WJEC Level 2 Certificates in:

Latin Language and Roman Civilisation (9520/01)

Latin Language (9520/02)

For Teaching from 2009
For Award from 2011

CONTENTS

Part A: Summary of Assessment

Certificate in Latin Language & Roman Civilisation

This qualification comprises Unit 9521 and *either* Unit 9522 *or* Unit 9523.

Unit 9521: Core Latin Language (67%) (Compulsory) **Written Paper: 1 hour 15 minutes** **100 marks (100 UMS)**
Candidates are required to answer comprehension questions on, and to translate a section of, a passage of unseen Latin prose. There is a Defined Vocabulary List for this Unit, consisting of approximately 400 words.
Unit 9522: Roman Civilisation Topics (33%) (Optional) **Written Paper: 1 hour** **50 marks (50 UMS)**
Candidates are required to answer questions and respond to sources on one topic of Roman civilisation, chosen from a choice of two topics.
Unit 9523: Roman Civilisation Study (33%) (Optional) **Controlled Assessment** **50 marks (50 UMS)**
One written task of 1,500 – 1,750 words focusing on an aspect of Roman civilisation from the 1st century BC to 1st century AD.

Certificate in Latin Language

This qualification comprises Unit 9521 and Unit 9524.

Unit 9521: Core Latin Language (67%) (Compulsory)
Written Paper: 1 hour 15 minutes
100 marks (100 UMS)

Candidates are required to answer comprehension questions on, and to translate a section of, a passage of unseen Latin prose. There is a Defined Vocabulary List for this Unit, consisting of approximately 400 words.

Unit 9524: Additional Latin Language (33%) (Compulsory)
Written Paper: 45 minutes
50 marks (50 UMS)

Candidates are required to answer comprehension questions on, and to translate a section of, a passage of more complex unseen Latin prose. Candidates are expected to be familiar with the Defined Vocabulary List for this paper, consisting of approximately 150 words, and the Defined Vocabulary List for Unit 9521.

Availability of Assessment and Certification

Entry Code*		June 2011 and each year thereafter	January 2012 and each year thereafter
Unit 9521	01 or W1	✔	✔
Unit 9522	01 or W1	✔	-
Unit 9523	01 or W1	✔	-
Unit 9524	01 or W1	✔	-

Subject Award	Entry Code*		June 2011 and each year thereafter	January 2012 and each year thereafter
Latin Language & Roman Civilisation	9520	01 or W1	✔	✔
Latin Language	9520	02 or W2	✔	✔

*Option codes: English Medium 01, Welsh Medium W1

Qualification Accreditation Number:

Level 2 Latin Language & Roman Civilisation - 500/6788/6
Level 2 Latin Language - 500/6787/4

Part B: Specification Details

1. *INTRODUCTION*

1.1 Overview of Qualifications and Units

This specification gives details of two qualifications:

- the WJEC Level 2 Certificate in Latin Language & Roman Civilisation;
- the WJEC Level 2 Certificate in Latin Language.

Candidates may enter either of the qualifications in any given examination series, but they may not enter both.

Each qualification comprises **two** units.

The Core Latin Language unit (Unit 9521) is compulsory and common to both qualifications.

Candidates for the Certificate in Latin Language & Roman Civilisation choose one of the two Roman Civilisation units (Unit 9522 or 9523).

Candidates for the Certificate in Latin Language take the Additional Latin Language unit (Unit 9524).

In each case, the compulsory Core Latin Language unit accounts for 67% of the marks, while the second unit accounts for the remaining 33%.

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 language and, where desired, Roman civilisation.

This specification recognises that those teaching and learning Latin represent a broad spectrum. For some an understanding of the Latin language is not complete without an understanding of the culture and civilisation of the Romans themselves. Others prefer to focus on the linguistic aspects of the subject. The specification therefore aims to allow Centres and candidates as far as possible to design courses which most appropriately suit their needs and interests.

Furthermore, this specification takes into account recent developments in the teaching and learning of Latin. In particular it recognises both that the amount of time available for Latin on school timetables is not what it once was and that there has been a significant rise in the number of schools and colleges offering Latin, often outside the formal curriculum. The specification aims to ensure that the demands placed on candidates are commensurate with those found in other subjects of this size (120 Guided Learning Hours).

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 their 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

These qualifications are a recognised part of the National Qualifications Framework. As such, these qualifications provide an appropriate foundation for progression to Advanced Subsidiary or Advanced GCE, IB and Pre-U. For candidates taking Latin Language and Roman Civilisation, teachers should be aware of the balance of language features covered by Unit 9521 (Core Latin Language) and those required for study at AS and A2. A list of these accidence and syntax features is included as Appendix 2.

Both the Latin Language and the Latin Language and Roman Civilisation qualifications at Level 2 count as a language qualification in the English Baccalaureate.

In addition, the qualifications provide 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 objectives 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 6610.

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 9521: Core Latin Language (written paper)

Guided learning hours: 80 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 Language 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 develop:

a. an appropriate level of competence in the Latin language;
b. a sensitive and analytical approach to language generally;
c. an awareness of the influence of Latin on the languages of today.

2.1.2 Learning Outcome

The learner will:

LO1. develop knowledge and understanding of:

- vocabulary, morphology and syntax in context;
- the differences between inflected and uninflected languages, including word order;
- the different ways in which ideas are expressed in English or Welsh as compared with Latin.

2.1.3 Assessment Criterion

The learner can:

AC1. answer comprehension questions based on a passage of unseen Latin and translate a passage of unseen Latin into English or Welsh, demonstrating a knowledge of Latin vocabulary, morphology and syntax as detailed in the specification.

2.2   Unit 9522: Roman Civilisation Topics (written paper)

Guided learning hours: 40 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 Roman Civilisation to accompany the study of Latin language, 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.   develop an understanding of the content, style and values of Roman civilisation;
b.   develop an analytical and evaluative response to primary and secondary sources;
c.   respond personally to the values of a society separated from their own in both space and time, and by doing so more fully understand the values of their own society.

2.2.2 Learning Outcome

The learner will:

LO2.   develop understanding and appreciation of sources related to the society and values of the Roman world through analysis, evaluation and response.

2.2.3 Assessment Criteria

The learner can:

AC2.   use his/her knowledge of Roman civilisation to describe a range of characteristic features of the period;
AC3.   use a range of primary sources to ask and answer questions about the Roman world;
AC4.   give reasons for some of the similarities and differences between Roman and modern societies.

2.3 Unit 9523: Roman Civilisation Study (controlled assessment)

Guided learning hours: 40 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 Roman Civilisation to accompany the study of Latin language, 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.   develop an understanding of the content, style and values of Roman civilisation;
b.   develop an analytical and evaluative response to primary and secondary sources;
c.   respond personally to the values of a society separated from their own in both space and time, and by doing so more fully understand the values of their own society.

2.3.2 Learning Outcome

The learner will:

LO2.   develop understanding and appreciation of sources related to the society and values of the Roman world through analysis, evaluation and response.

2.3.3 Assessment Criteria

The learner can:

AC2.   use his/her knowledge of Roman civilisation to describe a range of characteristic features of the period;
AC3.   use a range of primary sources to ask and answer questions about the Roman world;
AC4.   give reasons for some of the similarities and differences between Roman and modern societies.

2.4   Unit 9524: Additional Latin Language (written paper)

Guided learning hours: 40 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 Additional Latin Language 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 develop:

a.   an appropriate level of competence in the Latin language;
b.   a sensitive and analytical approach to language generally;
c.   an awareness of the influence of Latin on the languages of today.

2.4.2   Learning Outcome

The learner will:

LO3.   develop additional knowledge and understanding of:

- vocabulary, morphology and syntax in context;
- the differences between inflected and uninflected languages, including word order;
- the different ways in which ideas are expressed in English or Welsh as compared with Latin.

2.4.3 Assessment Criterion

The learner can:

AC5.   answer comprehension questions based on a passage of more complex unseen Latin and translate a passage of more complex unseen Latin into English or Welsh, demonstrating a knowledge of additional Latin vocabulary, morphology and syntax as detailed in the specification.

2.5   Summary of Learning Outcomes and Assessment Criteria

Certificate in Latin Language and Roman Civilisation:
Learning outcomes LO1 and LO2
Assessment criteria AC1 and AC2, 3 and 4

Certificate in Latin Language:
Learning outcomes LO1 and LO3
Assessment criteria AC1 and AC5

Learning outcomes The learner will:	Content/amplification	Assessment criteria The learner can:
LO1: develop knowledge and understanding of: (i) vocabulary, morphology and syntax in context; (ii) the differences between inflected and uninflected languages, including word order; (iii) the different ways in which ideas are expressed in English or Welsh as compared with Latin.	Details of the content required for Unit 9521 can be found in Section 8 and in the Appendix.	AC1: answer comprehension questions based on a passage of unseen Latin and translate a passage of unseen Latin into English or Welsh, demonstrating a knowledge of Latin vocabulary, morphology and syntax as detailed in the specification.
LO2: develop understanding and appreciation of sources related to the society and values of the Roman world through analysis, evaluation and response.	Details of the content required for Unit 9522 can be found in Section 9. The content for Unit 9523 must conform to the requirements set out in Section 5, but is otherwise at the discretion of Centres.	AC2: use his/her knowledge of Roman civilisation to describe a range of characteristic features of the period; AC3: use a range of primary sources to ask and answer questions about the Roman world; AC4: give reasons for some of the similarities and differences between Roman and modern societies.
LO3: develop additional knowledge and understanding of: (i) vocabulary, morphology and syntax in context; (ii) the differences between inflected and uninflected languages, including word order; (iii) the different ways in which ideas are expressed in English or Welsh as compared with Latin.	Details of the content required for Unit 9524 can be found in Section 8 and in the Appendix.	AC5: answer comprehension questions based on a passage of more complex unseen Latin and translate a passage of more complex unseen Latin into English or Welsh, demonstrating a knowledge of additional Latin vocabulary, morphology and syntax as detailed in the specification.

2.6   Delivery Guidance

Both Latin Language and Latin Language & Roman Civilisation are assigned 120 Critical Learning Hours (i.e. contact time) to include 80 GLH for the Core Latin Language Unit. It is suggested that candidates will need to allow a further 60 hours for study at home. These estimates of time required are assume a candidate of average ability with no prior knowledge of the subject. More able students may be able, and wish, to study the content at a quicker pace.

Centres entering candidates for the Certificate in Latin Language & Roman Civilisation are advised to integrate the study of civilisation and the study of language. Such integration may take the form of reading passages in Latin which relate to a particular civilisation topic, while at the same time investigating that topic in greater detail through primary and secondary source material in English or Welsh.

The study of the language and culture of the Roman world 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

Teachers and candidates are encouraged to use whichever resources they feel most comfortable with. The following resources are suggestions only.

Textbook Series
- *Cambridge Latin Course*
- *Ecce Romani*
- *Oxford Latin Course*

E-Learning Resources
- *Cambridge Latin Course* E-Learning Resource DVDs for Books I and II
- *Cambridge Latin Course* website (www.CambridgeSCP.com). A wide selection of primary source material related to the topics for Roman Civilisation can be found in the WJEC section of this website.

Images
- Roger Dalladay's slide sets (a full list is available from: R.L. Dalladay, Abbey Cottage, East Cliff, Whitby YO22 4JT)
- J-PROGS, www.j-progs.com

Further suggestions for resources
The extensive bibliographies found at the end of each of the *Cambridge Latin Course Teacher's Guides* are an excellent source of ideas for further teaching and learning resources.

Teachers are advised to consult their school librarian or resources manager for further support and advice on publications which may be relevant for particular topics. Teachers are further advised to consider the availability of appropriate resources when helping students decide on areas of study for controlled assessment. Should teachers require advice on appropriate resources, they are encouraged to contact the Subject Officer.

3. SCHEME OF ASSESSMENT

The scheme of assessment will comprise:

EITHER

Certificate in Latin Language and Roman Civilisation

Unit 9521	1 hour 15 minutes	(67%)
and *either*		
Unit 9522	1 hour	(33%)
or		
Unit 9523	Controlled assessment (in place of Unit 9522)	(33%)

OR

Certificate in Latin Language

Unit 9521	1 hour 15 minutes	(67%)
and		
Unit 9524	45 minutes	(33%)

3.1   Unit 9521: Core Latin Language

Unit 9521 will consist of a momentum test set on an unprepared passage of Latin prose. An introduction to the passage will be given in English and connecting narratives will be supplied in English to link the sections of the passage.

The test will consist of a combination of comprehension questions and translation. Of a total of 100 marks available for the unit, 60 will be given for comprehension and 40 for translation. Positive marking will be employed in the translation. There will be a gradual incline of difficulty within the passage set.

Candidates will be expected to be familiar with the Defined Vocabulary List of 400 words for this unit provided in the Appendix.

Any words used in the passage which do not appear in the Defined Vocabulary List for this unit will be provided below the section of the passage.

A vocabulary of proper names will be given where appropriate.

A knowledge of accidence and syntax as detailed in Section 8.1 will be expected. The overall level of difficulty of the passage will be roughly commensurate with Stage 29 of the *Cambridge Latin Course* or Chapter 28 of the *Oxford Latin Course*.

3.2   Unit 9522: Roman Civilisation Topics (written paper)

Two topics are prescribed in each examination, drawn from a list of four topics.

Candidates are required to answer the questions on one topic.

The four topics are:
• Daily Life in Roman Society;
• Roman Britain;
• The Roman Army;
• Entertainment and Leisure.

Each topic will contain several short questions based on stimulus pictures, inscriptions or short passages from Roman authors in translation. There will also be one or more questions requiring extended comment. This will take the form of a critical and personal response to source material. Candidates may also be asked to make comparisons between the ancient world and the modern world.

See Section 9 for details of each topic and the prescribed topics for examination from 2015 onwards.

3.3   Unit 9523: Roman Civilisation Study (controlled assessment)

See Section 5 for details of the controlled assessment scheme.

3.4   Unit 9524: Additional Latin Language

Unit 9524 will consist of an unprepared passage of Latin prose. An introduction to the passage will be given in English and connecting narratives will be supplied in English to link the sections of the passage.

The test will consist of a combination of comprehension questions and translation. Of a total of 50 marks available for the unit, 20 will be given for comprehension and 30 for translation. Positive marking will be employed in the translation.

Candidates will be expected to be familiar with the Defined Vocabulary List of 150 words for this unit and the Defined Vocabulary List of 400 words for Unit 9521. Both lists are provided in the Appendix.

Any words used in the passage which do not appear in the Defined Vocabulary Lists for Units 9521 and 9524 will be provided below the section of the passage.

A vocabulary of proper names will be given where appropriate.

A knowledge of accidence and syntax as detailed in Section 8.2 will be expected. The overall level of difficulty of the passage will be roughly commensurate with Stage 40 of the *Cambridge Latin Course* or Chapter 50 of the *Oxford Latin Course.*

3.5 Weightings of Assessment Criteria

Certificate in Latin Language and Roman Civilisation

Assessment criteria		% weighting
AC1	Demonstrate knowledge and understanding of core language.	67%
AC2 AC3 AC4	Use knowledge of Roman civilisation to describe a range of characteristic features of the period. Use a range of primary sources to ask and answer questions about the Roman world. Analyse, evaluate and respond to aspects of Roman Civilisation, including, where appropriate, comparisons with modern societies.	33%

N.B.   Assesment Criterion 4 (Evaluation and Response) will be given a slightly higher weighting than AC2 (Factual Knowledge) and AC3 (Use of Primary Sources).

Certificate in Latin Language

Assessment criteria		% weighting
AC1	Demonstrate knowledge and understanding of core language.	67%
AC5	Demonstrate knowledge and understanding of additional language.	33%

4. AWARDING, REPORTING AND RE-SITTING

4.1 Qualification Titles

The qualifications based on this specification have the following titles:

WJEC Level 2 Certificate in Latin Language & Roman Civilisation;
WJEC Level 2 Certificate in Latin Language.

4.2 Grading System

Level 2 Certificates award 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. Borderline candidates may choose to enter both at Level 1 and at Level 2.

Centres should bear in mind that demands are expected to be broadly in line with those of GCSE.

4.3 Assessment Opportunities

Unit 9521 will be available in June and January. Units 9522 and 9524 will be available in the June series only. Unit 9523 will be available in the June examination series.

4.4 External and Internal Assessment

External assessment, in the form of written papers, will have a total weighting of 67%-100% and internal assessment, in the form of controlled assessment, a weighting of 0-33%.

4.5 Unitisation and Re-Sits

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

Candidates are not advised to take Unit 9524 before Unit 9521.

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
Unit 9521	100	80	70	60	50
Units 9522, 9523 and 9524	50	40	35	30	25
Award	150	120	105	90	75

5. ADMINISTRATION OF CONTROLLED ASSESSMENT

Unit 9523: Roman Civilisation Study

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 if they have any queries.

5.1 Task Setting

Medium Control

There is a medium level of control in order to give teachers the flexibility to devise tasks to suit their students' interests.

Candidates will be required to produce one piece of written work of approximately 1,500 to 1,750 words.

The teacher selects an appropriate topic or number of topics [see Section 5.7].

The proposed topics and draft questions must be submitted to WJEC for approval by 31 October in the year preceding entry for the unit (Form L23A).

The teacher teaches the material as if for the written paper.

The teacher and candidate then together confirm the question to be answered arising from the topic(s) studied.

It is helpful to candidates if the questions have a clear evaluative element [See Section 5.8].

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

5.2 Task Taking

High Control

Candidates should be allowed approximately 10 hours of study time with primary and secondary sources (including the internet). This period can be all class work or a combination of class work and homework. There is no formal teaching at this time.

Candidates make notes and compile a bibliography (including internet sites).

At the end of this time, the candidates prepare notes on one side of A4 paper to take to the controlled assessment. The one side of A4 paper may contain:

- primary sources in the form of images and texts;
- an essay plan, of no more than 100 words;
- further notes, of no more than 100 words.

The rest of the notes made by the candidate are collected by the class teacher and kept to be made available to the Moderator, if requested.

Candidates have up to 4 hours under direct supervision to answer their question in 1,500 to 1,750 words.

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 only to their notes on one side of A4 paper.

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 answer, the A4 page of notes, the bibliography and the controlled assessment coversheet.

5.4   Assessment Criteria

The controlled assessment must be marked according to the three 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 AO should be made to support the overall assessment.**

Assessment Criteria

AC2   Factual Knowledge – 15 marks
Candidates should be able to select and organise relevant knowledge of the society and values of the Roman world.

AC3   Use of Primary Sources – 15 marks
Candidates should be able to select and organise a range of primary source material which is relevant to the title.

AC4   Evaluation and Response – 20 marks
Candidates should be able to analyse, evaluate and respond to the factual information and sources they present.

	Mark range	AC2 Factual Knowledge	AC3 Use of Primary Sources
Band 5	13-15	• thorough, detailed and accurate knowledge relevant to the title • classical terms used correctly.	• thorough range of primary source material, well-chosen and appropriate to the title • source material well organised and incorporated.
Band 4	10-12	• sound knowledge, based on a range of generally accurate and relevant factual information • classical terms generally accurate.	• sound range of primary source material, generally well-chosen and appropriate to the title • source material generally well organised and incorporated.
Band 3	7-9	• some relevant knowledge based on factual information; some lack of detail or precision • some classical terms used correctly.	• some relevant primary source material, appropriate to the title • organisation and incorporation of source material not always clear.
Band 2	4-6	• limited relevant knowledge and factual information; lack of detail on many points and significant omissions. • few classical terms used.	• limited primary source material, possibly with the inclusion of inappropriate material and significant omissions • little attempt to organise and incorporate source material.
Band 1	0-3	• minimal or no relevant knowledge • frequent mistakes in the use of classical terms/none are used.	• little or no primary source material relevant to the title • poor/no attempt to organise and incorporate source material.

	Mark range	AC4 Evaluation and Response
Band 5	17-20	• thorough evaluation of all the important issues, with clear and effective conclusions • clearly organised using fluent and appropriate expression and accurate SPG.
Band 4	13-16	• sound evaluation of most of the important issues raised by the title, with sound conclusions based on the evidence • coherent and mainly well expressed with relatively few SPG errors.
Band 3	9-12	• some attempt to evaluate and analyse the main issues raised by the title, with some valid conclusions usually based on the evidence • expression adequate to convey meaning, though with occasional lack of clarity and some SPG errors.
Band 2	5-8	• limited evaluation of issues raised by the title, with few conclusions not always supported by the evidence • communication impeded by poor expression on occasion, and frequent SPG errors.
Band 1	0-4	• little or no evaluation of issues raised by the title, with few or no conclusions • communication impeded by poor expression and pervasive SPG errors.

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 centre will be informed of the work to be submitted to the moderator.

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 (Form L23B), 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): *Instructions for Conducting Coursework/Portfolios* (including Notice to Candidates) *and Plagiarism in Examinations: Guidance for Teachers/Assessors.*

5.7   Choosing a Topic

The focus should be on aspects of Roman life as exemplified in such courses as *The Cambridge Latin Course, Ecce Romani* and *The Oxford Latin Course*.

The topics listed for the alternative written unit make a good starting point: Daily Life in Ancient Rome, Entertainment and Leisure, Roman Britain and The Roman Army.
Other areas of study might include aspects of Roman religion, the structure of Roman society, Pompeii, Roman women, Roman engineering and Roman medicine.

Comparisons between Roman times and more recent times can be a fruitful area of study.

The narrative and analysis of purely historical events (e.g. the battle of Actium, the life of Augustus) will not be an appropriate topic.

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

Proposed topics and questions must be submitted to WJEC by 31 October.

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).

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 topic 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.

- 'Life for people living in ancient Rome was very comfortable.' To what extent do you agree with this view?

- Would you have joined the Roman army?

- How did the design of Roman weaponry add to its efficiency?

- What factors affected the deployment speed of the Roman army, and how does it compare to that of the modern British army?

- Compare and contrast the most popular entertainments in ancient Rome and modern Britain.

- Cogidubnus' thoughts on the advantages and disadvantages of siding with the Romans.

- To what extent can Roman medicine be considered a science?

- What challenges faced a Roman provincial governor?

- To what extent do the portrayals of muscle groups on Roman statuary correspond with the exercises Romans engaged in?

- What part did women play in home life and public life compared with women today?

- Why did the Romans have such a liberal attitude to prostitution?

- To what extent did the role of a Roman *matrona* differ from that of a lady in 19th century England?

- What does the primary evidence suggest about the level of literacy among the Roman population?

- How does Roman jewellery compare to modern jewellery?

- How did the Romans use religion to unite the empire?

- To what extent are the lives of modern slaves worse than those of slaves in the Roman world?

- What use did the Romans make of slaves and how well did they treat them?

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 award 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 the demands are broadly in line with those of GCSE.

Grade A*

Pupils have a thorough knowledge of a wide range of vocabulary. They can recognise and translate accurately complex linguistic features, and can express these in idiomatic English. They articulate a critical response to characterisation, plot and style in stories of greater length and complexity, and can justify their views.

Where applicable, pupils have a detailed factual knowledge of Roman civilisation which they use to develop a critical understanding of the period. They analyse and evaluate a wide range of primary evidence to form substantiated conclusions about the Roman world. They make independent and critically based judgements about the relationship between Roman and modern societies, and show appreciation of the legacy of Roman civilisation to modern Europe.

Grade C

Pupils know a range of Latin vocabulary. They can use vocabulary support with some awareness of how nouns and verbs are listed. They are aware that word endings affect meaning. They can translate short Latin stories with reasonable accuracy and are beginning to develop a personal response to what they read.

Where applicable, they use their knowledge of Roman civilisation to describe a range of characteristic features of the period. They can use a range of primary sources to ask and answer questions about the Roman world. They give reasons for some of the similarities and differences between Roman and modern societies.

7. THE WIDER CURRICULUM

7.1 Development of Skills

The study of Latin language and Roman civilisation 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 examples of particular linguistic features in context in the target language and is encouraged to work out the underlying grammatical rule or pattern which unites the examples. A similar approach may also be taken in the study of Roman civilisation, where candidates may investigate a range of primary sources to uncover general concepts of Roman civilisation. 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 school age candidates 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 resourced subjects at Key Stage 4 in terms of ICT. 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.

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.

The study of Latin and Roman civilisation is itself the study of a language and a society which have left their marks deeply within the languages and cultures of modern Europe. Where possible, candidates should be encouraged to consider similarities and differences between Latin and modern European languages and between the Roman Empire and the European Union.

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 detail 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. GRAMMATICAL STRUCTURES

8.1 Unit 9521: Core Latin Language

Accidence

Regular nouns of all five declensions
The forms of the irregular nouns listed in the Defined Vocabulary List

Regular verbs of all four conjugations:
- present, imperfect, perfect and pluperfect indicative active
- present and imperfect indicative passive, 3rd person singular and plural
- imperfect and pluperfect subjunctive active
- present infinitive active
- present participle
- imperative active: singular and plural
- passive past participle

The above forms of the irregular verbs listed in the Defined Vocabulary List
Regular adjectives of all the standard types
Comparative and superlative forms of all the adjectives listed in the Defined Vocabulary List
Regular adverbs, excluding comparatives and superlatives
The forms of the pronouns and pronominal adjectives listed in the Defined Vocabulary List

Syntax

Standard uses of the cases, except for the locative
Expressions of time
The use of all prepositions listed in the Defined Vocabulary List
The use of the dative taken by verbs listed in the Defined Vocabulary List
Direct statements, questions and commands
Prohibitions with *noli* / *nolite*
Indirect questions and commands
Uses of the present active participle, excluding the ablative absolute
Conditional sentences (present and past open only)
Relative clauses with the indicative
Purpose clauses introduced by *ut*
Result clauses
Temporal clauses introduced by the conjunctions listed in the Defined Vocabulary List
Causal clauses introduced by *quod* and *cum*
Concessive clauses introduced by *quamquam*
Neuter gerundive of obligation (e.g. *mihi fugiendum erat*)

8.2 Unit 9524: Additional Latin Language

Accidence

Regular nouns of all five declensions
The forms of the irregular nouns listed in the Defined Vocabulary List

Regular verbs of all four conjugations:
- all tenses of the indicative active, passive and deponent*
- imperfect and pluperfect subjunctive active, passive and deponent*
- all infinitives except for the future passive*
- all participles*
- standard imperatives*

The above forms of the irregular verbs listed in the Defined Vocabulary List*
Regular adjectives and adverbs of all the standard types
Comparative and superlative forms of all the adjectives and adverbs listed in the Defined Vocabulary List*
The forms of the pronouns and pronominal adjectives listed in the Defined Vocabulary List*

Syntax

More complex uses of the cases, including the locative and ablative of description*
Expressions of time
The use of all prepositions listed in the Defined Vocabulary List
The use of the dative taken by verbs listed in the Defined Vocabulary List
Direct statements, questions and commands
Prohibitions with *noli* / *nolite*
Indirect statements, questions and commands*
Uses of the participle, including the ablative absolute*
Conditional sentences (with the indicative only)*
Relative clauses with the indicative and subjunctive*
Purpose clauses introduced by *ut* and *ne* and the relative*
Result clauses
Fearing clauses*
Temporal clauses introduced by the conjunctions listed in the Defined Vocabulary List
Causal clauses introduced by *quod* and *cum*
Concessive clauses introduced by *quamquam*
Gerundive of obligation with transitive verbs*
Gerundive with *ad**

* denotes differences from Unit 9521.

9. ROMAN CIVILISATION TOPICS

9.1 Topic 1: Daily Life in Roman Society

1. Town houses:
   plan, rooms, furniture, decoration and garden

2. Daily routine for men and women

3. Slaves and freedmen:
   work and treatment by their masters

4. Cooking and meals, including a dinner party (and its forms of entertainment)

5. The forum:
   shops, elections, temples and other public buildings

6. Schools:
   the different stages of education, equipment and subjects studied

9.2 Topic 2: Roman Britain

1. The early years:
   from the conquest in 43 AD up to and including Boudica's rebellion in 60/61 AD

2. Bath:
   the development of the site, plan of the site, the temple of Sulis Minerva, the baths and archaeological finds, including defixiones

3. Cogidubnus and Fishbourne palace

4. Country villas and farming

5. Roads, travel and trade

6. Agricola:
   his military success and policy of Romanisation

9.3 Topic 3: The Roman Army

1. Recruitment and training of the legionary soldiers and auxiliaries

2. Weapons and equipment

3. Daily duties

4. Pay and promotion

5. The legionary fortress e.g. Chester:
   plan, facilities

6. Military tombstones:
   candidates should be able to decipher a simple military tombstone

9.4   Topic 4: Entertainment and Leisure

1.   The baths:
     plan, rooms (and how they were used), heating and facilities

2.   The theatre:
     design of the building
     the different productions: pantomime, vulgar farces, comedies

3.   The amphitheatre:
     design of the building
     the different types of show: gladiators, wild animal hunts

4.   The Circus Maximus:
     design of the building
     the teams and the races

9.5   Prescribed Topics for 2015 - 2017

Candidates are required to answer questions on one of the following topics in 2015:

Topic 3: The Roman Army
Topic 4: Entertainment and Leisure

In 2016 and 2017 questions will be set on:

Topic 1: Daily Life in Roman Society
Topic 2: Roman Britain

LEVEL 2 LATIN LANGUAGE AND ROMAN CIVILISATION

UNIT 9523: CONTROLLED ASSESSMENT

L23A

Centre: _____ Centre No. _____

Proposed Topic Area:

Draft Questions:

Proposed Topic Area:

Draft Questions:

Proposed Topic Area:

Draft Questions:

Signed: _____ Date: _____

Teacher's name (please print) _____

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

WJEC CBAC

LEVEL 2 LATIN LANGUAGE AND ROMAN CIVILISATION

UNIT 9523: CONTROLLED ASSESSMENT

L23B

Centre: _____   Candidate's Name: _____

Centre No. _____   Candidate's No. _____

Topic:	
Question:	

Factual Knowledge	/15	
Use of Primary Sources	/15	
Evaluation and Response	/20	
TOTAL	/50	

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:** _____

Appendix 1: Defined vocabulary lists for Units 9521 and 9524

Candidates for Unit 9521 are expected to be familiar with the Defined Vocabulary List (DVL) for that Unit. Candidates also entered for Unit 9524 are expected to be familiar with both the DVL for Unit 9521 and the additional one for Unit 9524.

Words in the unprepared comprehension and translation passages on each paper will be glossed if they do not appear in the list relating to that unit. In addition, if a word is used with a meaning not given in the DVL, it will be glossed.

Compound verbs
Candidates are expected to be familiar with common compounds of simple verbs given in the DVL which are formed by adding one of the prefixes included in the DVL for Unit 9521. This includes regular vowel changes in the verb stem and consonantal changes in the prefix.

Adjectives
Candidates are expected to be familiar with the comparative and superlative forms of all adjectives included in the DVLs.

Adverbs
Candidates are expected to be familiar with the regular formation of adverbs from any of the adjectives which appear in the DVLs.

Numbers
Those included in the DVL for Unit 9521 are expected to be known: all others will be glossed on the examination paper.

Electronic support
Both Defined Vocabulary Lists will be available in Microsoft Excel format. In addition, interactive vocabulary testers are provided by the Cambridge School Classics Project.

Unit 9521: Defined Vocabulary List

a, ab	+ abl (also used as prefix with verbs)	from, by (as prefix = away)
absum	abesse, afui	be out, be absent, be away
ac, atque	indecl.	and
accido	accidere, accidi	happen
accipio	accipere, accepi, acceptus	accept, take in, receive
ad	+ acc (also used as prefix with verbs)	to, towards, at
adeo	indecl.	so much, so greatly
adiuvo	adiuvare, adiuvi, adiutus	help
adsum	adesse, adfui	be here, be present
advenio	advenire, adveni	arrive
aedifico	aedificare, aedificavi, aedificatus	build
ago	agere, egi, actus	do, act, drive
aliquis, aliquid		someone, something
alius	alia, aliud	other, another, else
alter	altera, alterum	the other, another, the second of two
ambulo	ambulare, ambulavi	walk
amicus	amici, m.	friend
amo	amare, amavi, amatus	love, like
amor	amoris, m.	love
ancilla	ancillae, f.	slave-girl, maid
animus	animi, m.	spirit, soul, mind
annus	anni, m.	year
antea	indecl.	before
aperio	aperire, aperui, apertus	open
appareo	apparere, apparui	appear
appropinquo	appropinquare, appropinquavi	approach, come near to
apud	+ acc	among, with, at the house of
aqua	aquae, f.	water
ars	artis, f.	art, skill
audax	audacis	bold, daring
audio	audire, audivi, auditus	hear, listen to
aufero	auferre, abstuli, ablatus	take away, carry off, steal
auxilium	auxilii, n.	help
bellum	belli, n.	war
bene	indecl.	well
bonus	bona, bonum	good
brevis	breve	short, brief
caelum	caeli, n.	sky, heaven
capio	capere, cepi, captus	take, catch, capture, adopt (a plan)
caput	capitis, n.	head
carus	cara, carum	dear
castra	castrorum, n. pl.	camp
celer	celere	quick, fast
celo	celare, celavi, celatus	hide
cena	cenae, f.	dinner, meal
centum	indecl.	a hundred
ceteri	ceterae, cetera	the rest, the others
cibus	cibi, m.	food
circum	+ acc	around
civis	civis, m.f.	citizen
clamo	clamare, clamavi, clamatus	shout
clamor	clamoris, m.	shout, shouting, noise

coepi	coepisse, coeptus	begin (past tenses only)
cogito	cogitare, cogitavi, cogitatus	think, consider
cognosco	cognoscere, cognovi, cognitus	get to know, find out, learn
cogo	cogere, coegi, coactus	force, compel
comes	comitis, m.f.	comrade, companion
conficio	conficere, confeci, confectus	finish; wear out, exhaust
consilium	consilii, n.	plan, idea, advice
conspicio	conspicere, conspexi, conspectus	catch sight of, notice
constituo	constituere, constitui, constitutus	decide
consumo	consumere, consumpsi, consumptus	eat
corpus	corporis, n.	body
credo	credere, credidi, creditus + dat	believe, trust, have faith in
crudelis	crudele	cruel
cum	+ abl (as prefix con-)	with
cum	indecl.	when, since
cupio	cupere, cupivi	want, desire
cur?	indecl.	why?
cura	curae, f.	care, worry
curo	curare, curavi, curatus	look after, care for, supervise
curro	currere, cucurri, cursus	run
custos	custodis, m.f.	guard
de	+ abl (also used as prefix with verbs)	from, down from; about
dea	deae, f.	goddess
debeo	debere, debui, debitus	owe, ought, should, must
decem	indecl.	ten
deinde	indecl.	then
deleo	delere, delevi, deletus	destroy
deus	dei, m.	god
dico	dicere, dixi, dictus	say
dies	diei, m.	day
difficilis	difficile	difficult
dirus	dira, dirum	dreadful
discedo	discedere, discessi	depart, leave
diu	indecl.	for a long time
do	dare, dedi, datus	give
doceo	docere, docui, doctus	teach
domina	dominae, f.	mistress
dominus	domini, m.	master
domus	domus, f. (domi = at home)	home
donum	doni, n.	gift, present
dormio	dormire, dormivi	sleep
duco	ducere, duxi, ductus	lead, take
duo	duae, duo	two
dux	ducis, m.	leader
e, ex	+ abl (also used as prefix with verbs)	from, out of
effugio	effugere, effugi	escape
ego	mei	I, me
enim	indecl.	for
eo	ire, i(v)i	go
epistula	epistulae, f.	letter
equus	equi, m.	horse
et	indecl.	and
etiam	indecl.	also, even

exspecto	exspectare, exspectavi, exspectatus	wait for
facilis	facile	easy
facio	facere, feci, factus	make, do
femina	feminae, f.	woman
fero	ferre, tuli, latus	bring, carry
ferox	ferocis	fierce, ferocious
ferrum	ferri, n.	iron, sword
festino	festinare, festinavi	hurry
fidelis	fidele	faithful, loyal
filia	filiae, f.	daughter
filius	filii, m.	son
flumen	fluminis, n.	river
forte	indecl.	by chance
fortis	forte	brave
forum	fori, n.	forum, market place
frater	fratris, m.	brother
frustra	indecl.	in vain
fugio	fugere, fugi	run away, flee
fundo	fundere, fudi, fusus	pour
gaudeo	gaudere, gavisus sum	be pleased, rejoice
gero	gerere, gessi, gestus	wear (clothes), wage (war)
gladius	gladii, m.	sword
gravis	grave	heavy, serious
habeo	habere, habui, habitus	have
habito	habitare, habitavi, habitatus	live
heri	indecl.	yesterday
hic	haec, hoc	this
hodie	indecl.	today
homo	hominis, m.	man, human being
hora	horae, f.	hour
hortus	horti, m.	garden
hostis	hostis, m.	enemy
iaceo	iacere, iacui	lie (positional)
iacio	iacere, ieci, iactus	throw
iam	indecl.	now, already
ianua	ianuae, f.	door
ibi	indecl.	there
igitur	indecl.	therefore, and so
ille	illa, illud	that, he, she, it
imperator	imperatoris, m.	emperor, commander
imperium	imperii, n.	empire, power, command
impero	imperare, imperavi, imperatus + dat	order, command
in	+ acc (also used as prefix with verbs)	into, onto
in	+ abl (also used as prefix with verbs)	in, on
incendo	incendere, incendi, incensus	burn, set on fire
infelix	infelicis	unlucky, unhappy
ingens	ingentis	huge
inquit		say, said
insula	insulae, f.	island, block of flats
intellego	intellegere, intellexi, intellectus	understand, realise
inter	+ acc	among, between
interea	indecl.	meanwhile
interficio	interficere, interfeci, interfectus	kill

intro	intrare, intravi, intratus	enter
invenio	invenire, inveni, inventus	find
ipse	ipsa, ipsum	himself, herself, itself, themselves
ira	irae, f.	anger
iratus	irata, iratum	angry
is	ea, id	this, that, he, she, it, them
ita	indecl.	in this way, so
itaque	indecl.	and so, therefore
iter	itineris, n.	journey, route, way
iterum	indecl.	again
iubeo	iubere, iussi, iussus	order
iuvenis	iuvenis (m.)	young; young man
labor	laboris, m.	work
laboro	laborare, laboravi	work
lacrimo	lacrimare, lacrimavi	weep, cry
laetus	laeta, laetum	happy
latus	lata, latum	wide
laudo	laudare, laudavi, laudatus	praise
legatus	legati, m.	commander
legio	legionis, f.	legion
lego	legere, legi, lectus	read, choose
lente	indecl.	slowly
libenter	indecl.	willingly, gladly
libero	liberare, liberavi, liberatus	free, set free
libertus	liberti, m.	freedman, ex-slave
locus	loci, m.	place
longus	longa, longum	long
lux	lucis, f.	light, daylight
magnus	magna, magnum	big, large, great
malus	mala, malum	evil, bad
maneo	manere, mansi	remain, stay
manus	manus, f.	hand, group of people
mare	maris, n.	sea
maritus	mariti, m.	husband
mater	matris, f.	mother
medius	media, medium	middle, middle of
meus	mea, meum	my
miles	militis, m.	soldier
mille	pl. milia	thousand
minime	indecl.	very little, least, no
miser	misera, miserum	miserable, wretched, sad
mitto	mittere, misi, missus	send
modus	modi, m.	manner, way, kind
moneo	monere, monui, monitus	warn, advise
mons	montis, m.	mountain
mors	mortis, f.	death
mox	indecl.	soon
multo, multum	indecl.	much
multus	multa, multum	much, many
murus	muri, m.	wall
nam	indecl.	for
narro	narrare, narravi, narratus	tell, relate
nauta	nautae, m.	sailor

navigo	navigare, navigavi	sail
navis	navis, f.	ship
-ne	indecl.	*introduces question*
nec ... nec,	indecl	neither ... nor
neque …neque	indecl	neither ... nor
neco	necare, necavi, necatus	kill
nemo	neminis	no one, nobody
nescio	nescire, nescivi	not know
nihil	indecl.	nothing
nolo	nolle, nolui	not want
nomen	nominis, n.	name
non	indecl.	not
nonne?	indecl.	surely?
nos	nostrum	we, us
noster	nostra, nostrum	our
novem	indecl.	nine
novus	nova, novum	new
nox	noctis, f.	night
nullus	nulla, nullum	not any, no
num	indecl.	whether
num ... ?	indecl.	surely not?
numquam	indecl.	never
nunc	indecl.	now
nuntio	nuntiare, nuntiavi, nuntiatus	announce
nuntius	nuntii, m.	messenger, message, news
occido	occidere, occidi, occisus	kill
octo	indecl.	eight
offero	offerre, obtuli, oblatus	offer
olim	indecl.	once, some time ago
omnis	omne	all, every
oppugno	oppugnare, oppugnavi, oppugnatus	attack
oro	orare, oravi, oratus	beg
ostendo	ostendere, ostendi, ostentus	show
paene	indecl.	almost, nearly
paro	parare, paravi, paratus	prepare
pars	partis, f.	part
parvus	parva, parvum	small
pater	patris, m.	father
pauci	paucae, pauca	few, a few
pax	pacis, f.	peace
pecunia	pecuniae, f.	money
per	+ acc	through, along
pereo	perire, perii	die, perish
periculum	periculi, n.	danger
persuadeo	persuadere, persuasi + dat	persuade
perterritus	perterrita, perterritum	terrified
pes	pedis, m.	foot, paw
peto	petere, petivi, petitus	make for, attack, seek, beg, ask for
placeo	placere, placui + dat.	please
plenus	plena, plenum	full
poena	poenae, f.	punishment
poenas do	dare, dedi, datus	pay the penalty, be punished
pono	ponere, posui, positus	put, place, put up

porta	portae, f.	gate
porto	portare, portavi, portatus	carry
possum	posse, potui	can, be able
post	+ acc	after, behind
postea	indecl.	afterwards
postquam	indecl.	after, when
postridie	indecl.	on the next day
postulo	postulare, postulavi, postulatus	demand
praebeo	praebere, praebui, praebitus	provide
praemium	praemii, n.	prize, reward, profit
primus	prima, primum	first
princeps	principis, m.	chief, chieftain, emperor
pro	+ abl	in front of, for, in return for
procedo	procedere, processi	advance, proceed
promitto	promittere, promisi, promissus	promise
prope	+ acc	near
propter	+ acc	because of
proximus	proxima, proximum	nearest, next to
puella	puellae, f.	girl
puer	pueri, m.	boy
pugno	pugnare, pugnavi	fight
pulcher	pulchra, pulchrum	beautiful, handsome
puto	putare, putavi, putatus	think
quaero	quaerere, quaesivi, quaesitus	search for, look for, ask
qualis?	quale	what sort of?
quam	indecl.	than, how ... ? how ... !
quamquam	indecl.	although
quantus?	quanta, quantum	how big? how much?
quattuor	indecl.	four
-que	indecl.	and
qui	quae, quod	who, which
quinque	indecl.	five
quis?	quid	who? what?
quo?	indecl.	where to?
quod	indecl.	because
quo modo?	indecl.	how? in what way?
quoque	indecl.	also, too
quot?	indecl.	how many?
rapio	rapere, rapui, raptus	seize, grab
re-	(prefix used with verbs)	back
reddo	reddere, reddidi, redditus	give back, restore
redeo	redire, redii	go back, come back, return
refero	referre, rettuli, relatus	bring/carry back; report, tell
relinquo	relinquere, reliqui, relictus	leave, leave behind
res	rei, f.	thing, business
resisto	resistere, restiti + dat	resist
respondeo	respondere, respondi, responsus	reply
rex	regis, m.	king
rideo	ridere, risi	laugh, smile
rogo	rogare, rogavi, rogatus	ask, ask for
Roma	Romae, f. (Romae: at/in Rome)	Rome
Romanus	Romana, Romanum	Roman
sacer	sacra, sacrum	sacred

saepe	indecl.	often
saevus	saeva, saevum	savage, cruel
saluto	salutare, salutavi, salutatus	greet
sanguis	sanguinis, m.	blood
scio	scire, scivi, scitus	know
scribo	scribere, scripsi, scriptus	write
se	sui	himself, herself, itself, themselves
sed	indecl.	but
sedeo	sedere, sedi	sit
semper	indecl.	always
senex	senis (m.)	old; old man
sentio	sentire, sensi, sensus	feel, notice
septem	indecl.	seven
servo	servare, servavi, servatus	save, look after
servus	servi, m.	slave
sex	indecl.	six
si	indecl.	if
sic	indecl.	thus, in this way
signum	signi, n.	sign, signal, seal
silva	silvae, f.	wood
simulac, simulatque		as soon as
sine	+ abl	without
solus	sola, solum	alone, lonely, only, on one's own
specto	spectare, spectavi, spectatus	look at, watch
spes	spei, f.	hope
statim	indecl.	at once, immediately
sto	stare, steti	stand
stultus	stulta, stultum	stupid, foolish
sub	+ acc/abl	under, beneath
subito	indecl.	suddenly
sum	esse, fui	be
summus	summa, summum	highest, greatest, top (of)
supero	superare, superavi, superatus	overcome, overpower
surgo	surgere, surrexi	get up, stand up, rise
suus	sua, suum	his, her, its, their (own)
taberna	tabernae, f.	shop, inn
taceo	tacere, tacui, tacitus	be silent, be quiet
tam	indecl.	so
tamen	indecl.	however
tandem	indecl.	at last, finally
tantus	tanta, tantum	so great, such a great, so much
templum	templi, n.	temple
tempus	temporis, n.	time
teneo	tenere, tenui, tentus	hold
terra	terrae, f.	ground, land
terreo	terrere, terrui, territus	frighten
timeo	timere, timui	fear, be afraid
tot	indecl.	so many
totus	tota, totum	whole
trado	tradere, tradidi, traditus	hand over
traho	trahere, traxi, tractus	drag, draw, pull
trans	+ acc (also used as prefix with verbs)	across
tres	tria	three

tristis	triste	sad
tu	tui	you (singular)
tum	indecl.	then
turba	turbae, f.	crowd
tuus	tua, tuum	your (singular), yours
ubi	indecl.	where, when, where?
umquam	indecl.	ever
unde	indecl.	from where
unus	una, unum	one
urbs	urbis, f.	city
ut	indecl. + subjunc.	that, so that, in order that
ut	indecl. + indic.	as
uxor	uxoris, f.	wife
vehementer	indecl.	violently, loudly, strongly
venio	venire, veni	come
verbum	verbi, n.	word
verto	vertere, verti, versus	turn
via	viae, f.	street, road, way
video	videre, vidi, visus	see
villa	villae, f.	house, country house
vinco	vincere, vici, victus	conquer, win, be victorious
vinum	vini, n.	wine
vir	viri, m.	man
vita	vitae, f.	life
vivo	vivere, vixi	live, be alive
voco	vocare, vocavi, vocatus	call
volo	velle, volui	want
vos	vestrum	you (plural)
vox	vocis, f.	voice, shout
vulnus	vulneris, n.	wound
vultus	vultus, m.	expression, face

Unit 9524: Defined Vocabulary List

acer	acris, acre	keen, eager, fierce
accuso	accusare, accusavi, accusatus	accuse
adhuc	indecl.	up till now, still
adversus	adversa, adversum	hostile, unfavourable
aedificium	aedificii, n.	building
aequus	aequa, aequum	equal, fair, calm
ager	agri, m.	field, land
alii ... alii		some ... others
altus	alta, altum	high, deep
amitto	amittere, amisi, amissus	lose
ante	+ acc	before, in front of
arcesso	arcessere, arcessivi, arcessitus	summon, send for
arma	armorum, n.pl.	arms, weapons
ascendo	ascendere, ascendi, ascensus	climb
audeo	audere	dare
aut … aut	indecl.	either … or
autem	indecl.	but, however
benignus	benigna, benignum	kind
bibo	bibere, bibi	drink
cado	cadere, cecidi, casus	fall
canis	canis, m.	dog
captivus	captivi, m.	captive, prisoner
carmen	carminis, n.	song, poem
causa	causae, f.	cause, reason, case
collis	collis, m.	hill
conor	conari, conatus sum	try
consul	consulis, m.	consul
consentio	consentire, consensi, consensus	agree
consisto	consistere, constiti	halt, stop, stand still
contendo	contendere, contendi, contentus	hurry, march, struggle
contra	+ acc	against
copiae	copiarum, f.pl.	troops, forces
cras	indecl.	tomorrow
defendo	defendere, defendi, defensus	defend
deicio	deicere, deieci, deiectus	throw down
descendo	descendere, descendi, descensus	go down, come down
despero	desperare, desperavi, desperatus	despair
diligenter	indecl.	carefully, hard
dives	divitis	rich
dum	indecl.	while, until
durus	dura, durum	hard, harsh
ecce!	indecl.	see! look!
efficio	efficere, effeci, effectus	carry out, accomplish
egredior	egredi, egressus sum	go out
eicio	eicere, eieci, eiectus	throw out
emo	emere, emi, emptus	buy
eques	equitis, m.	knight, cavalryman
et ... et	indecl.	both ... and
exercitus	exercitus, m.	army
fabula	fabulae, f.	story, play
faveo	favere, favi + dat	favour, support
fessus	fessa, fessum	tired

fides	fidei, f.	faith, loyalty, trustworthiness
frango	frangere, fregi, fractus	break
frumentum	frumenti, n.	grain, corn
gaudium	gaudii, n.	joy, pleasure
gens	gentis, f.	family, tribe, race
gratias ago	agere, egi, actus	thank, give thanks
hasta	hastae, f.	spear
hic	indecl.	here
hortor	hortari, hortatus sum	encourage, urge
hospes	hospitis, m.	guest, host
idem	eadem, idem	the same
ignis	ignis, m.	fire
impetus	impetus, m.	attack
ingenium	ingenii, n.	character, ability
ingredior	ingredi, ingressus sum	enter
inicio	inicere, inieci, iniectus	throw in
insidiae	insidiarum, f.pl.	ambush, trap, plot
inspicio	inspicere, inspexi, inspectus	look at, inspect, examine
invito	invitare, invitavi, invitatus	invite
invitus	invita, invitum	reluctant, unwilling
ita vero	indecl.	yes
iudex	iudicis, m.	judge
liber	libri, m.	book
liberi	liberorum, m. pl.	children
loquor	loqui, locutus sum	speak
magnopere	indecl.	greatly, very much
malo	malle, malui	prefer
mercator	mercatoris, m.	merchant
mirabilis	mirabile	strange, amazing
morior	mori, mortuus sum	die
moveo	movere, movi, motus	move
ne	indecl.	that ... not, so that ... not
ne … quidem	indecl.	not even
nisi	indecl.	unless, except
nobilis	nobile; nobilis, m.	noble; nobleman
nonnulli	nonnullae, nonnulla	some, several
notus	nota, notum	known, well-known, famous
numero	numerare, numeravi, numeratus	count
numerus	numeri, m.	number
nusquam	indecl.	nowhere
oculus	oculi, m.	eye
odi	odisse	hate
opprimo	opprimere, oppressi, oppressus	crush
opus	operis, n.	work, construction
pareo	parere, parui + dat	obey
patior	pati, passus sum	suffer, endure
pauper	pauperis (m.)	poor; poor man
periculosus	periculosa, periculosum	dangerous
pervenio	pervenire, perveni	reach, arrive
pons	pontis, m.	bridge
populus	populi, m.	people, nation
portus	portus, m.	harbour, port

pretium	pretii, n.	price
priusquam	indecl.	before, until
procul	indecl.	far away
proficiscor	proficisci, profectus sum	set out
progredior	progredi, progressus sum	advance
punio	punire, punivi, punitus	punish
quidam	quaedam, quoddam	one, a certain, some
reficio	reficere, refeci, refectus	repair
regina	reginae, f.	queen
regnum	regni, n.	kingdom
rego	regere, rexi, rectus	rule
regredior	regredi, regressus sum	go back, return
rursus	indecl.	again, back again
sacerdos	sacerdotis, m., f.	priest, priestess
salus	salutis, f.	safety, health
sapiens	sapientis	wise
satis	indecl.	enough
scelus	sceleris, n.	crime
senator	senatoris, m.	senator
senatus	senatus, m.	senate
sequor	sequi, secutus sum	follow
sermo	sermonis, m.	speech, conversation
sicut	indecl.	just as, like
sol	solis, m.	sun
soleo	solere, solitus sum	be accustomed
sonitus	sonitus, m.	sound, noise
soror	sororis, f.	sister
spero	sperare, speravi, speratus	hope, expect
suavis	suave	sweet
superbus	superba, superbum	proud, arrogant
talis	tale	such
tempestas	tempestatis, f.	storm
tollo	tollere, sustuli, sublatus	raise, lift up
tutus	tuta, tutum	safe
ultimus	ultima, ultimum	last, furthest
utilis	utile	useful
utrum ... an	indecl.	whether ... or
valde	indecl.	very, very much
veho	vehere, vexi, vectus	carry, convey
vendo	vendere, vendidi, venditus	sell
verus	vera, verum	true, real
vester	vestra, vestrum	your (plural), yours
vestimenta	vestimentorum, n.pl.	clothes
vivus	viva, vivum	alive, living
vix	indecl.	scarcely, hardly, with difficulty
vulnero	vulnerare, vulneravi, vulneratus	wound

Appendix 2: Coverage of Linguistic features by Unit 9521 compared with AS Latin

Accidence

Included in Unit 9521	Not included in Unit 9521
Nouns of all standard types of all five declensions	*bos, domus, Iuppiter, vis*
Adjectives of all standard types of all three declensions	*dives, pauper, vetus*
Adverbs	
Comparison of adjectives	Comparison of adverbs
Verbs: present, imperfect, perfect and pluperfect indicative active imperfect and pluperfect subjunctive active 3rd pers. sing. and pl. present and imperfect passive verbs	future and future perfect indicative active present and perfect subjunctive active other passive forms deponent verbs future and perfect infinitives
Compound verbs of regular formation using all the common prefixes	
Uses of prepositions	

Syntax

Included in Unit 9521	Not included in Unit 9521
Standard patterns of case usage	
Negation	
Direct statement, question and command	Deliberative questions
Prohibitions	Exhortations and wishes
Prolative infinitive	Infinitive as subject/complement, historic
Standard uses of the participle	Ablative absolute
	Uses of the subjunctive (potential, generic)
Comparison (including the ablative of comparison)	
Neuter gerundive of obligation	Other uses of the gerund and gerundive
	quominus and *quin*
	Use of *dum* and *dummodo* to mean 'provided that'
<u>Subordinate Clauses</u>: Indirect question, command and prohibition Description (relative clauses) Purpose clauses Result clauses Temporal clauses (definite) Concessive clauses Comparative clauses	Indirect statement Relative clauses with the subjunctive Purpose using gerund/gerundive Conditional clauses Temporal clauses (indefinite) Subordinate clauses within indirect speech Fearing, prevention and precaution