



**WJEC Level 2 Certificate in**

**Latin Literature  
(9540/01)**

**For Teaching from 2009  
For Award from 2011**



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## Part A: Summary of Assessment

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### Certificate in Latin Literature

This qualification comprises **two** units in one of the following combinations:

- Unit 9541 and Unit 9542
- Unit 9541 and Unit 9543
- Unit 9542 and Unit 9544

#### Unit 9541: Latin Literature Themes (50%)

**Written Paper: 1 hour**  
**50 marks (50 UMS)**

Candidates are required to answer questions based on approximately 120 lines of Latin literature comprising extracts on a common theme from a variety of prose and verse authors. A choice of two themes will be provided in each examination series.

Candidates will be supplied with the whole text, together with vocabulary, for the examination, and questions will be set across the whole prescription. Questions may involve comment on language, context and literary content, but no questions on grammar will be set.

#### Unit 9542: Latin Literature Narratives (50%)

**Written Paper: 1 hour**  
**50 marks (50 UMS)**

Candidates are required to answer questions based on approximately 120 lines of a single narrative from one work of either prose or verse literature. A choice of one prose narrative and one verse narrative will be provided in each examination series.

Candidates will be supplied with the whole text, together with vocabulary, for the examination, and questions will be set across the whole prescription. Questions may involve comment on language, context and literary content, but no questions on grammar will be set.

#### Unit 9543: Latin Literature Study 1 (50%)

**Controlled Assessment**  
**50 marks (50 UMS)**

Two written tasks based on the study of approximately 120 lines of Latin literature:

- a close analysis of the literary style of 10-15 lines of the selection
- a thematic discussion encompassing the whole selection.

The close-analysis task should be answered in approximately 250-300 words, the more general question in approximately 750-1,000 words.

The texts chosen for this unit must **not** be the same as those prescribed for Unit 9543.

#### Unit 9544: Latin Literature Study 2 (50%)

**Controlled Assessment**  
**50 marks (50 UMS)**

Two written tasks based on the study of approximately 120 lines of Latin literature:

- a close analysis of the literary style of 10-15 lines of the selection
- a thematic discussion encompassing the whole selection.

The close-analysis task should be answered in approximately 250-300 words, the more general question in approximately 750-1,000 words.

The texts chosen for this unit must **not** be the same as those prescribed for Unit 9544.

## Availability of Assessment and Certification

	Entry Code*	June 2011 and each year thereafter
Unit	9541	✓
Unit	9542	✓
Unit	9543	✓
Unit	9544	✓
Subject Award	9540	✓

\*Option codes: English Medium 01, Welsh Medium W1

**Qualification Accreditation Number: Level 2 Latin Literature 500/6791/6**

## Part B: Specification Details

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# 1. INTRODUCTION

## 1.1 Overview of Qualification and Units

This specification gives details of the following qualification:

- the WJEC Level 2 Certificate in Latin Literature.

The qualification comprises **two** of the following units:

- Unit 9541: Latin Literature Themes (written paper)
- Unit 9542: Latin Literature Narratives (written paper)
- Unit 9543: Latin Literature Study 1 (controlled assessment)
- Unit 9544: Latin Literature Study 2 (controlled assessment).

The permitted combinations are:

- Unit 9541 and Unit 9542
- Unit 9541 and Unit 9543
- Unit 9542 and Unit 9544.

The permitted combinations are designed to ensure that no candidate can study the same lines of text for both a written paper and controlled assessment and that all candidates enter at least one written paper.

Each unit accounts for 50% of the marks.

Candidates may wish to enter this qualification in conjunction with either the WJEC Level 2 Certificate in Latin Language & Roman Civilisation or the WJEC Level 2 Certificate in Latin Language.

## 1.2 Rationale

This specification has been designed to encourage the acquisition and development of a range of skills related to the study of Latin literature in the original language.

The specification recognises that the study and appreciation of literature written in a foreign language, by people distant in time, space and culture, is a rewarding yet challenging experience. The specification also recognises the particular complexity of the Latin language, which gives Latin literature much of its power and attraction. The specification therefore aims to encourage candidates to engage closely, personally and genuinely with the original texts by allowing candidates to focus on the literary aspects of the texts through the provision of a degree of linguistic support.

This specification further recognises that the ability of Latin literature to inspire and enthuse candidates depends on selecting appropriate texts for candidates, and that candidates and teachers vary in their interests. To that end, the specification enables Centres to select texts of their own choosing and to rotate those texts as quickly or as slowly as they desire.

The specification aims to ensure that the demands placed on candidates are commensurate with those found in other subjects at this level.

### 1.3 Prior Learning and Progression

#### Prior Learning

There are no specific requirements for prior learning with this specification. It builds upon the knowledge, understanding and skills acquired at Key Stages 1-3 in a wide range of subjects, such as English, Modern Foreign Languages and History.

This specification may be followed by any student, irrespective of gender, ethnic, religious or cultural background.

This specification is not age-specific and, as such, provides opportunities for students to extend their lifelong learning.

#### Opportunities for progression to further learning and/or qualifications and/or work or employment

This qualification is a recognised part of the National Qualifications Framework. As such, this qualification provides a foundation for progression to Advanced Subsidiary or Advanced GCE, IB and Pre-U. As Advanced Subsidiary and Advanced GCE, IB and Pre-U Latin contain elements of the study of Latin language as well as literature, candidates intending to progress further are advised to study Latin language in addition to this Certificate in Latin Literature.

In addition, the qualification provides a worthwhile course of study for candidates of all ages and backgrounds in terms of general education and lifelong learning.

### 1.4 Equality and Fair Assessment

This specification has been designed to offer fair access for all candidates and to minimise any later need to make reasonable adjustments for candidates who have particular requirements. Any potential barriers to access for particular groups of candidates arise from criteria judged to be essential for demonstrating skills and understanding in the subject.

Details of special arrangements and special consideration for candidates with particular requirements are contained in the Joint Council for Qualifications document *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations*. Copies of this document are available from WJEC.

### 1.5 Classification Codes

Every specification is assigned a national classification code indicating the subject area to which it belongs. The provisional classification code for this specification is 6400.

Centres should be aware that regardless of the type of qualification (e.g. Level 1 or 2 Certificate or GCSE) candidates who enter for more than one qualification with the same classification code, will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two. The same view may be taken if candidates take two specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

## **2. CONTENT**

### **2.1 Unit 9541: Latin Literature Themes**

Guided learning hours: 60-70 hours  
Unit Grading System: A\*-C  
Unit level: Level 2  
Sector/Subject Area: 12.2 (Other Languages, Literature and Culture)

#### **2.1.1 Aims**

The aims below outline the educational purpose of following a course in Latin literature suitable for candidates within the ability range of the target group for Level 2 examination. Some of these aims are reflected in the learning outcomes and assessment criteria; others are not because they cannot readily be translated into measurable objectives.

The unit is designed to encourage candidates to:

- a. enjoy reading and studying literature;
- b. develop a reading competence focused upon a selection of Latin literature;
- c. develop a critical insight into the way language is used to develop trains of thought, express feelings or to influence people;
- d. appreciate critically and make an informed and personal response to the language, literary forms, techniques and qualities of the texts;
- e. reconsider themselves and their own society and culture in the light of their consideration of other peoples, societies and cultures separated in space and time.

#### **2.1.2 Learning Outcome**

The learner will:

- LO1. develop an understanding and appreciation of the content, context and literary qualities of Latin literature, studied in the original language.

#### **2.1.3 Assessment Criteria**

The learner can:

- AC1. understand and analyse selections of Latin literature studied in the original language;
- AC2. respond to and evaluate selections of Latin literature studied in the original language.

## 2.2 Unit 9542: Latin Literature Narratives

Guided learning hours:	60-70 hours
Unit Grading System:	A*-C
Unit level:	Level 2
Sector/Subject Area:	12.2 (Other Languages, Literature and Culture)

### 2.2.1 Aims

The aims below outline the educational purpose of following a course in Latin literature suitable for candidates within the ability range of the target group for Level 2 examination. Some of these aims are reflected in the learning outcomes and assessment criteria; others are not because they cannot readily be translated into measurable objectives.

The unit is designed to encourage candidates to:

- a. enjoy reading and studying literature;
- b. develop a reading competence focused upon a selection of Latin literature;
- c. develop a critical insight into the way language is used to develop trains of thought, express feelings or to influence people;
- d. appreciate critically and make an informed and personal response to the language, literary forms, techniques and qualities of the texts;
- e. reconsider themselves and their own society and culture in the light of their consideration of other peoples, societies and cultures separated in space and time.

### 2.2.2 Learning Outcome

The learner will:

- LO1. develop an understanding and appreciation of the content, context and literary qualities of Latin literature, studied in the original language.

### 2.2.3 Assessment Criteria

The learner can:

- AC1. understand and analyse selections of Latin literature studied in the original language;
- AC2. respond to and evaluate selections of Latin literature studied in the original language.

## **2.3 Unit 9543: Latin Literature Study 1 (controlled assessment)**

Guided learning hours:	60-70 hours
Unit Grading System:	A*-C
Unit level:	Level 2
Sector/Subject Area:	12.2 (Other Languages, Literature and Culture)

### **2.3.1 Aims**

The aims below outline the educational purpose of following a course in Latin literature suitable for candidates within the ability range of the target group for Level 2 examination. Some of these aims are reflected in the learning outcomes and assessment criteria; others are not because they cannot readily be translated into measurable objectives.

The unit is designed to encourage candidates to:

- a. enjoy reading and studying literature;
- b. develop a reading competence focused upon a selection of Latin literature;
- c. develop a critical insight into the way language is used to develop trains of thought, express feelings or to influence people;
- d. appreciate critically and make an informed and personal response to the language, literary forms, techniques and qualities of the texts;
- e. reconsider themselves and their own society and culture in the light of their consideration of other peoples, societies and cultures separated in space and time;
- f. take responsibility for their own learning.

### **2.3.2 Learning Outcome**

The learner will:

- LO1. develop an understanding and appreciation of the content, context and literary qualities of Latin literature, studied in the original language.

### **2.3.3 Assessment Criteria**

The learner can:

- AC1. understand and analyse selections of Latin literature studied in the original language;
- AC2. respond to and evaluate selections of Latin literature studied in the original language.

## **2.4 Unit 9544: Latin Literature Study 2 (controlled assessment)**

Guided learning hours:	60-70 hours
Unit Grading System:	A*-C
Unit level:	Level 2
Sector/Subject Area:	12.2 (Other Languages, Literature and Culture)

### **2.4.1 Aims**

The aims below outline the educational purpose of following a course in Latin literature suitable for candidates within the ability range of the target group for Level 2 examination. Some of these aims are reflected in the learning outcomes and assessment criteria; others are not because they cannot readily be translated into measurable objectives.

The unit is designed to encourage candidates to:

- a. enjoy reading and studying literature;
- b. develop a reading competence focused upon a selection of Latin literature;
- c. develop a critical insight into the way language is used to develop trains of thought, express feelings or to influence people;
- d. appreciate critically and make an informed and personal response to the language, literary forms, techniques and qualities of the texts;
- e. reconsider themselves and their own society and culture in the light of their consideration of other peoples, societies and cultures separated in space and time;
- f. take responsibility for their own learning.

### **2.4.2 Learning Outcome**

The learner will:

- LO1. develop an understanding and appreciation of the content, context and literary qualities of Latin literature, studied in the original language.

### **2.4.3 Assessment Criteria**

The learner can:

- AC1. understand and analyse selections of Latin literature studied in the original language;
- AC2. respond to and evaluate selections of Latin literature studied in the original language.

## 2.5 Summary of Learning Outcomes and Assessment Criteria

Learning outcomes	Content/amplification	Assessment criteria
<p>The learner will:</p> <p>LO1: develop an understanding and appreciation of the content, context and literary qualities of Latin literature, studied in the original language.</p>	<p>Details of the content for Units 9541 and 9542 can be found in Section 8.</p> <p>The content for Units 9543 and 9544 must conform to the requirements set out in Section 5, but is otherwise at the discretion of Centres.</p>	<p>The learner can:</p> <p>AC1: understand and analyse selections of Latin literature studied in the original language.</p> <p>AC2: respond to and evaluate selections of Latin literature studied in the original language.</p>

## 2.6 Delivery Guidance

The total guided learning hours for the Certificate is in the region of 120 - 140 hours for a candidate of average ability with no prior learning in Latin. More able students may be able, and wish, to study the content at a quicker pace.

Centres which are also preparing candidates for either the WJEC Level 2 Certificate in Latin Language & Roman Civilisation or the WJEC Level 2 Certificate in Latin Language may wish to cover the majority of the content for those Certificates before preparing candidates for this Certificate.

The study of Latin literature offers opportunities for the discussion of a wide range of contemporary issues. Centres are encouraged to view the content of this specification as the starting point for their courses, rather than the total sum of what they might choose to investigate with their students.

## 2.7 Suggested Learning Resources

### Units 9541 and 9542

For each selection in Units 9541 and 9542, the following resources will be freely available for print-out from the Cambridge School Classics Project website, [www.CambridgeSCP.com](http://www.CambridgeSCP.com):

- the Latin text;
- a full vocabulary list;
- student study booklets;
- teacher notes on the text;
- example translations;
- word order keys.

(The materials will also be available pre-printed in hard copy at a charge to cover printing and postage only.)

The Cambridge School Classics Project will also make the following interactive materials freely available on its website:

- interactive 'exploring' versions of the Latin texts;
- interactive comprehension activities;
- interactive online commentaries of the texts.

Selections for these units may be taken from the *Cambridge Latin Anthology*. Where this is the case, Centres will be able to use either the *Anthology* itself or download a free version of the relevant selection.

### **Units 9543 and 9544**

Units 9543 and 9544 have been designed to give teachers and candidates the opportunity to study literature of their choosing. Teachers and candidates will therefore wish to select their own resources for these units, in accordance with the requirements in Section 5.

## 3. SCHEME OF ASSESSMENT

The scheme of assessment will comprise **two** of:

Unit 9541	1 hour	(50%)
Unit 9542	1 hour	(50%)
Unit 9543	Controlled assessment	(50%)
Unit 9544	Controlled assessment	(50%)

### 3.1 Permitted Combinations of Units

Any one of the following three combinations is permitted:

Unit 9541 and Unit 9542  
 Unit 9541 and Unit 9543  
 Unit 9542 and Unit 9544

### 3.2 Unit 9541: Latin Literature Themes

Candidates are required to answer questions based on a selection of passages (including both prose and verse) dealing with **one** theme. For each examination series a choice of two themes will be set. The **total** amount of text set for each theme will be approximately 120 lines.

Each theme will be set for **three** examination series. Prescribed texts are listed in Section 8 and will be highlighted on the WJEC website, [www.wjec.co.uk/latin](http://www.wjec.co.uk/latin).

The Latin passages, together with a full glossary of vocabulary and essential notes, will be made available online for teachers to download and reproduce free of charge. Alternatively, teachers may obtain a booklet containing the same material for a small charge to cover printing and postage costs. See Section 2.7.

In the examination, candidates will be supplied with a plain, unannotated copy of the whole of their chosen text, together with a complete vocabulary list.

Examination questions will range from short questions testing understanding of meaning or immediate context to longer questions requiring reference to the prescription as a whole. No knowledge of the texts or authors chosen is expected beyond what is necessary for an appreciation of the passages prescribed for study.

Questions will require candidates to:

- demonstrate an understanding of Latin literature by explanation of words, phrases, sentences or short passages of the original Latin text and by translation of words and phrases;
- demonstrate an appreciation of literary effects (e.g. simile, metaphor, alliteration, assonance) and the author's choice of words and use of rhythm and word order, as appropriate to the text studied; however, familiarity with technical terms is **not** required;
- evaluate, analyse and make a personal response to the Latin literature they have studied;
- demonstrate an overall understanding of the theme they have studied, by drawing on the complete collection of passages prescribed for study.

### 3.3 Unit 9542: Latin Literature Narratives

Candidates are required to answer questions based on the study of **one** text, **either** prose **or** verse. For each examination, one prose and one verse text will be set. The amount of Latin specified for study will be approximately 120 lines. Each text will take the form of a single narrative.

Each text will be set for **three** examination series. Prescribed texts are listed in Section 8 and will be highlighted on the WJEC website, [www.wjec.co.uk/latin](http://www.wjec.co.uk/latin).

The Latin passages, together with a full glossary of vocabulary and essential notes, will be made available online for teachers to download and reproduce free of charge. Alternatively, teachers may obtain a booklet containing the same material for a small charge to cover printing and postage costs. See Section 2.7.

In the examination, candidates will be supplied with a plain, unannotated copy of the whole of their chosen text, together with a complete list of vocabulary.

Examination questions will range from short questions testing understanding of meaning or immediate context to longer questions requiring reference to the prescription as a whole. No knowledge of the text or author chosen is expected beyond what is necessary for an appreciation of the passages prescribed for study.

Questions will require candidates to:

- demonstrate an understanding of Latin literature by explanation of words, phrases, sentences or short passages of the original Latin text and by translation of words and phrases;
- demonstrate an appreciation of literary effects (e.g. simile, metaphor, alliteration, assonance) and the author's choice of words and use of rhythm and word order, as appropriate to the text studied; however, familiarity with technical terms is **not** required;
- evaluate, analyse and make a personal response to the Latin literature they have studied;
- demonstrate an overall understanding of the major themes and characters within the text they have studied, by drawing on the complete text prescribed for study.

### 3.4 Unit 9543: Latin Literature Study 1 (controlled assessment)

See Section 5 for details of the controlled assessment scheme.

### 3.5 Unit 9544: Latin Literature Study 2 (controlled assessment)

See Section 5 for details of the controlled assessment scheme.

### 3.6 Weightings of Assessment Criteria

<b>Assessment criterion</b>		<b>% weighting</b>
AC1	Understand and analyse selections of Latin literature studied in the original language.	50%
AC2	Respond to and evaluate selections of Latin literature studied in the original language.	50%

## **4. AWARDING, REPORTING AND RE-SITTING**

### **4.1 Qualification Titles**

The qualification based on this specification has the following title:  
WJEC Level 2 Certificate in Latin Literature.

### **4.2 Grading System**

Certificates will be awarded in the range from A\* to C. Awards are based on the aggregate UMS mark (see below) without any hurdle of achievement within individual units (i.e. weaker performance in one unit may be compensated by better performance in the other unit). Candidates who would be unlikely to achieve a grade C should consider entering at Level 1.

Centres should bear in mind that demands are expected to be broadly comparable with GCSE.

### **4.3 Assessment Opportunities**

Examinations based on this specification are available in the June examination series only.

### **4.4 External and Internal Assessment**

External assessment, in the form of written papers, will have a total weighting of 50%-100% and internal assessment, in the form of controlled assessment, a weighting of 0-50%.

### **4.5 Unitisation and Re-Sits**

This is a unitised specification which allows for a staged assessment approach: units may be taken in different examination series.

Units may be re-taken once only (with the better result counting) before aggregation for the subject award.

Results for a unit have a shelf-life limited only by the shelf-life of the specification. A candidate may retake the whole qualification more than once.

Individual unit results are reported on a uniform mark scale (UMS) with the following grade equivalences:

GRADE	MAX.	A*	A	B	C
Units 25, 26, 27 and 28	50	40	35	30	25
Award	100	80	70	60	50

## **5. ADMINISTRATION OF CONTROLLED ASSESSMENT**

Regulations for controlled assessment are defined for the three stages of the assessment:

- task setting
- task taking
- task marking.

For each stage a certain level of control has been specified in order to ensure authenticity and reliability.

Teachers are advised to read the regulations below and email [latin@wjec.co.uk](mailto:latin@wjec.co.uk) if they have any queries.

### **5.1 Task Setting**

#### **Limited control**

There is a limited level of control in order to give teachers the freedom and flexibility to select literature and devise tasks to suit their students' interests.

Candidates will be required to produce two pieces of written work:

- (a) a close analysis of the literary style of 10-15 lines of the selection;
- (b) a thematic discussion encompassing the whole selection.

The close analysis task should be answered in approximately 250-300 words, the more general question in approximately 750-1,000 words.

The teacher selects a text, or combination of texts, of approximately the same length as the texts prescribed for one of the written papers, i.e. approximately 120 lines. See Section 5.7 for details of the permitted texts.

**Proposed texts and questions for thematic discussion must be submitted to WJEC by 31 October in the year preceding entry for the unit (Form L43/44A).**

The teacher teaches the text(s) as if for the written paper.

The teacher and candidate identify (a) a passage of 10-15 lines for close analysis and (b) a wider selection for thematic discussion.

The teacher and candidate agree on questions for (a) and (b) [see Section 5.8]. It is helpful to candidates if the questions have a clear evaluative element.

It is preferable for candidates from the same Centre to choose different questions.

## 5.2 Task Taking

### High control

Candidates are allowed up to 10 hours of study time with texts, vocabulary and secondary sources (including translations). This period can be all class work or a combination of class work and homework. There is no formal teaching at this time.

At the end of this time, any notes made by the candidate should be collected and kept to be made available to the Moderator, if requested.

Candidates have up to 4 hours under direct supervision to answer their two questions.

This time period can be split between sessions but any work produced must be kept safe by the teacher and no new material may be brought in to subsequent sessions.

The candidates have access to the text(s) and associated vocabulary (or a Latin-English dictionary).

The candidates should not have access to a translation or any notes, either on separate sheets of paper or added to the text. If a volume with critical notes is being used, the teacher should ensure that such notes are not consulted during the controlled assessment period.

The task can be hand-written or word-processed. If the latter, the spell-check and grammar-check functions may be used, but no other facilities of the machine.

## 5.3 Task Marking

### Medium control

Teachers will assess the written tasks using the Assessment Grid provided separately. Where possible, internal moderation should be carried out within the Centre.

A sample of candidates' work (based on numbers in the group and following WJEC guidelines for all subjects) will be sent to WJEC for moderation.

The task submitted for moderation should contain the written answers, a copy of the text(s) studied and the controlled assessment coversheet (Form L43B or L44B).

## 5.4 Assessment Criteria

### Controlled Assessment: Literature (Units 9543 and 9544)

The controlled assessment must be marked according to the two equally weighted Assessment Criteria given in the marking grid below. Each assessment column is divided into five bands. The number of marks available for each Assessment Criterion at each level is listed by the descriptors for that band.

Responses should initially be assigned to a band for each criterion on the basis of ‘best fit’ and then adjusted up or down within the band as appropriate. A brief comment on achievement in each Assessment Criterion should be made to support the overall assessment.

Candidates should be able to:

AC1 Understand and analyse selections of Latin literature studied in the original language

AC2 Respond to and evaluate selections of Latin literature studied in the original language

**Task A: close analysis of selected passage (maximum mark: 20)**

	Mark range	<b>AC1 Understanding and analysis of text</b>	<b>AC2 Evaluation and response to question</b>
Band 4	8-10	<ul style="list-style-type: none"> <li>• excellent range of examples to address the question posed</li> <li>• consistently precise and detailed reference to text.</li> </ul>	<ul style="list-style-type: none"> <li>• thoughtful/perceptive interpretation, thoroughly focused on question</li> <li>• clearly organised using fluent and appropriate expression; accurate SPAG and correct use of technical terms.</li> </ul>
Band 3	5-7	<ul style="list-style-type: none"> <li>• several good examples chosen to address the question posed</li> <li>• generally accurate and detailed reference to text.</li> </ul>	<ul style="list-style-type: none"> <li>• a good attempt at interpretation/personal response to question but <b>either</b> not always convincing <b>or</b> not covering all examples chosen</li> <li>• coherent and mainly well expressed though with occasional lack of clarity; some SPAG errors and some correct use of technical terms.</li> </ul>
Band 2	2-4	<ul style="list-style-type: none"> <li>• a small number of examples relevant to the question posed</li> <li>• generally haphazard and vague reference to text.</li> </ul>	<ul style="list-style-type: none"> <li>• some personal response to question - but slight <b>or</b> largely unconvincing</li> <li>• limited organisation of material and communication impeded by poor expression on occasion; frequent errors in SPG and those technical terms used.</li> </ul>
Band 1	0-1	<ul style="list-style-type: none"> <li>• one or two points made, which may not be relevant to the question posed</li> <li>• understanding of text is demonstrated to a very limited extent, or not at all.</li> </ul> <p>0 = no relevant response.</p>	<ul style="list-style-type: none"> <li>• interpretation/response very limited</li> <li>• little evidence of organisation, communication impeded by poor expression and pervasive SPG errors; no technical terms used and/or largely erroneous.</li> </ul> <p>0 = no relevant response.</p>

**Task B: general discussion of theme (maximum mark: 30)**

Candidates should be able to understand, evaluate and respond to the whole selection of Latin literature they have studied.

	Mark range	<b>AC1 Understanding and analysis of material</b>	<b>AC2 Evaluation and response to question</b>
Band 4	12-15	<ul style="list-style-type: none"> <li>• excellent range of examples to address the question posed.</li> <li>• consistently precise and detailed reference to literature studied.</li> </ul>	<ul style="list-style-type: none"> <li>• thoughtful/perceptive response, thoroughly focused on the question and covering a wide range of material.</li> <li>• clearly organised using fluent and appropriate expression; accurate SPAG and correct use of technical terms.</li> </ul>
Band 3	8-11	<ul style="list-style-type: none"> <li>• several good examples chosen to address the question posed.</li> <li>• generally accurate and detailed reference to literature studied.</li> </ul>	<ul style="list-style-type: none"> <li>• a good attempt at interpretation/personal response to question but <b>either</b> not always convincing <b>or</b> not covering a sufficient range of material.</li> <li>• coherent and mainly well expressed though with occasional lack of clarity; some SPAG errors and some correct use of technical terms.</li> </ul>
Band 2	4-7	<ul style="list-style-type: none"> <li>• a small number of examples relevant to the question posed.</li> <li>• generally haphazard and vague reference to literature studied.</li> </ul>	<ul style="list-style-type: none"> <li>• some personal response to question – but slight <b>or</b> largely unconvincing.</li> <li>• limited organisation of material and communication impeded by poor expression on occasion; frequent errors in SPG and those technical terms used.</li> </ul>
Band 1	0-3	<ul style="list-style-type: none"> <li>• one or two examples cited relevant to the question posed.</li> <li>• shows a little understanding of literature studied, or none at all.</li> </ul> <p>0 = no relevant response.</p>	<ul style="list-style-type: none"> <li>• interpretation/response very limited.</li> <li>• little evidence of organisation, communication impeded by poor expression and pervasive SPG errors; no technical terms used and/or largely erroneous.</li> </ul> <p>0 = no relevant response.</p>

## 5.5 Moderation

Centres must ensure that internal standardising is carried out where more than one teacher is responsible for the marking of the Controlled Assessments. This is necessary to ensure uniformity of standards within a centre.

The external moderation of teacher assessment will be through inspection of a sample of the Controlled Assessment by WJEC. Centres will be informed of the submission date for the Controlled Task in the published Examinations Timetable and the name of their moderator will be issued in the spring term prior to the award.

Where there are 10 candidates or fewer, all work will be sent to the moderator. For entries of more than 10, the Moderation Sample Mark Sheet (Form L43/44C) will be sent to the moderator, who will indicate the sample required.

As a result of moderation, the marks of candidates may be adjusted to bring the Centre's marks into line with the national standard. If required, the moderator will ask for additional samples of work and, if necessary, the work of all candidates may be called for and externally moderated regardless of entry numbers. In this case, all of the Controlled Assessments will be posted to the moderator.

## 5.6 Authentication of Controlled Assessment

Candidates are required to sign that the work submitted is their own and teachers/assessors are required to confirm that the work assessed is solely that of the candidate concerned and was conducted under the required conditions. A copy of the authentication form, which forms part of the cover sheet for each candidate's work, will be provided by WJEC. It is important to note that **all** candidates are required to sign this form and not merely those whose work forms part of the sample submitted to the moderator. Malpractice discovered prior to the candidate signing the declaration of authentication need not be reported to WJEC but must be dealt with in accordance with the Centre's internal procedures.

Requirements for the completion and authentication of controlled assessment will follow those for general qualifications as documented by the Joint Council for Qualifications. Centres are referred to the relevant documentation on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)): *Instructions for Conducting Coursework/Portfolios* (including Notice to Candidates) and *Plagiarism in Examinations: Guidance for Teachers/Assessors*.

## 5.7 Choosing a Selection

The focus should be on a selection of Latin of approximately 120 lines.

The selection should be made from:

*either*

- original texts from the 3<sup>rd</sup> century BC to the 3<sup>rd</sup> century AD

*or*

- adapted or unadapted texts taken from  
*The Cambridge Latin Anthology;*  
*Cupid and Psyche;*  
*Ecce Scriptores Romani;*  
*Introducing Cicero;*  
*The Millionaire's Dinner Party;*  
*The Oxford Latin Reader;*  
*Two Centuries of Roman Poetry;*  
*Two Centuries of Roman Prose.*

*or*

- the prescription from the written paper alternative to the controlled assessment

*or*

- another text by written agreement with the WJEC Subject Officer for Latin.

**In Unit 9543, the selection must not be the same as, or overlap with, either of the selections prescribed for Unit 9541.**

**In Unit 9544, the selection must not be the same as, or overlap with, either of the selections prescribed for Unit 9542.**

Cover sheets for Controlled Assessment work (forms L43B and L44B) require the selected content of the paired unit to be indicated; this will be checked against written paper entries.

Sample controlled assessment titles are provided below as a guide for teachers and candidates.

**Proposed texts and questions for thematic discussion must be submitted to WJEC by 31 October in the year preceding entry for the unit (Form L43/44A).**

Prior to this formal submission, teachers can receive advice on the suitability of their selection and of candidates' questions from the Subject Officer (email: [latin@wjec.co.uk](mailto:latin@wjec.co.uk)).

Before starting any work towards the Controlled Assessment option candidates should be made aware of the Authentication requirements and of the possible penalties for any malpractice.

- While the same selection may be studied in successive years, it is not expected that questions will be repeated.
- Moderators will refer material to plagiarism checks such as 'Turnitin' where appropriate. However, such checks are best made at source: it is recommended that candidates are made aware of such facilities.

## 5.8 Sample Questions

The following list of sample titles is intended only as a guide to teachers and candidates and is in no way intended to be prescriptive.

### Close analysis

- In what ways does Tacitus make this an exciting passage? You should illustrate your answer with Latin from the passage.
- 'We learn more about Catullus than about Lesbia from this poem.' To what extent do you agree with this statement, and why? You should illustrate your answer with Latin from the poem.

### Thematic

- Which author, Catullus or Ovid, approaches the theme of love in a more interesting way? Give reasons for your choice. You should illustrate your answer with Latin from the poems and discuss both authors.
- What impression of Verres do you get from reading Cicero? In what ways does Cicero use his literary skills to create this impression?

## **6. GRADE DESCRIPTIONS**

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification; 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 candidates' performance in the assessment may be balanced by better performances in others.

Level 2 Certificates will be awarded in the range from A\* to C. No grade is awarded to candidates who fail to achieve a pass (Grade C). Candidates who would be unlikely to achieve a grade C should consider entering at Level 1.

Centres should bear in mind that demands are expected to be broadly comparable with GCSE.

### **Grade A\***

Candidates have a thorough understanding of the prescribed texts in the original language. They make confident use of reference vocabulary to aid their understanding of complex language. They articulate a critical response to characterisation, plot and style in texts, and can justify their views. They can recognise and discuss accurately complex literary features, and can express their effects.

### **Grade C**

Candidates have a sound understanding of the prescribed texts in the original language. They make sound use of reference vocabulary to aid their understanding of the language of the literature. They identify narrative and thematic aspects and appreciate simple points of style and are beginning to develop a personal response to what they read.

## 7. THE WIDER CURRICULUM

### 7.1 Development of Skills

The study of Latin Literature provides a rich environment for the development of communication skills and personal, learning and thinking skills.

An inductive approach to second language acquisition encourages candidates to develop as *independent enquirers*. In the inductive learning process, a student makes generalisations based on individual examples. In practical terms, the student examines specific examples of particular social concepts or literary techniques present in a range of Latin texts and is encouraged to work out the underlying concepts or patterns which unite the examples. Such an approach to teaching and learning encourages candidates to develop as *creative thinkers*, generating ideas and exploring possibilities, asking questions to extend their own thinking and trying out alternatives or new solutions as they follow their ideas through.

The degree to which candidates will develop as *reflective learners* will depend on the extent to which teachers employ appropriate teaching and learning strategies. Teachers can help candidates to monitor their own performance and progression through the provision of progress records at the end of each section of work (e.g. Stage or chapter of course book). Candidates who review their progress and act on the outcomes, evaluate their experiences and learning to inform future progress and set goals with success criteria for their development and work are also engaging at a genuine level with the aims of the Assessment for Learning agenda.

Well-managed group activities, such as acting out a story or investigating a group of sources, and whole class discussions can develop students' skills as *team workers* and *communicators*, where they collaborate with others to work towards common goals, show fairness and consideration to others and adapt their behaviour to suit different roles and situations.

All students, in whatever curriculum area, benefit from good personal organisation. This specification places significant demands on candidates, who will need to demonstrate the skills of *self-managers* by organising themselves, showing personal responsibility and a commitment to learning. Many candidates of school age study Latin outside the normal curriculum, requiring particular skills in organising time and resources and prioritising actions.

Following significant government investment in ICT in Latin, and through the work of the Cambridge School Classics Project, Latin is today one of the most highly digitally resourced subjects at Key Stage 4. Candidates are therefore encouraged to make full use of the many e-learning materials available for Latin and should see Section 2.7 for further details.

## 7.2 Spiritual, moral, ethical, social and cultural issues

This specification is a doorway to the ancient world, the study of which is the study of an entire culture. As such, the opportunities to engage in investigations of a spiritual, moral, ethical, social or cultural nature are endless. Indeed, such investigations are the very essence of the study of the ancient world and of this specification.

## 7.3 The European Dimension

WJEC 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.

Latin literature has had a profound influence on the high arts of European culture since the Renaissance. Where possible, candidates should be encouraged to consider similarities and differences between Latin literature and Roman culture and modern European literature and culture.

## 7.4 Citizenship

The aims of the citizenship curriculum are that young people should become successful learners, confident individuals and responsible citizens. The development of personal, learning and thinking skills is an essential part of meeting these aims and we have seen, above, the extent to which the specification provides opportunities for the development of such skills.

Candidates who complete a course based on this specification will study in some detail the thoughts and values of people for whom citizenship might mean the difference between freedom and slavery, life and death. They will have opportunities to investigate in depth what it can mean not to have citizenship and to understand that for a society to function, its citizens must have *rights and responsibilities*.

The Roman world was one which was culturally extremely diverse, encompassing peoples from the northern areas of Africa, to the Middle East and Europe. Its study provides significant opportunities to investigate concepts of *identity and diversity* within a citizen body. When considering the interconnections between the UK and the rest of Europe and the wider world, an investigation of the impact of the Roman Empire on those connections is a *sine qua non* for genuine understanding.

Finally, the specification provides ample opportunities for investigating the concepts of *democracy and justice*, not least in considering how democracy, justice, diversity, toleration, respect and freedom were, and are, valued by people with different beliefs, backgrounds and traditions.

## 8. PRESCRIBED TEXTS FOR UNITS 9541 AND 9542

### 8.1 Unit 9541: Themed Texts

Themes A and B, as follows, are specified for **three** examination series from June 2011 onwards:

**EITHER**      **Theme A: *otium*** (Passages from the *Cambridge Latin Anthology*)  
(text also available for download from WJEC and CSCP websites)

MARTIAL:	<i>The good life</i>	(pages 58-59)
HORACE:	<i>The pleasures of country life</i>	(pages 60-61)
CATULLUS:	<i>Catullus invites a friend to dinner</i>	(pages 64-65)
OVID:	<i>A good place to find a girl</i>	(pages 66-67)
	<i>How ordinary people enjoy a festival</i>	(pages 68-71)
PLINY:	<i>A day in the life of Pliny the Elder</i>	(pages 122-123)
	<i>Ummidia Quadratilla</i>	(pages 148-151)

**OR**              **Theme B: Love and Marriage**  
(text available for download from WJEC and CSCP websites)

epitaph	dating from c.150 BC
CATULLUS:	<i>Poems</i> 5, 8, 70, 72, 83
CICERO:	<i>ad Atticum</i> 5.1
OVID:	<i>Ars Amatoria</i> 1.469-478
PLINY	<i>Letters</i> 4.19 and 6.24
MARTIAL	<i>Epigrams.</i> 8.12

### 8.2 Unit 9542: Narrative Texts

The texts specified for **three** examination series from June 2011 onwards are as follows:

**EITHER**      **Prose:** TACITUS, *Nero et Agrippina* (adapted - text available for download from WJEC and CSCP websites)

**OR**              **Verse:** VIRGIL, *Aeneid* 2, lines 13-62 and 195-267  
(text available for download from WJEC and CSCP websites)



**LEVEL 2 LATIN LITERATURE**  
**CONTROLLED ASSESSMENT**

**L43/44A**

Centre: \_\_\_\_\_

Centre No. \_\_\_\_\_

**Proposed Text(s):**

**Draft Thematic Questions:**

**Proposed Text(s):**

**Draft Thematic Questions:**

**Proposed Text(s):**

**Draft Thematic Questions:**

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's Name (please print): \_\_\_\_\_

**To be submitted to WJEC by 31 October in the year preceding submission of Controlled Assessment.**



**LEVEL 2 LATIN LITERATURE**

**L43B**

**UNIT 9543: CONTROLLED ASSESSMENT**

Centre: \_\_\_\_\_

Candidate's Name: \_\_\_\_\_

Centre No. \_\_\_\_\_

Candidate's No. \_\_\_\_\_

**Unit 9541 Themed texts studied:\***

**Unit 9543 Selected Text(s):**

**Unit 9543 Questions:  
Close Analysis:**

**Thematic Discussion:**

*\* None of the prescribed material for Unit 9541 may be used for Unit 9543.*

<b>Close Analysis</b>		
Understanding and Analysis	/10	
Response and Evaluation	/10	
<b>Discussion of Theme</b>		
Understanding and Analysis	/15	
Response and Evaluation	/15	
<b>TOTAL</b>	<b>/50</b>	

**NOTICE TO CANDIDATE**

**The work you submit for assessment must be your own.**

**If you copy from someone else, allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.**

**Declaration by candidate**

I have read and understood the **Notice to Candidate** (above). I have produced the attached work without assistance other than that which my teacher has explained is acceptable within the specification.

**Candidate's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

*Supporting comments linked to assessment criteria:*

**Declaration by teacher**

I confirm that the candidate's work was conducted under the conditions laid out in the specification. I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

**Teacher's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_



## LEVEL 2 LATIN LITERATURE

L44B

## UNIT 9544: CONTROLLED ASSESSMENT

Centre: \_\_\_\_\_

Candidate's Name: \_\_\_\_\_

Centre No. \_\_\_\_\_

Candidate's No. \_\_\_\_\_

**Unit 9542 Narrative text studied:\*****Unit 9544 Selected Text(s):****Unit 9544 Questions:****Close Analysis:****Thematic Discussion:**

\* None of the prescribed material for Unit 9542 may be used for Unit 9544

<b>Close Analysis</b>		
Understanding and Analysis	/10	
Response and Evaluation	/10	
<b>Discussion of Theme</b>		
Understanding and Analysis	/15	
Response and Evaluation	/15	
TOTAL	/50	

**NOTICE TO CANDIDATE**

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If you copy from someone else, allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.

**Declaration by candidate**

I have read and understood the **Notice to Candidate** (above). I have produced the attached work without assistance other than that which my teacher has explained is acceptable within the specification.

Candidate's signature: \_\_\_\_\_

Date: \_\_\_\_\_

*Supporting comments linked to assessment criteria:*

**Declaration by teacher**

I confirm that the candidate's work was conducted under the conditions laid out in the specification. I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

Teacher's signature: \_\_\_\_\_

Date: \_\_\_\_\_

