OCR
Oxford Cambridge and RSA

A LEVEL
Specification

LATIN

H443
For first assessment in 2018

Version 1.2 (June 2018)

Disclaimer

Specifications are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published resources and the specification, therefore please use the information on the latest specification at all times. Where changes are made to specifications these will be indicated within the document, there will be a new version number indicated, and a summary of the changes. If you do notice a discrepancy between the specification and a resource please contact us at:
resources.feedback@ocr.org.uk

We will inform centres about changes to specifications. We will also publish changes on our website. The latest version of our specifications will always be those on our website (ocr.org.uk) and these may differ from printed versions.

Contents

Support and Guidance

Introducing a new specification brings challenges for implementation and teaching, but it also opens up new opportunities. Our aim is to help you at every stage. We are working hard with teachers and other experts to bring you a package of practical support, resources and training.

Subject Advisors

OCR Subject Advisors provide information and support to centres including specification and non-exam assessment advice, updates on resource developments and a range of training opportunities.

Our Subject Advisors work with subject communities through a range of networks to ensure the sharing of ideas and expertise supporting teachers and students alike. They work with developers to help produce our specifications and the resources needed to support these qualifications during their development.

You can contact our Classics Subject Advisors for specialist advice, guidance and support:

01223 553998
Classics@ocr.org.uk
@OCR_Classics

Teaching and learning resources

Our resources are designed to provide you with a range of teaching activities and suggestions that enable you to select the best activity, approach or context to support your teaching style and your particular students. The resources are a body of knowledge that will grow throughout the lifetime of the specification, they include:

- Delivery Guides
- Transition Guides
- Topic Exploration Packs
- Lesson Elements.

We also work with a number of leading publishers who publish textbooks and resources for our specifications. For more information on our publishing partners and their resources visit: **ocr.org.uk/publishing-partners**

Professional development

Our improved Professional Development Programme fulfils a range of needs through course selection, preparation for teaching, delivery and assessment. Whether you want to come to events, look at our new digital training or search for training materials, you can find what you're looking for all in one place at the CPD Hub: **cpdhub.ocr.org.uk**

An introduction to new specifications

We run training events throughout the academic year that are designed to help prepare you for first teaching and support every stage of your delivery of the new qualifications.

To receive the latest information about the training we offer on GCSE and A Level, please register for email updates at: **ocr.org.uk/updates**

Assessment Preparation and Analysis Service

Along with subject-specific resources and tools, you'll also have access to a selection of generic resources that focus on skills development, professional guidance for teachers and results data analysis.

Subject Advisor Support

Our Subject Advisors provide you with access to specifications, high-quality teaching resources and assessment materials.

Skills Guides

These guides cover topics that could be relevant to a range of qualifications, for example, communication, legislation and research.

Download the guides at
ocr.org.uk/skillsguides

Active Results

Our free online results analysis service helps you review the performance of individual students or your whole cohort. For more details, please refer to
ocr.org.uk/activeresults

1 Why choose an OCR A Level in Latin?

1a. Why choose an OCR qualification?

Choose OCR and you've got the reassurance that you're working with one of the UK's leading exam boards. Our new A Level in Latin has been developed in consultation with teachers, employers and Higher Education to provide learners with a qualification that's relevant to them and meets their needs.

We're part of the Cambridge Assessment Group, Europe's largest assessment agency and a department of the University of Cambridge. Cambridge Assessment plays a leading role in developing and delivering assessments throughout the world, operating in over 150 countries.

We work with a range of education providers, including schools, colleges, workplaces and other institutions in both the public and private sectors. Over 13,000 centres choose our A Levels, GCSEs and vocational qualifications including Cambridge Nationals and Cambridge Technicals.

Our Specifications

We believe in developing specifications that help you bring the subject to life and inspire your students to achieve more.

We've created teacher-friendly specifications based on extensive research and engagement with the teaching community. They're designed to be straightforward and accessible so that you can tailor the delivery of the course to suit your needs. We aim to encourage learners to become responsible for their own learning, confident in discussing ideas, innovative and engaged.

We provide a range of support services designed to help you at every stage, from preparation through to the delivery of our specifications. This includes:

- A wide range of high-quality creative resources including:

  o Delivery Guides

  o Transition Guides

  o Topic Exploration Packs

  o Lesson Elements

  o … and much more.

- Access to Subject Advisors to support you through the transition and throughout the lifetime of the specifications.

- CPD/Training for teachers including events to introduce the qualifications and prepare you for first teaching.

- Active Results – our free results analysis service to help you review the performance of individual learners or whole schools.

All A Level qualifications offered by OCR are accredited by Ofqual, the Regulator for qualifications offered in England. The accreditation number for OCR's A Level in Latin is QN601/8254/4.

1b.   Why choose an OCR A Level in Latin?

OCR's A Level in Latin has been designed to help learners develop their understanding of the Latin language and the related ancient literature, values and society.

We have updated the structure of the A Level to reflect the new linear nature of the qualification. This has allowed us to create separate components assessing language and literature. We have designed this qualification with teachers and learners in mind, having consulted extensively across the United Kingdom. We have used the feedback we have received to help shape how we have structured the set texts which gives teachers and learners a greater choice in the texts they can study. The specification also lists the interesting and engaging set texts which will be assessed for the first 6 years of the specification to give teachers certainty from the outset about what texts will be studied in the future.

We want to ensure that OCR's A Level in Latin engages learners, develops a desire within them to continue learning Latin and helps develop a lifelong enthusiasm for the Classical world.

Aims and learning outcomes

OCR's A Level in Latin will enable learners to:

- develop an appropriate level of competence in the language studied

- acquire the language skills which enable learners to read literary texts, both prose and verse, in the original language

- develop an interest in, and enthusiasm for, the literary, historical and cultural features of the ancient world

- acquire the literary skills which enable learners to read ancient literature, both prose and verse, in its original language with appropriate attention to literary techniques, styles and genres

- apply analytical and evaluative skills at an appropriate level which show direct engagement with original texts in the ancient language

- make an informed personal response to the material studied

- begin to develop a sensitive and analytical approach to language generally

- A Level specifications must also encourage learners to develop research and analytical skills that will empower them to become independent learners.

1c. What are the key features of this specification?

The key features of OCR's A Level in Latin for you and your learners are:

- a choice of set texts to study, giving the opportunity to create an appropriate and engaging course for learners

- the opportunity to be inspired, motivated and challenged by reading widely across a range of set texts

- the opportunity to gain a deeper understanding of the life and culture of the ancient world through the literature studied

- the encouragement to develop and apply critical analytical skills, which will help learners in their future study

- the opportunity to develop linguistic skills which will help both in the study and application of English and other languages

- the separation of the assessment of unseen language and set texts in different question papers

- the first year of this course is co-teachable with our AS Level in Latin specification.

- the chance to develop the language and literature skills needed to progress to studying Classics at undergraduate level.

1d.   How do I find out more information?

If you are already using OCR specifications you can contact us at: **www.ocr.org.uk**

If you are not already a registered OCR centre then you can find out more information on the benefits of becoming one at: **www.ocr.org.uk**

If you are not yet an approved centre and would like to become one go to: **www.ocr.org.uk**

Want to find out more?

Ask our Subject Advisors:

Customer Contact Centre: 01223 553998

Email: **classics@ocr.org.uk**

Join our Classics community **http://social.ocr.org.uk/groups/classics**

Teacher support: **www.ocr.org.uk**

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2 The specification overview

2a. OCR's A Level in Latin (H443)

Learners must take **all** components: 01, 02, 03 and 04 to be awarded the OCR A Level in Latin.

Content Overview	Assessment Overview	
Learners build their knowledge of vocabulary and linguistic structures through reading and studying prose and verse texts in Latin. Learners study texts written by a range of **prose** authors and the **verse** unseen author to develop linguistic competence.	**Unseen Translation (01)** 100 marks 1 hour 45 minute paper Written paper	**33%** of total A Level
	Prose Composition or Comprehension (02) 50 marks 1 hour 15 minute paper Written paper	**17%** of total A Level
Learners study **two** Latin Prose Literature set texts in depth. Learners also study additional literature in translation in order to understand the context from which the set texts have been taken.	**Prose Literature (03)** 75 marks 2 hour paper Written paper	**25%** of total A Level
Learners study **two** Latin Verse Literature set texts in depth. Learners also study additional literature in translation in order to understand the context from which the set texts have been taken.	**Verse Literature (04)** 75 marks 2 hour paper Written paper	**25%** of total A Level

All components include synoptic assessment.

2b.   Content of A Level in Latin (H443)

The OCR A Level in Latin will build on the knowledge, understanding and skills specified for GCSE (9–1), although prior attainment of a GCSE (9–1) qualification in Latin is not a requirement. Learners will be introduced to a greater range of vocabulary through wider reading of original material, more complex examples of syntax and accidence and the in-depth study of prose and verse literature.

There is no defined vocabulary list for the A Level in Latin. Rather, the qualification will require learners to know and build upon words and regular compounds of the words, which are listed in the Defined Vocabulary List for AS Level Latin. This is found on the OCR website (**www.ocr.org.uk**).

Learners are expected to study a range of authors' work in order to develop a wider vocabulary and more complex understanding of syntax and accidence. This will enable them to translate unseen passages, and **either** answer comprehension and grammar questions on an unseen prose passage **or** translate a passage of English into Latin.

The OCR A Level in Latin will also extend the study of ancient literature in terms of breadth and depth, further developing learners' ability to critically analyse and evaluate ancient literature. In both the Prose and Verse Literature components, the OCR A Level in Latin will give teachers and learners the option to study one author in greater depth or the works of two different authors. The qualification also requires learners to read additional literature in translation in order to understand the context from which the set texts have been taken.

The set texts for the Literature components (Components 03 and 04) will change **every two years**. This specification lists the set texts to be studied for the first six years of assessment of the specification.

The set texts will be reviewed after three years and may be subject to change. Each set text will remain on the list for the lifetime of the qualification, unless the review process identifies a necessary change. If a text is to be removed from the list and replaced with another text, centres will be notified a year in advance.

Over the course of the A Level, learners will have studied the works of at least four different authors in preparation for the Language and Literature examinations.

2c.   Content of Unseen Translation (H443/01)

This component is designed to enable learners to demonstrate their linguistic competence in Latin.

There is **no** Defined Vocabulary List for this component. Learners should build on and develop their range of vocabulary through wider reading of texts during the A Level course.

Learners should be able to:	Learners will be required to:
• recognise, analyse and/or deploy, as appropriate, the accidence and syntax listed in Appendix 5d • extend and demonstrate their knowledge of vocabulary and linguistic structures through continued linguistic study and through wider reading and by studying passages of Latin • accurately translate unseen material into English • accurately scan lines of unseen verse • demonstrate a detailed understanding of the linguistic structures of material written by ancient authors in the original language, including an understanding of individual words, phrases or sentences • present relevant information in a clear, concise and logical manner using appropriate terminology in English.	• translate a passage of unseen narrative prose into English • translate a passage of unseen verse into English • scan two lines of verse For examination from **2018 until 2023**, the **unseen prose** passage will be taken from **Livy** and the **unseen verse** passage will be taken from **Ovid**.

2c. Content of Prose Composition or Comprehension (H443/02)

This component is designed to enable learners to demonstrate their linguistic competence in Latin.

There is **no** Defined Vocabulary List for this component. Learners should build on and develop their range of vocabulary through wider reading of texts during the A Level course.

Learners should be able to:	Learners will be required to:
• recognise, analyse and/or deploy, as appropriate, the accidence and syntax listed in Appendix 5d • extend and demonstrate their knowledge of vocabulary and linguistic structures through continued linguistic study and through wider reading and by studying passages of Latin • accurately translate unseen material into English or Latin • demonstrate a detailed understanding of the linguistic structures of material written by ancient authors in the original language, including an understanding of individual words, phrases or sentences • present relevant information in a clear, concise and coherent manner using appropriate terminology in English.	**either** • translate unseen material from English into Latin **or** • demonstrate their understanding of a passage of unseen prose text through comprehension, translation and questions on syntax and accidence For examination from **2018 until 2023**, the unseen passage for comprehension, translation and questions on syntax and accidence will be a piece of **prose**, taken from an author **not** listed in Group 1 or Group 2 (page 10).

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2c. Content of Prose Literature (H443/03)

Learners should study **one** prose set text from those listed in **Group 1** and **one** prose set text from those listed in **Group 2** for the relevant examination series.

Each prose set text will be examined for a maximum of **two** years.

Learners should be able to:	Learners will be required to:
• demonstrate detailed knowledge and understanding of the prose set texts studied • understand and appreciate the literary context from which the set texts have been taken by reading an appropriate selection of ancient literature in English translation • understand and appreciate, as appropriate, the social, cultural and historical contexts for the set texts, their authors and audiences • identify, analyse and evaluate literary techniques, characterisation, strength of argument and literary meaning in the set texts • use appropriate technical terms in English to describe the literary techniques and features of the set texts • demonstrate appropriate historical and/or cultural knowledge when necessary for the understanding or evaluation of a given phrase, sentence or passage • appropriately select relevant information from the material studied to support their argument and analyse and summarise their findings • present relevant information in a clear, concise and coherent manner whilst writing at length, using appropriate terminology in English.	• understand and respond to passage(s) from a set text • demonstrate knowledge and understanding of the wider context of a set text • translate passages of each set text into English • critically analyse the literary style, characterisation, argument and literary meaning of a passage from a set text • write at length, drawing upon a study of a set text as well as material studied in translation.

Consonantal *u* will be printed as *v* and accusative plural endings in *–is* will be printed as *–es*.

Learners should study **one** prose set text from **Group 1** and **one** prose set text from **Group 2** for the relevant examination series.

For examination in **2018** and **2019**, the prose set texts are:

Group 1	Group 2
Cicero, *Pro Milone*, 24–32, 34–35, 43–52	Cicero, *Pro Milone*, 53–64 (… *defendere*), 72–80 English: Cicero, *Pro Milone*, 43–52, 65–71, 98–105
Tacitus, *Annals* I, 16–30	Tacitus, *Annals* I, 3–7, 11–14, 46–49 English: Tacitus, *Annals* I, 31–45
	Seneca, *Letters* 51, 53, 57 English: Seneca, *Letters* 21, 54 and Tacitus, *Annals* XV 60–64

For examination in **2020** and **2021**, the prose set texts are:

Group 1	Group 2
Cicero, *Philippic* II, 44–50 (… *viri tui similis esses*) and 78 (*C.Caesari ex Hispania redeunti…*)–92	Cicero, *Philippic* II, 100–119 English: Cicero, *Philippic* II, 78–99
Tacitus, *Histories* I, 4 (*finis Neronis …*)–7, 12–14, 17–23, 26	Tacitus, *Histories* I, 27–36, 39–44, 49 English: Tacitus, *Histories* I, 17–26, 37–38, 45–48
	Apuleius, *Metamorphoses* V, 11–24 English: Apuleius, *Metamorphoses*, IV 28–35 and V 1–10

For examination in **2022** and **2023**, the prose set texts are:

Group 1	Group 2
Cicero, *Pro Cluentio*, taken from *Murder at Larinum*, 1–7 & 10–11	Cicero, *Pro Cluentio*, taken from *Murder at Larinum*, 27–32 & 35–37 English: Cicero, *Pro Cluentio*, 9–18, 43–61, 181–185
Tacitus, *Annals* IV, 1–4 (… *non adversus habebatur*), 7–12, 39–41	Tacitus, *Annals* IV, 52–54, 57–60, 67–71, 74–75 English: Tacitus, *Annals* IV, 7–12, 17–20, 39–41 and *Annals* V 1–5
	Livy, Book 1, 53–54, 56 (*haec agenti …*)–60 English: Livy Book 1, 46–52, 55–56

Except where a particular edition is prescribed, centres are free to use any complete edition of the prescribed text as they choose. Where a passage is printed on a question paper it will be taken from the Bloomsbury text listed in Appendix 5c with such modifications as seem appropriate to the examiners.

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2c. Content of Verse Literature (H443/04)

Learners should study **one** verse set text from those listed in **Group 3** and **one** verse set text from those listed in **Group 4** for the relevant examination series.

Each verse set text will be examined for a maximum of **two** years.

Learners should be able to:	Learners will be required to:
• demonstrate detailed knowledge and understanding of the verse set texts studied, including metre • understand and appreciate the literary context from which the set texts have been taken by reading an appropriate selection of ancient literature in English translation • understand and appreciate, as appropriate, the social, cultural and historical contexts for the set texts, their authors and audiences • identify, analyse and evaluate literary techniques, characterisation, strength of argument and literary meaning in the set texts • use appropriate technical terms in English to describe the literary techniques and features of the set texts • demonstrate appropriate historical and/or cultural knowledge when necessary for the understanding or evaluation of a given phrase, sentence or passage • appropriately select relevant information from the material studied to support their argument and analyse and summarise their findings • present relevant information in a clear, concise and coherent manner whilst writing at length, using appropriate terminology in English.	• understand and respond to passage(s) from a set text • demonstrate knowledge and understanding of the wider context of a set text • translate passages of each set text into English • critically analyse the literary style, characterisation, argument and literary meaning of a passage from a set text • write at length, drawing upon a study of a set text as well as material studied in translation.

Consonantal *u* will be printed as *v* and accusative plural endings in *–is* will be printed as *–es*.

Learners should study **one** verse set text from **Group 3** and **one** verse set text from **Group 4** for the relevant examination series.

For examination in **2018** and **2019**, the verse set texts are:

Group 3	Group 4
Virgil, *Aeneid,* Book VIII 86–279, 558–584	Virgil, *Aeneid,* Book X, 215–250, 260–307, 362–398, 426–542 English: Virgil, *Aeneid* Book X
Ovid, *Amores* 1.1 & 2.5, Propertius 1.1 and Tibullus 1.1	Ovid, *Amores* 2.7 & 2.8, Propertius 1.3 & 2.14, Tibullus 1.3 English: Ovid *Amores* 2.19, Propertius 4.7 and Tibullus 2.4
	Ovid, *Heroides* VI 1–100 & 127–164, X 1–76 & 119–150 English: Ovid, *Heroides* IV, VI, X

For examination in **2020** and **2021**, the verse set texts are:

Group 3	Group 4
Virgil, *Aeneid,* Book XI 1–224	Virgil, *Aeneid,* Book XI 498–521, 532–596, 648–689, 725–835 English: Virgil, *Aeneid* Book XI
Horace, *Satires* 1.1 lines 1–12, 28–100; 1.3 lines 25–75; 2.2 lines 1–30, 70–111	Horace, *Odes* 3.2, 3.3, 3.4, 3.6 English: Horace, *Odes* 3.1, 3.7, 3.8, 3.11, 3.12, 3.16, 3.30
	Ovid, *Amores* 2.2, 2.4, 2.6, 2.10, 2.12 English: Ovid *Amores* 2.1, 2.9 both parts, 2.11, 2.15, 2.17, 2.18

For examination in **2022** and **2023**, the verse set texts are:

Group 3	Group 4
Virgil, *Aeneid,* Book XII 1–106, 614–727	Virgil, *Aeneid,* Book XII 728–952 English: Virgil, *Aeneid* Book XII
Catullus, poems 5, 6, 7, 8, 10, 11, 17, 40, 70, 76, 85, 88, 89, 91, 107	Catullus, poems 1, 34, 62 & 64 lines 124–264 English: Catallus poems 61, 63, and rest of 64
	Ovid, *Heroides* I lines 1–68, VII lines 1–140 English: Ovid *Heroides* I, III, VII

Except where a particular edition is prescribed, centres are free to use any complete edition of the prescribed text as they choose. Where a passage is printed on a question paper it will be taken from the Bloomsbury text listed in Appendix 5c with such modifications as seem appropriate to the examiners.

2d.   Prior knowledge, learning and progression

The specification builds on the knowledge, understanding and skills specified for GCSE (9–1) Latin, however, prior attainment of a GCSE (9–1) qualification in Latin is not required.

OCR's A Level in Latin provides a suitable foundation for the study of Latin or other Classics courses in further and higher education. At the same time, the multi-faceted nature of the subject and skills developed whilst studying Latin provide a suitable foundation to study many other subjects including English, History, Modern Foreign Languages, Philosophy and Politics.

The key skills required and developed by the specification also provide opportunities for progression directly into employment.

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3 Assessment of A Level in Latin

3a. Forms of assessment

OCR's A Level in Latin consists of **four** components that are all externally assessed.

Unseen Translation (Component 01)

Unseen Translation is an externally assessed, written examination testing AO1. It is worth 100 marks, which is 33% of the total marks for the A Level.

There are **two** sections to this component. Learners answer both sections.

In **Section A**, learners will translate an unseen passage of Latin prose into English. This section is worth 50 marks.

In **Section B**, learners will translate an unseen passage of Latin verse into English. Learners will also be required to scan **two** lines of verse. This section is worth 50 marks.

Prose Composition or Comprehension (Component 02)

Prose Composition or Comprehension is an externally assessed, written examination testing AO1. It is worth 50 marks, which is 17% of the total marks for the A Level.

There are **two** sections to this component. Learners answer **either** Section A **or** Section B.

In **Section A**, learners will answer translation, comprehension and grammar questions on an unseen passage of Latin prose. This section is worth 50 marks.

In **Section B**, learners will translate a passage, of at least 100 words in length, into Latin. This section is worth 50 marks.

Prose Literature (Component 03)

Prose Literature is an externally assessed, written examination testing AO2 and AO3. It is worth 75 marks, which is 25% of the total marks for the A Level.

There are **three** sections to this component.

In **Section A**, learners will answer questions to show their understanding and appreciation of the set text studied from **Group 1**.

In **Section B**, learners will answer questions to show their understanding and appreciation of the set text studied from **Group 2**.

In both **Section A** and **Section B**, learners will have to translate a passage of the set text into English, answer comprehension questions and answer a 15-mark question analysing literary style, characterisation, argument and literary meaning.

In **Section C**, learners will write an essay which draws upon material from the **Group 2** set text and the **material read in translation**.

Verse Literature (Component 04)

Verse Literature is an externally assessed, written examination testing AO2 and AO3. It is worth 75 marks, which is 25% of the total marks for the A Level.

There are **three** sections to this component.

In **Section A**, learners will answer questions to show their understanding and appreciation of the set text studied from **Group 3**.

In **Section B**, learners will answer questions to show their understanding and appreciation of the set text studied from **Group 4**.

In both **Section A** and **Section B**, learners will have to translate a passage of the set text into English, answer comprehension questions and answer a 15-mark question analysing literary style, characterisation, argument and literary meaning.

In **Section C**, learners will write an essay which draws upon material from the **Group 4** set text and the **material read in translation**.

3b. Assessment objectives (AO)

There are three Assessment Objectives in OCR A Level in Latin. These are detailed in the table below.

Learners are expected to:

	Assessment Objective
AO1	Demonstrate knowledge and understanding of the language.
AO2	Demonstrate knowledge and understanding of literature.
AO3	Critically analyse, evaluate and respond to literature.

Mark distribution of AO weightings in A Level in Latin

The relationship between the assessment objectives and the components in terms of **marks** are shown in the following table:

Component	AO1	AO2	AO3	Total
Unseen Translation	100	0	0	100
Prose Composition or Comprehension	50	0	0	50
Prose Literature	0	35	40	75
Verse Literature	0	35	40	75
Total	**150**	**70**	**80**	**300**

3c. Assessment availability

There will be one examination series available each year in May / June to **all** learners.

All examined components must be taken in the same examination series at the end of the course.

This specification will be certificated from the June 2018 examination series onwards.

3d. Retaking the qualification

Learners can retake the qualification as many times as they wish.

They retake all components of the qualification.

3e. Assessment of extended response

The assessment materials for this qualification provide learners with the opportunity to demonstrate their ability to construct and develop a sustained and coherent line of reasoning and marks for extended responses are integrated into the marking criteria.

3f. Synoptic assessment

Synoptic assessment targets the learners' understanding of the connections between different elements of the subject. It involves the explicit drawing together of knowledge, skills and understanding within different parts of the A Level course.

Synoptic assessment encourages the understanding of Latin as a discipline and requires learners to demonstrate understanding of the links between language and literature in their classical contexts.

3g. Calculating qualification results

A learner's overall qualification grade for A Level in Latin will be calculated by adding together their marks from the four components taken to give their total weighted mark. This mark will then be compared to the qualification level grade boundaries for the relevant exam series to determine the learner's overall qualification grade.

4 Admin: what you need to know

The information in this section is designed to give an overview of the processes involved in administering this qualification so that you can speak to your exams officer. All of the following processes require you to submit something to OCR by a specific deadline.

More information about the processes and deadlines involved at each stage of the assessment cycle can be found in the Administration area of the OCR website.

OCR's *Admin overview* is available on the OCR website at: **http://www.ocr.org.uk/administration**

4a. Pre-assessment

Estimated entries

Estimated entries are your best projection of the number of learners who will be entered for a qualification in a particular series.

Estimated entries should be submitted to OCR by the specified deadline. They are free and do not commit your centre in any way.

Final entries

Final entries provide OCR with detailed data for each learner, showing each assessment to be taken. It is essential that you use the correct entry code, considering the relevant entry rules.

Final entries must be submitted to OCR by the published deadlines or late entry fees will apply.

All learners taking an A Level in Latin must be entered for H443.

Entry code	Title	Component code	Component title	Assessment type
H443	Latin	01	Unseen Translation	External Assessment
		02	Prose Composition or Comprehension	External Assessment
		03	Prose Literature	External Assessment
		04	Verse Literature	External Assessment

4b. Special consideration

Special consideration is a post-assessment adjustment to marks or grades to reflect temporary injury, illness or other indisposition at the time the assessment was taken.

Detailed information about eligibility for special consideration can be found in the JCQ publication *A guide to the special consideration process.*

4c. External assessment arrangements

Regulations governing examination arrangements are contained in the JCQ *Instructions for conducting examinations*.

Head of Centre Annual Declaration

The Head of Centre is required to provide a declaration to the JCQ as part of the annual NCN update, conducted in the autumn term, to confirm that the centre is meeting all of the requirements detailed in the specification.

Any failure by a centre to provide the Head of Centre Annual Declaration will result in your centre status being suspended and could lead to the withdrawal of our approval for you to operate as a centre.

Private candidates

Private candidates may enter for OCR assessments.

A private candidate is someone who pursues a course of study independently but takes an examination or assessment at an approved examination centre. A private candidate may be a part-time student, someone taking a distance learning course, or someone being tutored privately. They must be based in the UK.

Private candidates need to contact OCR approved centres to establish whether they are prepared to host them as a private candidate. The centre may charge for this facility and OCR recommends that the arrangement is made early in the course.

Further guidance for private candidates may be found on the OCR website: http://www.ocr.org.uk

4d. Results and certificates

Grade Scale

A Level qualifications are graded on the scale: A*, A, B, C, D, E, where A* is the highest. Learners who fail to reach the minimum standard for E will be

Unclassified (U). Only subjects in which grades A* to E are attained will be recorded on certificates.

Results

Results are released to centres and learners for information and to allow any queries to be resolved before certificates are issued.

Centres will have access to the following results information for each learner:

• the grade for the qualification

• the raw mark for each component

• the total weighted mark for the qualification.

The following supporting information will be available:

• raw mark grade boundaries for each component

• weighted mark grade boundaries for the qualification.

Until certificates are issued, results are deemed to be provisional and may be subject to amendment.

A learner's final results will be recorded on an OCR certificate. The qualification title will be shown on the certificate as 'OCR Level 3 Advanced GCE in Latin'.

4e. Post-results services

A number of post-results services are available:

- **Enquiries about results** – If you are not happy with the outcome of a learner's results, centres may submit an enquiry about results.

- **Missing and incomplete results** – This service should be used if an individual subject result for a learner is missing, or the learner has been omitted entirely from the results supplied.

- **Access to scripts** – Centres can request access to marked scripts.

4f. Malpractice

Any breach of the regulations for the conduct of examinations and non-exam assessment work may constitute malpractice (which includes maladministration) and must be reported to OCR as soon as it is detected.

Detailed information on malpractice can be found in the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*.

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5 Appendices

5a. Overlap with other qualifications

There is no overlap with any other qualifications.

5b. Accessibility

Reasonable adjustments and access arrangements allow learners with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do, without changing the demands of the assessment. Applications for these should be made before the examination series. Detailed information about eligibility for access arrangements can be found in the JCQ *Access Arrangements and Reasonable Adjustments*.

The A Level qualification and subject criteria have been reviewed in order to identify any feature which could disadvantage learners who share a protected characteristic as defined by the Equality Act 2010. All reasonable steps have been taken to minimise any such disadvantage.

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5c. Text List

Except where a particular edition is prescribed, centres are free to use any complete edition of the prescribed text as they choose.

Where a passage is printed on the question paper it will be taken from the Bloomsbury text with such modifications as seem appropriate to the examiners.

The set texts for examination in **2018** and **2019** can be found in these editions from Bloomsbury:

Virgil *Aeneid* VIII: A Selection
with Introduction, Notes and Commentary by Keith MacLennan
ISBN: 978 147 427 1905

Virgil *Aeneid* X: A Selection
with Introduction, Notes and Commentary by Christopher Tanfield
ISBN: 978 147 426 6109

Ovid, Propertius and Tibullus: A Selection of Latin Love Poetry
with Introduction, Notes and Commentary by Anita Nikkanen
ISBN: 978 147 426 6147

Ovid *Heroides*: A Selection
with Introduction, Notes and Commentary by John Godwin
ISBN: 978 147 426 5904

Cicero *Pro Milone*: A Selection
with Introduction, Notes and Commentary by Robert West
ISBN: 978 147 426 6185

Tacitus *Annals* I: A Selection
with Introduction by Roland Mayer and Notes and Commentary by Katharine Radice
ISBN: 978 147 426 5980

Seneca Letters: A Selection
with Introduction, Notes and Commentary by Eliot Maunder
ISBN: 978 147 426 6062

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The set texts for examination in **2020** and **2021** can be found in these editions from Bloomsbury:

Cicero *Philippic* II: A Selection
with introduction, commentary notes and vocabulary by Christopher Tanfield
ISBN: 978 135 001 0239

Tacitus *Histories* I: A Selection
with introduction by Ellen O'Gorman and commentary notes and vocabulary by Benedict Gravell
ISBN: 978 135 001 0154

Apuleius *Metamorphoses* V: A Selection
with introduction, commentary notes and vocabulary by Stuart R. Thomson
ISBN: 978 135 001 0277

Virgil *Aeneid* XI: A Selection
with introduction, commentary notes and vocabulary by Ashley Carter
ISBN: 978 135 000 8373

Horace *Satires*: A Selection
with introduction, commentary notes and vocabulary by John Godwin
ISBN: 978 135 000 0360

Horace *Odes*: A Selection
with introduction, commentary notes and vocabulary by John Godwin
ISBN: 978 150 132 4222

Ovid *Amores* II: A Selection
with introduction, commentary notes and vocabulary by Alfred Artley
ISBN: 978 135 001 0116

The intention is that Bloomsbury will also produce support materials for the set texts in the **2022** and **2023** set text cycle.

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5d. Latin Accidence and Syntax

Accidence and syntax required for Component 01 and Component 02.

Accidence
Nouns of all standard types, together with *bos*, *domus*, *Iuppiter* and *vis*
Adjectives of all standard types, from all three declensions, including *dives*, *pauper* and *vetus*
Adverbs
Comparison of adjectives and adverbs
Pronouns and pronominal adjectives and related forms
Verbs of all standard types from all conjugations in all moods, voices and tenses, together with deponent, semi-deponent, defective, irregular and impersonal verbs including the impersonal passive of intransitive verbs
Compound verbs of regular formation using all the common prefixes, including associated consonant and vowel changes, and where the prefix retains its normal meaning
Cardinal numbers 1–1000 and ordinal numbers 1st – 10th
Uses of prepositions

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Syntax	
Standard patterns of case usage	
Negation	
Direct statement, question (including deliberative) and command	
Prohibitions, exhortations and wishes	
Uses of the infinitive (as subject, as complement, prolative, historic)	
Uses of the participle (including ablative absolute)	
Uses of the subjunctive (e.g. potential, generic)	
Comparison (including the ablative of comparison)	
Uses of the gerund and gerundive (including the gerundive of obligation)	
Constructions using *quominus* and *quin*	
Use of *dum* and *dummodo* to mean 'provided that'	
Subordinate clauses	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
	Subordinate clauses within indirect speech
	Fearing, prevention and precaution
	Concessive
	Comparative

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Summary of updates

Date	Version	Section	Title of section	Change
May 2018	1.1	Front cover	Disclaimer	Addition of disclaimer
June 2018	1.2	5c.	Text List	Updated support materials

YOUR CHECKLIST

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Resources and support for our A Level Latin qualification, developed through collaboration between our Classics Subject Advisors, teachers and other subject experts, are available from our website. You can also contact our Classics Subject Advisors who can give you specialist advice, guidance and support.

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