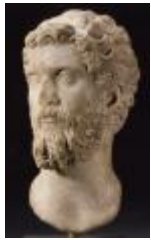


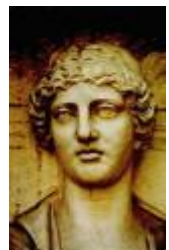
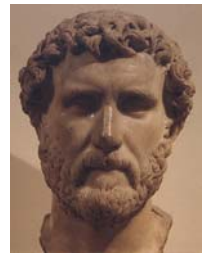
CHELMSFORD COUNTY HIGH SCHOOL
FOR GIRLS



AS LATIN



HANDBOOK



KEYS TO SUCCESS

We believe strongly that you can meet the challenge of learning further Latin and can have a great deal of success.

We will do everything we can to make sure you do have success and achievement. It is however a team game!

Your part is to listen carefully to explanations and instructions, to do all that we ask of you, to work as far as possible in the ways we suggest, to take homework very seriously, to produce work at the time requested and fully completed, to take classwork very seriously, to always aim to do your best, never to give up, always to be willing to ask for assistance and guidance.

Experience tells us that making a very serious effort to consolidate grammar (“endings”) at the start of the course pays big dividends further down the line.

WHAT TEACHERS EXPECT OF YOU

- ✓ you will have high expectations of what you can achieve
- ✓ you will always exhibit a “can do” attitude
- ✓ you will consistently reflect on your learning and identify what you need to work on
- ✓ you will attend class promptly
- ✓ you will be willing to get down to work without fuss
- ✓ you will always have the appropriate books and equipment
- ✓ you will consistently focus on the work in hand
- ✓ you will consistently hand in work at the time requested and complete it to the best of your ability
- ✓ you will be willing to ask for help and guidance and to apply it
- ✓ you will carefully follow advice or instruction as appropriate

WHAT YOU CAN EXPECT OF YOUR TEACHERS

- ✓ we will have high expectations of what you can achieve
- ✓ we will always know your strengths and areas of difficulty
- ✓ we will always support you in sorting out areas of difficulty
- ✓ we will always respond to requests for help
- ✓ we will regularly feed back to you on how you are progressing and what you need to work on
- ✓ we will respond promptly to work you do which is to be assessed
- ✓ we will provide a carefully structured programme of work which clearly either consolidates previous learning or helps you to move forward to new areas

Syllabus Outline

The syllabus offers candidates the opportunity to study elements of the language and literature of the Classical world, acquiring in the process some understanding of the culture, politics and social life of Rome at significant periods in its history.

The syllabus is designed to enable candidates to:

- acquire an understanding of the linguistic structures of Latin;
- read and make a personal response to a selection of Latin literature;
- consider the spiritual, moral and cultural issues that emerge from their reading;
- progress to Higher Education courses in Latin/Classical Greek, whether linguistic or non-linguistic.

Assessment

Assessment is by means of 3 Units of Assessment for AS and 6 Units of Assessment for Advanced GCE.

Question Paper Requirements

AS

Units 2471-2480: questions test comprehension and appreciation of prescribed texts.

Unit 2491: candidates translate two passages from prescribed texts and write an essay.

Unit 2492: candidates translate into English a passage of Latin not seen before.

A2

Texts at A2 level are studied at greater length and in greater depth, and this is reflected in the questions set.

Units 2481-2490: questions in section A test comprehension and appreciation of prescribed texts. In section B, candidates answer one essay question on a prescribed text.

Unit 2493: candidates translate two passages (one of prose and one of verse) into English.

Unit 2494: candidates either answer comprehension questions on an unprepared passage of Latin or translate a passage of English prose into Latin prose.

Syllabus Aims

The purpose of a course in Latin/Classical Greek 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 course in Latin/Classical Greek, whether AS GCE or Advanced GCE, should provide a satisfying experience in itself and a sound basis for further study. Its aims are to encourage candidates to:

- . develop an appropriate level of competence in the chosen language and a sensitive and analytical approach to language generally
- develop an awareness of the influence of the classical languages on the languages of today and of their distinctive modes of expression
- . read, understand and make an informed personal response to literature in the original language
- . make an informed response based on evidence from the material studied using written and, where appropriate, other means of communication
- progress to Higher Education courses in Latin/Classical Greek, whether linguistic or non-linguistic.

Spiritual, Moral, Ethical, Social and Cultural Issues

The study of Latin/Classical Greek 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

Linguistic Knowledge and Understanding

Candidates:

(i) should demonstrate understanding of the linguistic structures of Latin, of their relationship to English, and of their distinctive modes of expression;

(ii) may, if they wish, translate into accurate Latin a piece of English prose.

Literary Knowledge and Understanding.

Candidates should be able to:

- (i) recall, select and use relevant knowledge in a clear, concise and logical manner;
- (ii) appreciate and understand the Latin literature prescribed for AS GCE and Advanced GCE in the original language, including the context (literary, historical and social) in which it was written, and the literary and historical features used (such as metaphor, simile, rhythm and metre);

(iii) organise and present information, ideas, descriptions and arguments clearly and logically, spell and use grammar and punctuation correctly.

Candidates may, if they wish,

(iv) demonstrate an appreciation and understanding of typical features of Latin literature by writing in Latin in an appropriate idiom and style.

AS ~ Further Details of the Question Papers

Unit 2471-2480 - Literature 1 - Commentary (1 hour) (120 marks) Candidates must answer two questions.

Questions test comprehension and appreciation of the prescribed texts. Two questions are set on each text, both of which may be answered. One question contains a passage from the first part of the text, the other a passage from the second part. Each question contains one passage. Questions are set requiring candidates to explain the context and to discuss the literary features of the passage. There are no questions on scansion *in vacuo* but, on a Latin text written in either hexameters or elegiacs questions involving the appreciation of metrical effects may be set.

Unit 2491 - Literature 2 - Translation and Essay (1 hour) (90 marks)

The paper is divided into two sections. In Section A candidates are required to translate passages taken from the prescribed texts. Two passages from each of the texts are set, one from each part of the prescription. Candidates are required to translate any two passages {which may be from different authors). There are 60 marks available for this section.

Section B contains one essay question on each prescribed text. The question contains some guidance on the avenues of approach candidates are advised to adopt. Candidates are required to write one essay, which carries 30 marks.

Unit 2492 - Unprepared Translation 1 (1 hour) (90 marks)

There is one passage of prose in Latin. The standard of difficulty is between that of GCSE Higher Tier and the traditional Advanced GCE. The passage set will have a full title and the first few lines will be in English, in order to help candidates gain the feel of the passage. OCR will issue a Defined Vocabulary List (of c.1 000 words) for use in preparing candidates for this unit. Words occurring in the passage which are not in the Defined Vocabulary List will be glossed.

A2 ~ Further Details of the Question Papers

Unit 2481-2490 – Literature 3 – Commentary and Essay (1 hour 45 minutes) (120 marks)

The paper is divided into two sections and candidates must answer three questions, two from Section A and one from Section B. They may not answer questions on a text from a group on which they have answered a question or questions at AS.

Section A tests comprehension and appreciation of the prescribed texts. Two questions are set on each text, both of which may be answered. One question contains a passage from the first part of the text, the other a passage from the second part. Questions require the candidates to explain the context and discuss the literary features of the passage. There are no questions on

scansion *in vacuo* but, on a Latin text written in either hexameters or elegiacs questions involving the appreciation of metrical effects may be set.

Section B contains one essay question on each text prescribed. Candidates write one essay.

Each question carries 40 marks.

Candidates are required to respond in greater depth than in AS GCE, building on a knowledge of Latin literary idiom developed through wider reading of texts over the full length of an Advanced GCE course, and showing the ability to place literary texts in their social and cultural context. The questions set on literary and rhetorical features require familiarity with more complex linguistic structures than those tested at AS GCE.

Unit 2493 - Unprepared Translation 2 (1 hour 30 minutes) (90 marks)

The paper consists of one passage of prose and one of verse, both of which must be translated into English. The passages are taken from two named authors or genres for example, elegiacs, oratory. This unit builds on the linguistic competence developed at AS GCE level, but requires understanding of more complex linguistic structures and a greater sensitivity to literary idiom, developed through wider reading of texts over the full length of a Advanced GCE course.

Each passage has a full title and the first few lines are in English in order to help candidates gain the feel of the passage; the remainder of the passage is for translation by candidates, and some words may be glossed. No account is taken of the Defined Vocabulary List in use for AS Level.

Candidates are required to scan two lines of the verse passage.

Linguistic Content

Candidates, at both AS and A2, are expected to be familiar with the language of authors of the 1st century BC and the 1st century AD, employing the following linguistic structures:

(i) Accidence:

Declension of all nouns and adjectives of all standard types, together with *domus*, *Iuppiter* and *vis*;

Adjectives of all standard types, from all three declensions;

Formation of adverbs;

Comparison of adjectives and adverbs;

Pronouns and pronominal adjectives;

Verbs of all standard types from all conjugations in all moods, voices and tenses, together with deponent, semi-deponent, defective, irregular and impersonal verbs. (Knowledge of the imperative in *-to*, *-tote* is confined to *memini* and *sum*);

Cardinal and ordinal numerals;

The use of prepositions and standard meanings of prepositional prefixes.

(ii) Syntax

Negation;

Direct statement, question (including deliberative) and command;

Prohibitions, exhortations and wishes;

Subordinate clauses and other constructions as listed:

. Indirect statement (including extended *oratio obliqua*), question, command and prohibition;

. Description (relative clauses, including common uses with the subjunctive);

. Purpose (including uses of the gerund and gerundive);

. Result (including the use of the comparative with *quam ut*);

. Conditional;

. Causal;

. Temporal (definite and indefinite);

. Subordinate clauses within indirect speech;

. Fearing, prevention and precaution;

. Concessive.

Other uses of the infinitive (as subject and as complement; prolative; historic);

Uses of the participle, including ablative absolute;

Comparison;

Other uses of the gerund and gerundive;

Constructions involving *quominus* and *quin*;

Use of *dum* and *dummodo* to mean 'provided that',

Grade Descriptors

Grade A

Language: candidates display an excellent level of accuracy in manipulating Latin. They have an excellent grasp of vocabulary, inflexions, grammar and syntax. The meaning of a Latin passage is conveyed accurately and coherently through translation and/or comprehension.

Literature: candidates show detailed knowledge, analytical understanding and appreciation of Latin texts within their literary, social and historical contexts. They have an excellent grasp of Latin literary techniques, are able to evaluate evidence in some depth and draw well-argued conclusions with appropriate reference or quotation. They produce sensitive and perceptive personal responses, which show clear insight into the author's meaning.

In their **written work in English** they demonstrate the ability to organise and present information, ideas, descriptions and arguments in a clear, logical and appropriate form, making accurate use of grammar, punctuation, spelling and, where appropriate, using specialist vocabulary.

Grade C

Language: candidates display a satisfactory level of accuracy in manipulating Latin. They have a good grasp of vocabulary, inflexions, grammar and syntax but with some gaps in knowledge and understanding. The meaning of a Latin passage is conveyed with some accuracy and coherence through translation and/or comprehension.

Literature: candidates show good knowledge, analytical understanding and appreciation of Latin texts within their literary, social and historical contexts. They have a satisfactory grasp of Latin literary techniques, are able to evaluate evidence in a satisfactory way and draw conclusions with some appropriate reference or quotation. They produce personal responses, which show an understanding of the author's meaning.

In their **written work in English** they demonstrate the ability to organise and present information, ideas, descriptions and arguments in a satisfactorily clear and appropriate form, making generally accurate use of grammar, punctuation, spelling and often using specialist vocabulary.

Grade E

Language: candidates display some accuracy in manipulating Latin. They have a basic grasp of vocabulary, inflexions, grammar and syntax but with some gaps in knowledge and understanding. The meaning of a Latin passage is conveyed in outline through translation and/or comprehension.

Literature: candidates show a basic knowledge, analytical understanding and appreciation of Latin texts within their literary, social and historical contexts with some grasp of literary techniques. They are able to evaluate evidence in a basic way and draw conclusions in a generalised way, occasionally with some appropriate reference or quotation. They produce some attempt at a personal response, which shows a basic understanding of the author's meaning.

In their **written work in English** they demonstrate some ability to organise and present information, ideas, descriptions and arguments in a satisfactorily clear and appropriate form, making some accurate use of grammar, punctuation, spelling and sometimes using specialist vocabulary.

Reading List

There is no reading list specified by the Examination Board for AS Latin but the expectation is that the author studied should be viewed in a Roman context. It is this general awareness of the Roman world, its history, politics and customs which students should try to build up.

This can be done by dipping into a range of socio-historical books or by reading good quality historical novels which are written against a factually accurate backdrop. Particularly good authors are Stephen Saylor, Colleen McCullough, Lindsay Davies and David Wishart. The first two build up a remarkable picture of Rome in the first century b.c.e. concentrating as they do on the strong personalities in which this period abounded, their rivalries and the outcomes which coloured the subsequent history of Western Europe in particular. The second two mainly have the first century c.e. as their backdrop and generally concentrate rather less on the aristocracy. The output of these authors can be found in the Main School Library and Latin Department's Sixth Form teaching room S5.

Other authors who write vividly and plausibly about ancient Rome are Ross Leckie, Rosemary Rowe, Paul Docherty and Robert Harris. This is not a definitive list but they do not tend to distort the known facts and are therefore reliable historically.

Short factual books which serve as a good introduction to Roman Society and Politics are:

The Julio-Claudian Emperors – Thomas Wiedermann
Augustan Rome – Andrew Wallace-Hadrill
Roman Society – David Taylor
Society in Imperial Rome – Michael Massey
Empire and Emperors – Graham Tingay
Catullus and his World – Wiseman

Critical works relating to the set author are available in S5 and the Main Library. Short support books of general interest when an epic is studied are:

The Bride from the Sea – John Sharwood-Smith
Aeneas and the Roman Hero – Deryck Williams
Homer – Martin Thorpe

In addition the Department possesses Penguin or paperback versions of most Roman authors in translation and a wide range of additional reading to suit the tastes of individual students.

Record of Wider Reading, useful Websites, developing interests

Title	Comment

