate treatment of other subjects.

Opportunities for developing knowledge, skills and understanding of citizenship issues during the course are indicated within the content of Sections 5 and 6 by a  symbol.

This specification provides opportunities to contribute to the teaching of the Key Stage 4 Citizenship programme of study in the following areas:

Through the study of Latin literature and Roman civilisation candidates learn about the religious, moral, ethical, social and cultural values of the Romans. This provides candidates, through comparison of Roman values with their own values and those of society today, with opportunities to

- experience, appreciate and relate to a culture far removed from their own;
- explore and discuss with others spiritual issues and religious beliefs;
- reach moral judgements and express personal views on moral and ethical issues;
- analyse the conduct of individuals and society as a whole;
- explore notions of family, community, and society, and their impact on individuals and groups;
- consider how cultural issues are portrayed through literature.

The study of cultural issues helps candidates develop the skills of enquiry and communication, by providing opportunities to

- research political, spiritual, moral, social and cultural issues from a variety of sources;
- express, justify and defend orally and in writing personal opinions about such issues;
- contribute to group and exploratory class discussions.

8.3 SPIRITUAL, MORAL, ETHICAL, SOCIAL AND CULTURAL ISSUES

The study of Latin contributes to an understanding of these issues by:

- presenting the study of a culture or cultures alien to the candidate's own, and of their moral values and religious beliefs;
- promoting awareness of aspects of human life other than the physical and material;
- providing opportunities for the analysis of works of literature, which offer a profound insight into the morality of human behaviour.

8.4 HEALTH, SAFETY AND ENVIRONMENTAL ISSUES

OCR has taken account of the 1988 Resolution of the Council of the European Community and the Report *Environmental Responsibility: An Agenda for Further and Higher Education*, 1993 in preparing this specification and associated specimen assessments.

8.5 THE EUROPEAN DIMENSION

OCR has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen assessments. European examples should be used where appropriate in the delivery of the subject content. Relevant European legislation is identified within the specification where applicable.

As this specification focuses on a society which forms the root of large sections of modern European culture, the European dimension is an inherent part of it. Candidates have the opportunity to discover how elements of the ethos of the ancient world are still prevalent in modern Europe.

9 Key Skills

Key Skills are central to successful employment and underpin further success in learning independently. Whilst they are certificated separately, the Key Skills guidance for this qualification has been designed to support the teaching and learning of the content. Opportunities for developing the generic Key Skills of Communication and Information Technology are indicated through the use of a 'key symbol' in Sections 5 and 6. The wider Key Skills of Working with Others, Problem Solving and Improving Own Learning and Performance may also be developed through the teaching programmes associated with the specification.

The following matrix indicates those Key Skills for which opportunities for at least some coverage of the relevant Key Skills unit exist.

	Communication	Application of Number	IT	Working with Others	Improving Own Learning and Performance	Problem Solving
Level 1	✓		✓	✓	✓	✓
Level 2	✓		✓	✓	✓	✓

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website. A summary document for Key Skills coordinators showing ways in which opportunities for Key Skills arise within GCSE courses will be published during 2001.

10 Arrangements for Candidates with Special Needs

For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Inter-Board Regulations and Guidance Booklet for Special Arrangements and Special Consideration*.

In such cases, advice should be sought from the OCR Special Requirements team (tel 01223 552505) as early as possible during the course.

11 Support and In-service Training for Teachers

To support teachers using this specification, OCR provide the following materials and services:

- A full programme of In-service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950)
- Past question papers and mark schemes, available from the Publications Department (telephone 0870 870 6622; fax 0870 870 6621)
- Coursework guidance materials
- Written advice on coursework proposals
- A report on the examination, compiled by senior examining personnel after each examination session
- Individual feedback to each centre on the moderation of internally assessed work

APPENDIX E1: ROMAN LIFE TOPICS

Topic 1: Daily Life in Roman Society

Areas of study

- Housing
- Daily routine for men and women, including work and meals
- The forum
- Local elections
- Shops
- Bathing and water supply
- Public entertainment (theatre and gladiators)

Topic 2: The Roman Army

Areas of study

- The structure of the legion
- The training and duties of the legionaries and officers (including the career of Agricola)
- Pay and promotion
- Weapons and equipment
- The legionary fortress (e.g. Chester)
- Evidence from inscriptions (candidates should be able to decipher a simple military tombstone)

Topic 3: The City of Rome

Areas of study

- Central Rome (especially the Forum, temples of Jupiter and Vesta, *rostra*, arch of Titus)
- Aqueducts and water supply
- The housing of rich and poor
- The Colosseum
- The Circus Maximus and the theatre of Pompey
- Basic skills and techniques used in the construction of the buildings

Topic 4: The Structure of Roman Society

Areas of study

- The Emperor and his consilium
- Senators and equites
- Cursus honorum
- Plebs
- Slaves and freedmen (including imperial freedmen)
- Patrons and clients

Topic 5: Women in Roman Society

Areas of study

- The role of a married woman in the household
- Engagement and marriage ceremonies
- Divorce and remarriage
- Status, influence and rights of women in society

Topic 6: Roman Britain

Areas of study

- The early years of the conquest
- The villa and farming
- Fishbourne Roman Palace
- Bath
- Roads and trade

Topic 7: Roman Religion

Areas of study

- The state religion and Emperor worship
- Sacrifice and divination
- Beliefs about life after death
- Curses and superstition
- Non-Roman religions (including Christianity, Judaism, Isis, Mithras and Sulis)
- Worship in the home

APPENDIX E2: DEFINED VOCABULARY LIST

Candidates for OCR GCSE Latin (1942) are expected to be familiar with the vocabulary specified for Paper 1 (Language 1). Candidates offering Paper 3 (Language 2) for Higher Tier are expected to have studied the additional vocabulary prescribed for Paper 3.

Words in the unprepared comprehension and translation passages on each paper will be glossed if they do not appear in the list relating to that paper. In addition, if the context of a particular passage demands a different meaning of a word from the one which appears on the vocabulary list, that meaning will be glossed on the examination paper.

Compound verbs

Candidates are expected to be familiar with common compounds of simple verbs given in the relevant vocabulary list which are formed by adding one of the prefixes included in the vocabulary list.

Adjectives

Candidates are expected to be familiar with the comparative and superlative forms of adjectives included in the vocabulary list, (both those with regular and irregular forms).

Adverbs

Candidates are expected to be familiar with the regular formation of adverbs from any of the adjectives which appear in the list, and also with the irregular forms which are included separately in the list.

Numbers

Those included in the vocabulary list are expected to be known: all others will be glossed on the examination paper.

For Paper 1 (Foundation Tier):

Foundation Tier candidates are expected to know **all** the words in the Paper 1 list **except for those marked with an asterisk***.

For Paper 1 (Higher Tier):

Higher Tier candidates are expected to know **all** the words in the Paper 1 list.

For Paper 3 (Foundation Tier):

Foundation Tier candidates are expected to know **all** the words in the Paper 1 list **except for those marked with an asterisk***. Foundation Tier candidates are **not required** to learn the additional vocabulary in the Paper 3 list.

For Paper 3 (Higher Tier):

Higher Tier candidates are expected to know **all** the words in the Paper 1 list. They are also expected to know **all** the words prescribed in the list for Paper 3.

DEFINED VOCABULARY LIST FOR PAPER 1 (LANGUAGE 1)

A

a, ab	<i>+abl. (also used as prefix with verbs)</i>	prep	from, by
* absum	abesse, afui	verb irreg	be out, be absent, be away
ac, atque	<i>indecl.</i>	conj	and
accido	accidere, accidi	verb 3	happen
accipio	accipere, accepi, acceptus	verb 3	accept, take in, receive
ad	<i>+acc. (also used as prefix with verbs)</i>	prep	to, towards, at
adeo	<i>indecl.</i>	adv	so much, so greatly
* adiuvo	adiuvare, adiuvi, adiutus	verb 1	help
* adsum	adesse, adfui	verb irreg	be here, be present
advenio	advenire, adveni	verb 4	arrive
aedifico	aedificare, aedificavi, aedificatus	verb 1	build
ago	agere, egi, actus	verb 3	do, act
aliquis	aliquid	pron	someone, something
alius	alia, aliud	pron/ adj	other, another, else
* alii ... alii			some ... others
alter	altera, alterum	pron/ adj	the other, another, the second of two
* altus	alta, altum	adj	high, deep
ambulo	ambulare, ambulavi	verb 1	walk
amicus	amici, m.	noun 2	friend
amo	amare, amavi, amatus	verb 1	love, like
* amor	amoris, m.	noun 3	love
ancilla	ancillae, f.	noun 1	slave-girl, maid
animus	animi, m.	noun 2	spirit, mind
annus	anni, m.	noun 2	year
antea	<i>indecl.</i>	adv	before
* aperio	aperire, aperui, apertus	verb 4	open
* appareo	apparere, apparui	verb 2	appear
appropinquo	appropinquare, appropinquavi + <i>dat.</i>	verb 1	approach, come near to
* apud	<i>+ acc.</i>	prep	among, with, at the house of
aqua	aquae, f.	noun 1	water
* ars	artis, f.	noun 3	art, skill
ascendo	ascendere, ascendi, ascensus	verb 3	climb
audax	audacis	adj	bold, daring
audio	audire, audivi, auditus	verb 4	hear, listen to
* aufero	auferre, abstuli, ablatas	verb irreg	take away, carry off, steal
auxilium	auxilii, n.	noun 2	help

B

bellum	belli, n.	noun 2	war
bellum gero			wage war, campaign
bene	<i>indecl.</i>	adv	well
bonus	bona, bonum	adj	good
* brevis	breve	adj	short, brief

C

caelum	caeli, n.	noun 2	sky, heaven
capio	capere, cepi, captus	verb 3	take, catch, capture
caput	capitis, n.	noun 3	head
carus	cara, carum	adj	dear
castra	castrorum, n. pl.	noun 2	camp
celer	celeris, celere	adj	quick, fast
celo	celare, celavi, celatus	verb 1	hide
cena	cenae, f.	noun 1	dinner, meal
centum	<i>indecl.</i>	adj	a hundred
ceteri	ceterae, cetera	adj	the rest, the others
cibus	cibi, m.	noun 2	food
* circum	+ <i>acc.</i>	prep	around
civis	civis, m.f.	noun 3	citizen
clamo	clamare, clamavi, clamatus	verb 1	shout
clamor	clamoris, m.	noun 3	shout, shouting, noise
* coepi	coepisse, coeptus	verb irreg	begin (past tenses only)
cogito	cogitare, cogitavi, cogitatus	verb 1	think, consider
cognosco	cognoscere, cognovi, cognitus	verb 3	get to know, find out
* cogo	cogere, coegi, coactus	verb 3	force, compel
* comes	comitis, m.f.	noun 3	comrade, companion
* conficio	conficere, confeci, confectus	verb 3	finish; wear out, exhaust
* conor	conari, conatus sum	verb 1 dep	try
consilium	consilii, n.	noun 2	plan, idea, advice
conspicio	conspicere, conspexi, conspectus	verb 3	catch sight of, notice
constituo	constituere, constitui, constitutus	verb 3	decide
consumo	consumere, consumpsi, consumptus	verb 3	eat
convenio	convenire, conveni	verb 4	come together, gather, meet
corpus	corporis, n.	noun 3	body
credo	credere, credidi, creditus + <i>dat.</i>	verb 3	believe, trust, have faith in
crudelis	crudele	adj	cruel
cum	<i>indecl.</i>	conj	when
cum	+ <i>abl.</i>	prep	with

cupio	cupere, cupivi, cupitus	verb 3	want, desire
cur?	<i>indecl.</i>	adv	why?
cura	curae, f.	noun 1	care, worry
* curo	curare, curavi, curatus	verb 1	look after, care for, supervise
curro	currere, cucurri, cursus	verb 3	run
custos	custodis, m.f.	noun 3	guard

D

de	+ <i>abl.</i>	prep	from, down from; about
dea	deae, f.	noun 1	goddess
debeo	debere, debui, debitus	verb 2	owe, ought, should, must
decem	<i>indecl.</i>	adj	ten
defendo	defendere, defendi, defensus	verb 3	defend
deinde	<i>indecl.</i>	adv	then
deleo	delere, deleui, deletus	verb 2	destroy
descendo	descendere, descendi, descensus	verb 3	go down, come down
deus	dei, m.	noun 2	god
dico	dicere, dixi, dictus	verb 3	say
dies	diei, m.	noun 5	day
difficilis	difficile	adj	difficult
* dirus	dira, dirum	adj	dreadful
discedo	discedere, discessi	verb 3	depart, leave
diu	<i>indecl.</i>	adv	for a long time
do	dare, dedi, datus	verb 1	give
* doceo	docere, docui, doctus	verb 2	teach
domina	dominae, f.	noun 1	mistress
dominus	domini, m.	noun 2	master
domus	domus, f. (domi = at home)	noun 4	home
donum	doni, n.	noun 2	gift, present
dormio	dormire, dormivi	verb 4	sleep
duco	ducere, duxi, ductus	verb 3	lead, take
* dum	<i>indecl.</i>	conj	while, until
duo	duae, duo	adj	two
* dux	ducis, m.	noun 3	leader

E

e, ex	+ <i>abl.</i> (also used as prefix with verbs)	prep	from, out of
ecce!	<i>indecl.</i>	adv	see! look!
effugio	effugere, effugi	verb 3	escape
ego	mei	pron	I, me
* egredior	egredi, egressus sum	verb 3 dep	go out
* emo	emere, emi, emptus	verb 3	buy

enim	<i>indecl.</i>	conj	for
eo	ire, i(v)i	verb irreg	go
epistula	epistulae, f.	noun 1	letter
equus	equi, m.	noun 2	horse
et	<i>indecl.</i>	conj	and
* et ... et			both ... and
etiam	<i>indecl.</i>	adv	also, even
exspecto	exspectare, exspectavi, exspectatus	verb 1	wait for

F

facilis	facile	adj	easy
facio	facere, feci, factus	verb 3	make, do
femina	feminae, f.	noun 1	woman
fero	ferre, tuli, latus	verb irreg	bring, carry
ferox	ferocis	adj	fierce, ferocious
ferrum	ferri, n.	noun 2	iron, sword
festino	festinare, festinavi	verb 1	hurry
fidelis	fidele	adj	faithful, loyal
filia	filiae, f.	noun 1	daughter
filius	fili, m.	noun 2	son
flumen	fluminis, n.	noun 3	river
* forte	<i>indecl.</i>	adv	by chance
fortis	forte	adj	brave
forum	fori, n.	noun 2	forum, market place
frango	frangere, fregi, fractus	verb 3	break
frater	fratris, m.	noun 3	brother
* frustra	<i>indecl.</i>	adv	in vain
fugio	fugere, fugi	verb 3	run away, flee
* fundo	fundere, fudi, fusus	verb 3	pour

G

* gaudeo	gaudere, gavisus sum	verb 2	be pleased, rejoice
gero	gerere, gessi, gestus	verb 3	wear (clothes), wage (war)
gladius	gladii, m.	noun 2	sword
gravis	grave	adj	heavy, serious

H

habeo	habere, habui, habitus	noun 2	have
habito	habitare, habitavi, habitatus	verb 1	live
* heri	<i>indecl.</i>	adv	yesterday
hic	haec, hoc	pron	this
hic	<i>indecl.</i>	adv	here

hodie	<i>indecl.</i>	adv	today
homo	hominis, m.	noun 3	man, human being
hora	horae, f.	noun 1	hour
* hortor	hortari, hortatus sum	verb 1 dep	encourage, urge
hortus	horti, m.	noun 2	garden
hostis	hostis, m.	noun 3	enemy
* humus	humi, f. (humi = on the ground)	noun 2	ground
I			
* iaceo	iacere, iacui	verb 2	lie
iacio	iacere, ieci, iactus	verb 3	throw
* de-/e-/in-icio	-icere, ieci, iectus	verb 3	throw down/ out/ in
iam	<i>indecl.</i>	adv	now, already
ianua	ianuae, f.	noun 1	door
ibi	<i>indecl.</i>	adv	there
* idem	eadem, idem	pron	the same
igitur	<i>indecl.</i>	adv	therefore, and so
ille	illa, illud	pron	that, he, she, it
imperator	imperatoris, m.	noun 3	emperor, commander
* imperium	imperii, n.	noun 2	empire, power, command
impero	imperare, imperavi, imperatus + <i>dat.</i>	verb 1	order, command
in	+ <i>abl.</i> (also used as prefix with <i>verbs</i>)	prep	in, on
in	+ <i>acc.</i> (also used as prefix with <i>verbs</i>)	prep	into, onto
incendo	incendere, incendi, incensus	verb 3	burn, set on fire
infelix	infelicis	adj	unlucky, unhappy
ingens	ingentis	adj	huge
* ingredior	ingredi, ingressus sum	verb 3 dep	enter
inquit		verb irreg	say, said
insula	insulae, f.	noun 1	island, block of flats
intellego	intellegere, intellexi, intellectus	verb 3	understand, realise
inter	+ <i>acc.</i>	prep	among, between
interea	<i>indecl.</i>	adv	meanwhile
* interficio	interficere, interfeci, interfectus	verb 3	kill
intro	intrare, intravi, intratus	verb 1	enter
invenio	invenire, inveni, inventus	verb 4	find
ipse	ipsa, ipsum	pron	himself, herself, itself, themselves
ira	irae, f.	noun 1	anger
iratus	irata, iratum	adj	angry
is	ea, id	pron	this, that, he, she, it, them
ita	<i>indecl.</i>	adv	in this way
itaque	<i>indecl.</i>	adv	and so, therefore

iter	itineris, n.	noun 3	journey
* iterum	<i>indecl.</i>	adv	again
iubeo	iubere, iussi, iussus	verb 2	order
iuvenis	iuvenis, m.	noun 3	young man

L

* labor	laboris, m.	noun 3	work
laboro	laborare, laboravi	verb 1	work
* lacrima	lacrimae, f.	noun 1	tear
lacrimo	lacrimare, lacrimavi	verb 1	weep, cry
laetus	laeta, laetum	adj	happy
latus	lata, latum	adj	wide
laudo	laudare, laudavi, laudatus	verb 1	praise
* legatus	legati, m.	noun 2	commander
* legio	legionis, f.	noun 3	legion
lego	legere, legi, lectus	verb 3	read, choose
lente	<i>indecl.</i>	adv	slowly
* libenter	<i>indecl.</i>	adv	willingly, gladly
liber	libri, m.	noun 2	book
* liberi	liberorum, m. pl.	noun 2	children
libero	liberare, liberavi, liberatus	verb 1	free, set free
libertus	liberti, m.	noun 2	freedman, ex-slave
locus	loci, m.	noun 2	place
longus	longa, longum	adj	long
* loquor	loqui, locutus sum	verb 3 dep	speak
* lux	lucis, f.	noun 3	light, daylight

M

magnus	magna, magnum	adj	big, large, great
* malo	malle, malui	verb irreg	prefer
malus	mala, malum	adj	evil, bad
maneo	manere, mansi	verb 2	remain, stay
manus	manus, f.	noun 4	hand, group of people
mare	maris, n.	noun 3	sea
* maritus	mariti, m.	noun 2	husband
mater	matris, f.	noun 3	mother
medius	media, medium	adj	middle
meus	mea, meum	adj	my
miles	militis, m.	noun 3	soldier
mille	pl. milia	noun irreg	thousand
minime	<i>indecl.</i>	adv	very little, least, no
miser	miseram, miserum	adj	miserable, wretched, sad
mitto	mittere, misi, missus	verb 3	send

modus	modi, m.	noun 2	manner, way, kind
moneo	monere, monui, monitus	verb 2	warn, advise
mons	montis, m.	noun 3	mountain
* morior	mori, mortuus sum	verb 3 dep	die
mors	mortis, f.	noun 3	death
* moveo	movere, movi, motus	verb 2	move
mox	<i>indecl.</i>	adv	soon
multo	<i>indecl.</i>	adv	much
multus	multa, multum	adj	much, many
* murus	muri, m.	noun 2	wall
N			
nam	<i>indecl.</i>	conj	for
narro	narrare, narraui, narratus	verb 1	tell, relate
nauta	nautae, m.	noun 1	sailor
navigo	navigare, navigavi	verb 1	sail
navis	navis, f.	noun 3	ship
-ne	<i>indecl.</i>	partic	(introduces question)
* ne	<i>indecl.</i>	conj	that ... not, so that ... not
nec ... nec	<i>indecl.</i> also: neque ... neque	conj	neither ... nor
neco	necare, necavi, necatus	verb 1	kill
nemo	neminis	noun irreg	no one, nobody
nescio	nescire, nescivi	verb 4	not know
nihil	<i>indecl.</i>	noun irreg	nothing
* nisi	<i>indecl.</i>	conj	unless, except
nolo	nolle, nolui	verb irreg	not want
nomen	nominis, n.	noun 3	name
non	<i>indecl.</i>	adv	not
nonne?	<i>indecl.</i>	adv	surely?
nos	nostrum	pron	we, us
noster	nostra, nostrum	pron	our
novem	<i>indecl.</i>	adj	nine
novus	nova, novum	adj	new
nox	noctis, f.	noun 3	night
nullus	nulla, nullum	adj	not any, no
num	<i>indecl.</i>	partic	whether
num ... ?	<i>indecl.</i>	partic	surely not?
numquam	<i>indecl.</i>	adv	never
nunc	<i>indecl.</i>	adv	now
nuntio	nuntiare, nuntiavi, nuntiatum	verb 1	announce
nuntius	nuntii, m.	noun 2	messenger, message, news

O

* occido	occidere, occidi, occisus	verb 3	kill
octo	<i>indecl.</i>	adj	eight
* odi	odisse	verb defect.	hate
offero	offerre, obtuli, oblatus	verb irreg	offer
olim	<i>indecl.</i>	adv	once, some time ago
omnis	omne	adj	all, every
oppugno	oppugnare, oppugnavi, oppugnatus	verb 1	attack
* oro	orare, oravi, oratus	verb 1	beg
ostendo	ostendere, ostendi, ostentus	verb 3	show

P

paene	<i>indecl.</i>	adv	almost, nearly
paro	parare, paravi, paratus	verb 1	prepare
pars	partis, f.	noun 3	part
parvus	parva, parvum	adj	small
pater	patris, m.	noun 3	father
* patior	pati, passus sum	verb 3 dep	suffer, endure
pauci	paucae, pauca	adj plural	few, a few
pax	pacis, f.	noun 3	peace
pecunia	pecuniae, f.	noun 1	money
per	+ <i>acc.</i>	prep	through, along
* pereo	perire, perii	verb irreg	die, perish
periculum	periculi, n.	noun 2	danger
persuadeo	persuadere, persuasi + <i>dat.</i>	verb 2	persuade
perterritus	perterrita, perterritum	adj	terrified
* pes	pedis, m.	noun 3	foot, paw
peto	petere, petivi, petitus	verb 3	make for, seek, beg/ ask for, attack
* placet	placere, placuit + <i>dat.</i>	verb 2 impers.	it pleases, suits
plenus	plena, plenum	adj	full
* poena	poenae, f.	noun 1	punishment
* poenas do			pay the penalty, be punished
pono	ponere, posui, positus	verb 3	put, place, put up
porta	portae, f.	noun 1	gate
porto	portare, portavi, portatus	verb 1	carry
* portus	portus, m.	noun 4	harbour, port
* possum	posse, potui	verb irreg	can, be able
post	+ <i>acc.</i>	prep	after, behind
* postea	<i>indecl.</i>	adv	afterwards
postquam	<i>indecl.</i>	conj	after, when
* postridie	<i>indecl.</i>	adv	on the next day

* postulo	postulare, postulavi, postulatus	verb 1	demand
* praebeo	praebere, praeberi, praebitus	verb 2	provide
* praemium	praemii, n.	noun 2	prize, reward, profit
primus	prima, primum	adj	first
* princeps	principis, m.	noun 3	chief, chieftain, emperor
* priusquam	<i>indecl.</i>	conj	before, until
pro	+ <i>abl.</i>	prep	in front of, for, in return for
procedo	procedere, processi	verb 3	advance, proceed
* proficiscor	proficisci, profectus sum	verb 3 dep	set out
* progredior	progredi, progressus sum	verb 3 dep	advance
promitto	promittere, promisi, promissus	verb 3	promise
prope	+ <i>acc.</i>	prep	near
* proximus	proxima, proximum	adj	nearest, next to
puella	puellae, f.	noun 1	girl
puer	pueri, m.	noun 2	boy
pugno	pugnare, pugnavi	verb 1	fight
pulcher	pulchra, pulchrum	adj	beautiful, handsome

Q

quaero	quaerere, quaesivi, quaesitus	verb 3	search for, look for, ask
qualis?	quale	adj	what sort of ... ?
quam	<i>indecl.</i>	adv	how ... ? how ... !
quam	<i>indecl.</i>	adv	than
quamquam	<i>indecl.</i>	conj	although
quantus?	quanta, quantum	adj	how big?
quattuor	<i>indecl.</i>	adj	four
-que	<i>indecl.</i>	conj	and
qui	quae, quod	pron	who, which
* quidam	quaedam, quoddam	pron	one, a certain, some
quinque	<i>indecl.</i>	adj	five
quis?	quid	pron	who? what?
quo?	<i>indecl.</i>	adv	where to?
quod	<i>indecl.</i>	conj	because
quo modo?	<i>indecl.</i>	adv	how? in what way?
quoque	<i>indecl.</i>	conj	also, too
* quot?	<i>indecl.</i>	adj	how many?

R

rapio	rapere, rapui, raptus	verb 3	seize, grab
re-	(<i>prefix used with verbs</i>)		- back
reddo	reddere, reddidi, redditus	verb 3	give back, restore
redeo	redire, redii	verb irreg	go back, come back, return
* refero	referre, rettuli, relatus	verb irreg	bring/carry back; report, tell

regina	reginae, f.	noun 1	queen
* regredior	regredi, regressus sum	verb 3 dep	go back, return
relinquo	relinquere, reliqui, relictus	verb 3	leave, leave behind
res	rei, f.	noun 5	thing, business
resisto	resistere, restiti + <i>dat.</i>	verb 3	resist
respondeo	respondere, respondi, responsus	verb 2	reply
rex	regis, m.	noun 3	king
rideo	ridere, risi	verb 2	laugh, smile
rogo	rogare, rogavi, rogatus	verb 1	ask, ask for
Roma	Romae, f. (Romae: at/in Rome)	noun 1	Rome
Romanus	Romana, Romanum	adj	Roman

S

sacer	sacra, sacrum	adj	sacred
saepe	<i>indecl.</i>	adv	often
saevus	saeva, saevum	adj	savage, cruel
saluto	salutare, salutavi, salutatus	verb 1	greet
salve!	salvete! (plural)	verb imperative	hello!
sanguis	sanguinis, m.	noun 3	blood
satis	<i>indecl.</i>	adj/adv	enough
scio	scire, scivi, scitus	verb 4	know
scribo	scribere, scripsi, scriptus	verb 3	write
se	sui	pron	himself, herself, itself, themselves
sed	<i>indecl.</i>	conj	but
sedeo	sedere, sedi	verb 2	sit
semper	<i>indecl.</i>	adv	always
senator	senatoris, m.	noun 3	senator
senex	senis, m.	noun 3	old man
sentio	sentire, sensi, sensus	verb 4	feel, notice
septem	<i>indecl.</i>	adj	seven
* sequor	sequi, secutus sum	verb 3 dep	follow
servo	servare, servavi, servatus	verb 1	save, look after
servus	servi, m.	noun 2	slave
severus	severa, severum	adj	severe, strict
sex	<i>indecl.</i>	adj	six
si	<i>indecl.</i>	conj	if
sic	<i>indecl.</i>	adv	thus, in this way
signum	signi, n.	noun 2	sign, signal, seal
silva	silvae, f.	noun 1	wood
* simulac	simulatque	conj	as soon as
* sine	+ <i>abl.</i>	prep	without

solus	sola, solum	adj	alone, lonely, only, on one's own
specto	spectare, spectavi, spectatus	verb 1	look at, watch
* spero	sperare, speravi, speratus	verb 1	hope, expect
* spes	spei, f.	noun 5	hope
statim	<i>indecl.</i>	adv	at once, immediately
sto	stare, steti	verb 1	stand
stultus	stulta, stultum	adj	stupid, foolish
sub	+ <i>acc. / abl.</i>	prep	under, beneath
subito	<i>indecl.</i>	adv	suddenly
sum	esse, fui	verb irreg	be
summus	summa, summum	adj	highest, greatest, top (of)
* supero	superare, superavi, superatus	verb 1	overcome, overpower
* surgo	surgere, surrexi	verb 3	get up, stand up, rise
suus	sua, suum	pron	his, her, its, their (own)

T

taberna	tabernae, f.	noun 1	shop, inn
taceo	tacere, tacui, tacitus	verb 2	be silent, be quiet
talis	tale	adj	such
tam	<i>indecl.</i>	adv	so
tamen	<i>indecl.</i>	adv	however
tandem	<i>indecl.</i>	adv	at last, finally
tantus	tanta, tantum	adj	so great, such a great
templum	templi, n.	noun 2	temple
* tempus	temporis, n.	noun 3	time
teneo	tenere, tenui, tentus	verb 2	hold
terra	terrae, f.	noun 1	ground, land
terreo	terrere, terrui, territus	verb 2	frighten
timeo	timere, timui	verb 2	fear, be afraid
tot	<i>indecl.</i>	adj	so many
totus	tota, totum	adj	whole
trado	tradere, tradidi, traditus	verb 3	hand over
traho	trahere, traxi, tractus	verb 3	drag
trans	+ <i>acc. (also used as prefix with verbs)</i>	prep	across
tres	tria	adj	three
tristis	triste	adj	sad
tu	tui	pron	you (singular)
tum	<i>indecl.</i>	adv	then
* turba	turbae, f.	noun 1	crowd
tuus	tua, tuum	pron	your (singular), yours

U

ubi	<i>indecl.</i>	adv	where? where, when
umquam	<i>indecl.</i>	adv	ever
* unde	<i>indecl.</i>	adv	from where
unus	una, unum	adj	one
urbs	urbis, f.	noun 3	city
ut	<i>indecl. + indic.</i>	conj	as
ut	<i>indecl. + subjunc.</i>	conj	that, so that, in order that
* utrum ... an	<i>indecl.</i>	adv	whether ... or
* uxor	uxoris, f.	noun 3	wife

V

vale	valete	verb imperat	goodbye, farewell
* vehementer	<i>indecl.</i>	adv	violently, loudly
* veho	vehere, vexi, vectus	verb 3	carry
vendo	vendere, vendidi, venditus	verb 3	sell
venio	venire, veni	verb 4	come
verbum	verbi, n.	noun 2	word
verto	vertere, verti, versus	verb 3	turn
* verus	vera, verum	adj	true, real
* vester	vestra, vestrum	pron	your (plural), yours
via	viae, f.	noun 1	street, road, way
video	videre, vidi, visus	verb 2	see
villa	villae, f.	noun 1	house, country villa
vinco	vincere, vici, victus	verb 3	conquer, win, be victorious
vinum	vini, n.	noun 2	wine
vir	viri, m.	noun 2	man
vita	vitae, f.	noun 1	life
vivo	vivere, vixi	verb 3	live, be alive
* vivus	viva, vivum	adj	alive, living
voco	vocare, vocavi, vocatus	verb 1	call
volo	velle, volui	verb irreg	want
vos	vestrum	pron	you (plural)
vox	vocis, f.	noun 3	voice, shout
* vulnus	vulneris, n.	noun 3	wound
* vultus	vultus, m.	noun 4	expression, face

DEFINED VOCABULARY LIST FOR PAPER 3 (LANGUAGE 2)

A

acriter	<i>indecl.</i>	adv	keenly, eagerly, fiercely
aequus	aequa, aequum	adj	equal, fair, calm
ager	agri, m.	noun 2	field
animadverto	animadvertere, -verti, -versus	verb 3	notice, take notice of
ante	+ <i>acc.</i>	prep	before, in front of
arbor	arboris, f.	noun 3	tree
argentum	argenti, n.	noun 2	silver
arma	armorum, n.	noun 2 pl	arms, weapons
ars	artis, f.	noun 3	art, skill
audeo	audere, ausus sum	verb 2	dare
augeo	augere, auxi, auctus	verb 2	increase
aurum	auri, n.	noun 2	gold
aut ... aut	<i>indecl.</i>	conj	either ... or
autem	<i>indecl.</i>	conj	but, however

B

benignus	benigna, benignum	adj	kind
bibo	bibere, bibi	verb 3	drink
bona	bonorum, n.	noun 2 pl	goods

C

cado	cadere, cecidi, casus	verb 3	fall
captivus	captivus, m.	noun 2	captive, prisoner
causa	causae, f.	noun 1	cause, reason; case (in court)
clarus	clara, clarum	adj	famous, distinguished
contra	+ <i>acc.</i>	prep	against
copiae	copiarum, f.	noun 1 pl	forces, troops
culpo	culpare, culpavi, culpatus	verb 1	blame
custodio	custodire, custodivi, custoditus	verb 4	guard

D

dignitas	dignitatis, f.	noun 3	dignity, importance, honour, prestige
diligenter	<i>indecl.</i>	adv	carefully
dolor	doloris, m.	noun 3	pain, grief
durus	dura, durum	adj	harsh, hard
dubito	dubitare, dubitavi, dubitatus	verb 1	hesitate, doubt

E

exemplum	exempli, n.	noun 2	example
exercitus	exercitus, m.	noun 4	army
extra	+ <i>acc.</i>	prep	outside

F

faveo	favere, favi, fatus + <i>dat.</i>	verb 2	favour, support
felix	felicis	adj	fortunate, happy
fides	fidei, f.	noun 5	loyalty, trustworthiness
finis	finis, m.	noun 3	end, boundary
fio	fieri, factus sum	verb irreg	become, be made

G

gaudium	gaudii, n.	noun 2	joy, pleasure
gens	gentis, f.	noun 3	family, tribe, race, people

H

hasta	hastae, f.	noun 1	spear
haud	<i>indecl.</i>	adv	not

I

ignis	ignis, m.	noun 3	fire
impedio	impedire, impedi, impeditus	verb 4	hinder
impetus	impetus, m.	noun 4	attack
incipio	incipere, incepti, inceptus	verb 3	begin
ingenium	ingenii, n.	noun 2	character
inimicus	inimici, m.	noun 2	enemy
iniuria	iniuriae, f.	noun 1	injustice, injury
instruo	instruere, instruxi, instructus	verb 3	draw up, set up, arrange
intra	+ <i>acc.</i>	prep	inside
invito	invitare, invitavi, invitatus	verb 1	invite

L

levis	leve	adj	light, slight, trivial
lex	legis, f.	noun 3	law
libertas	libertatis, f.	noun 3	freedom

M

magis	<i>indecl.</i>	adv	more
magister	magistri, m.	noun 2	master, schoolmaster, foreman
mens	mentis, f.	noun 3	mind
metus	metus, m.	noun 4	fear
miror	mirari, miratus sum	verb 1 dep	wonder at, admire
morbus	morbi, m.	noun 2	illness
mos	moris, m.	noun 3	custom
multitudo	multitudinis, f.	noun 3	crowd
muto	mutare, mutavi, mutatus	verb 1	change

N

noceo	nocere, nocui, nocitus + <i>dat.</i>	verb 2	hurt, harm
nonnulli	nonnullae, nonnulla	adj	some, several

O

obliviscor	oblivisci, oblitus sum + <i>gen.</i>	verb 1 dep	forget
officium	officii, n.	noun 2	business
oppidum	oppidi, n.	noun 2	town
opprimo	opprimere, oppressi, oppressus	verb 3	crush
oratio	orationis, f.	noun 3	speech
orior	oriri, ortus sum	verb 4 dep	rise up, arise

P

parco	parcere, peperci + <i>dat.</i>	verb 3	spare
pareo	parere, parui, paritus + <i>dat.</i>	verb 2	obey
patria	patriae, f.	noun 1	country, homeland
paulisper	<i>indecl.</i>	adv	for a short time
paulo / paulum	<i>indecl.</i>	adv	a little
(ex-/re-) pello	pellere, pepuli, pulsus	verb	drive (out/back)
perfidia	perfidiae, f.	noun 1	treachery
perfidus	perfida, perfidum	adj	treacherous, untrustworthy
permitto	permittere, permisi, permissus + <i>dat.</i>	verb 3	allow
pervenio	pervenire, perveni, perventus	verb 4	reach, arrive at
potens	potentis	adj	powerful
potestas	potestatis, f.	noun 3	power
praeter	+ <i>acc.</i>	prep	except
precor	precari, precatus sum	verb 1 dep	pray (to)
primo	<i>indecl.</i>	adv	at first
proelium	proelii, n.	noun 2	battle
propter	+ <i>acc.</i>	prep	on account of, because of
punio	punire, punivi, punitus	verb 4	punish
puto	putare, putavi, putatus	verb 1	think

Q

quam			
celerrime	<i>indecl.</i>	adv phrase	as quickly as possible
quasi	<i>indecl.</i>	adv	as if
quies	quietis, f.	noun, f.	rest
quondam	<i>indecl.</i>	adv	one day, once

R

regnum	regni, n.	noun 2	kingdom
rego	regere, rexi, rectus	verb 3	rule
(e-/ir-) rumpo	rumpere, rupi, ruptus	verb 3	burst (out/in)

S

sapiens	sapientis	adj	wise
scelus	sceleris, n.	noun 3	crime
scelestus	scelestus, scelestum	adj	wicked
senatus	senatus, m.	noun 4	the senate
silentium	silentii, n.	noun 2	silence
similis	simile	adj	similar
simul	<i>indecl.</i>	adv	at the same time
soleo	solere, solitus sum	verb 2	be accustomed
strepitus	strepitus, m.	noun 4	noise, din
suscipio	suscipere, suscepi, susceptus	verb 3	undertake, take on

T

tango	tangere, tetigi, tactus	verb 3	touch
tempestas	tempestatis, f.	noun 3	storm
tollo	tollere, sustuli, sublatus	verb 3	raise, lift up, hold up

U

ullus	ulla, ullum	adj	any
umbra	umbrae, f.	noun 1	shadow, ghost
utor	uti, usus sum + <i>abl.</i>	verb 3 dep	use

V

validus	valida, validum	adj	strong
ventus	venti, m.	noun 2	wind
vereor	vereri, veritus sum	verb 2 dep	fear, be afraid
vero	<i>indecl.</i>	adv	indeed
victor	victoris, m.	noun 3	victor, winner
victoria	victoriae, f.	noun 1	victory
videor	videri, visus sum	verb 2 dep	seem, appear
vis	vim (<i>acc</i>), vi (<i>abl</i>); vires (<i>pl</i>)	noun 3	force; (<i>pl</i>) strength
volvo	volvere, volvi, volutus	verb 3	turn
virtus	virtutis, f.	noun 3	courage
vulnero	vulnerare, vulneravi, vulneratus	verb 1	wound, injure