

GCSE (9-1)

WJEC Eduqas GCSE (9-1) in  
**LATIN**

ACCREDITED BY OFQUAL  
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GUIDANCE FOR  
TEACHING

Teaching from 2016  
For award from 2018

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# SUMMARY OF AMENDMENTS

Version	Description	Page number
2	Updated Texts for 2020/2021	12
	Updated Contact Details	18
3	Details of Component 2 prescribed texts 2021-2023	5
	Details of Component 2 prescribed texts 2024-2026	6
	Details of Component 2 Themes 2021-2023	8
	Details of Component 2 Themes 2024-2026	15
	Details of Component 3A prescribed texts 2024 and 2025	21
	Details of Component 3B prescribed topics 2024-2026	24

# Contents

Introduction	1
Aims of the teachers' guide	1
<b>Component 1: Latin Language</b>	
Introduction	2
Section A: Momentum Test (90 marks)	2
Section B: Composition and Grammar (10 marks)	3
<b>Component 2: Latin Literature and Sources (Themes)</b>	
Introduction	4
The texts	4
Prescribed texts, 2021–2023	5
Prescribed texts 2024-2026	6
Styles of question	7
The thematic context	8
Theme A: Travel by land and sea (2021-2023)	8
Theme B: Superstition and Magic (2021-2023)	11
<b>Theme A: Romans in the Countryside (2024-2026)</b>	15
<b>Theme B: Love and Marriage (2024-2026)</b>	18
<b>Component 3A: Latin Literature (Narratives)</b>	
Introduction	21
Prescribed texts, 2022-2023	21
Prescribed texts, 2024-2025	21
Styles of question	22
<b>Component 3B: Roman Civilisation</b>	
Introduction	24
Component 3B: Roman Civilisation	24
Assessment objectives and weightings	25
An example of a 12 mark question	26
<b>Latin FAQ</b>	27

## Introduction

The WJEC Eduqas GCSE (9-1) in Latin qualification, accredited by Ofqual and designated by Qualifications Wales, for first teaching from September 2016, is available to:

- all schools and colleges in England and Northern Ireland
- all schools in Wales.

It will be awarded for the first time in summer 2018, using grades 9 to 1.

Our GCSE in Latin specification has three components. It is designed to allow learners to engage with aspects of the language, literature and culture of the Romans, and to demonstrate what they know, understand and can do.

Key features include:

- Opportunities for flexible teaching approaches
- Straightforward wording of questions
- Accessibility of materials
- A range of question types
- Opportunities for producing extended writing
- High-quality examination and resource materials

The full set of requirements is outlined in the specification which can be accessed on the Eduqas website.

In addition to this guide support is provided in the following ways:

- Sample assessment materials
- Face-to-face CPD events
- Examiners' reports on each question paper
- Free access to past question papers and mark schemes via the secure website
- Direct access to the Subject Officer
- Free online resources
- Exam Results Analysis
- [Online Examination Review](#)

## Aims of the teachers' guide

The principal aims of the Teachers' Guide are to offer support to teachers in their delivery of the new **WJEC Eduqas GCSE in Latin** specification and to offer guidance on the requirements of the qualification and the assessment process.

The guide is **not intended as a comprehensive reference**, but as support for teachers to develop stimulating and exciting courses tailored to the needs and skills of their own learners in their particular institutions.

The guide offers assistance to teachers with support from the Principal Examiners who highlight areas of their components as an expansion of the information in the specification.

## Component 1: Latin Language

### Introduction

Latin Language is compulsory and is worth 50% of the marks for the whole GCSE. It is a single-tier paper, catering for different levels of ability.

The paper lasts for 1 hour 30 minutes and is marked out of 100; all the marks relate to AO1.

The paper comprises 5 questions in all, of which candidates must answer 4: all three from Section A, and one from two in Section B.

**Section A** takes the form of a momentum test, a narrative which is divided into three parts or questions but which forms a continuous story. Candidates are strongly advised to answer the questions in the order set. The first part is for comprehension and is marked out of 20; the second part, split into two halves, is for translation, and marked out of 35; the third part is for comprehension and worth 35 marks. Each of the three passages will contain around 100 words. The theme of the story will be taken from either mythology or history.

**Section B** offers two choices:

- the translation from English into Latin of three short sentences
- grammar questions relating to a very short story of about 30 words (unrelated to the momentum test story). Both alternatives are marked out of 10.

There is a defined vocabulary list (DVL) for this paper. Teachers are advised to consult the specification, which contains the DVL and additional content. The DVL is also available in Excel format for those who wish to use filters to split the list into word groups. There is a separate DVL for the English–Latin translation question.

### Section A: Momentum Test (90 marks)

The tests are designed to include as wide a range of the content listed in the specification as possible. A checklist is maintained to ensure that over the duration of the specification all items are featured.

Standard conventions of word order (as found for example in the *Cambridge Latin Course* and other similar textbooks) will be followed.

All names of people and places will be glossed. All words not listed in the DVL will be glossed. Any word that is listed in the DVL but is used with a different meaning will also be glossed. Candidates will be expected to have learned all the words in the DVL, together with the satellite words defined in the specification; these words will therefore not be glossed.

There will be a variety of question types in Questions 1 and 3. Each paper could contain the following question types:

- identification and translation of a Latin word
- multiple-choice:
  - selecting the best or correct translation from four versions
  - selecting true statements from a mixture of true and false ones
- simple context questions (typically introduced by 'what', 'why', 'when' and 'how')
- simple comprehension questions (such as 'who speaks these words?')

- summary of a sequence of events
- personal response (typically introduced by ‘why do you think...’)
- a derivation question

This is not an exhaustive list and there may also be other types of question appropriate to the context.

The questions in Question 1 will be marked on the principle of one mark per significant Latin word; names and glossed words will not usually carry a separate mark. In Question 3, the marking may be less generous, requiring more than one word for a mark.

The unseen translation in Question 2 will be marked according to the following principles:

- each Latin word carries a point or points, according to its difficulty (with the exception of the meaning elements of glossed words and of repeated words)
- uninflected words carry **one** point for the meaning (if correct in the context)
- nouns and adjectives carry **one** point only, covering both meaning and ending
- comparatives and superlatives carry **two** points
- finite verbs carry **two** points: one for the meaning and one for the ending
- participles carry **two** points: one for the meaning and one for the ending
- infinitives carry **one** point, covering both meaning and ending
- prepositions are linked to their noun or pronoun and carry **no** separate point
- proper names as subject are linked to their verb and carry **no** separate point
- the above scheme will generate a raw points total of 105, which will then be scaled down by a factor of 3 to give the mark total of 35.

Candidates are at liberty to translate literally or idiomatically; the only criterion for marking is whether all the sense has been conveyed. Some examples of acceptable idiomatic translations of phrases from the [SAMs](#) are:

- *brevi tempore*: ‘soon’, ‘before long’
- *tantus erat amor Antonii*: ‘Antony loved her so much’
- *Caesar eos accepit*: ‘they were received by Caesar’
- *invidiam virorum nobilium timebat*: ‘she was afraid that the noblemen would be jealous’
- *auxilium Romanorum vehementer cupiebat*: ‘her main ambition was to secure help from the Romans’.

## Section B: Composition and Grammar (10 marks)

Question 4 will comprise three short sentences for translation into Latin. The first will generate typically two Latin words (subject and verb); the second and third will add further elements. Each Latin word will carry **two** marks, one for the correct vocabulary and one for the correct ending.

There is a defined vocabulary list for this question, comprising 100 words. There is also a list of grammatical and syntactical elements which will need to be known for this question. Candidates will be at liberty to use other Latin words outside the DVL so long as they do so correctly.

Question 5 will comprise a range of short questions relating to a passage of about 30 Latin words. Candidates will be asked to identify parts of speech, cases, tenses, agreement, number, etc. There will be no questions on the syntax. Although there is no requirement to translate the passage, candidates are advised to work out the meaning before attempting to answer the questions.

## Component 2: Latin Literature and Sources (Themes)

### Introduction

- Approx. 125–130 lines of Latin, comprised of passages on a common theme
- Mixture of prose (lightly adapted) and verse
- Choice between two themes: students study **one**
- Each pair of themes will be examined for **three** sessions (e.g. 2024, 2025, 2026)
- Familiarity with the general context of the theme will be required, including a small number of pictures which will be used as stimulus material in the examination
- 'Open book': a fresh copy of the Resource Booklet – containing the whole of the prescribed texts and source material, together with a complete vocabulary list – will be provided to candidates for use in the examination
- All texts and a wide range of supporting materials will be available as free downloads
- Written examination: 1 hour 15 minutes
- 60 marks = 30% of the whole GCSE qualification

### The texts

The texts which we have chosen:

- offer an interesting and attractive taste of Latin Literature – the only *authentic* Latin that the majority of students are ever likely to read
- are appropriate for this level, either in terms of subject matter or language
- include high-quality Latin writing

#### **A warning!**

The texts on which the sample assessment material is based are **not** the same as those prescribed for use in the live series of examinations.

**Theme A: Travel by Land and Sea**

CICERO	The governor of Sicily tours his province	in Verrem II.5.26-27
HORACE	A journey by canal	Satires 1.5.1-26
JUVENAL	The unpleasantness of city traffic	Satires 3.234-248
MARTIAL	A slow journey	Epigrams XI.79
OVID	The voyage to exile in Tomis	Tristia 1.2.1-2, 19-28 and 21-34
PLINY	A governor travels to his province	Letters 10.15, 16, 17a
SENECA	Sea-sick crossing the Bay of Naples!	Letter 53

**Theme B: Superstition and Magic**

HORACE	Omens good and bad	Odes 3.27.1-16
MARTIAL	Cures for bad dreams	Epigrams 7.54
OVID	Dipsas the sorceress	Amores 1.8.1-18
PETRONIUS	A spooky story	Satyricon 61-62
PLINY	An alarming dream comes true	Letters 5.5
SUETONIUS	The portents before the murder of Julius Caesar	Divus Iulius 81
VIRGIL	Dido prepares a curse	Aeneid 4.504-521

**Theme A: Romans in the Countryside**

CICERO	Traditional values	Pro Roscio Amerino 50, 74-75
HORACE	The pleasures of country living The changing face of the countryside	Epodes 2.1-8, 23-28 Odes 2.15
LIVY	Cincinnatus, summoned from the plough	History 3.26
OVID	A rustic festival	Fasti 2.641-658
PLINY	A day's hunting The burdens of an estate-owner	<i>Letters</i> 1.6 Letters 9.15
VIRGIL	A self-sufficient small farm	<i>Georgics</i> 4.125-148

**Theme B: Love and Marriage**

Anon.	Epitaph to Claudia (dated 150 BC)	
CICERO	A family matter	<i>ad Atticum</i> 5.1
CATULLUS	Poems	<i>Carmina</i> 5, 8, 70, 85
HORACE	Finished with love	Odes 3.26
MARTIAL	The power of love An enigma	<i>Epigrams</i> 1.62 <i>Epigrams</i> 12.46
OVID	Advice to a rejected lover	<i>Ars Amatoria</i> 1.469-478
PLINY	To Calpurnia Hispulla, his wife's aunt Faithful unto death	<i>Letters</i> 4.19 <i>Letters</i> 6.24
SENECA	Changing morals	<i>De Beneficiis</i> 3.16

## Styles of question

One of the reasons for adopting the 'Open Book' approach in the WJEC/Eduqas Literature papers is to stimulate candidates of all abilities to make more of a personal response to the texts, getting away from rehearsing answers to 'closed questions' which test no more than recall of vocabulary or trivial information.

The following are some examples of question types which may appear. This is not an exhaustive list.

### *Low-tariff questions testing understanding of sections of the prescribed Latin texts*

- selection of specific items in the Latin  
e.g. Write down two Latin words which suggest X and explain your choices.
- identification of people, gods, places, etc. which are crucial to an understanding of the text (but **not** testing of inconsequential names, just for the sake of it!)
- selection of the correct items in a list of translations/statements
- overall comprehension of a sentence or longer section of Latin  
e.g. What evidence can you find in this passage to suggest that the author feels X?

### *Appreciation of literary style*

- low-tariff questions targeting specific features in the Latin  
e.g. Why do you think ... has put the words X and Y next to each other?
- metaphors and similes: how do they help to put across ... X?
- higher-tariff questions – worth 4, 6 or 8 marks – requiring candidates to illustrate some feature of the author's style with examples chosen from a longer passage of Latin  
e.g. How does the style of writing in this passage emphasise the author's dislike of X?  
(You should discuss 2/3/4 examples, with close reference to the Latin.)

### *Low-tariff questions testing basic historical knowledge about the theme*

For these, one or more of the prescribed pictures may be used as stimulus material.

As seen in the Sample Assessment Materials, the 'background questions' (Q1 and Q4 for both themes) amount to either 5 or 7 marks out of 60.

### *Summative essay on the overall theme (worth 16/60 marks)*

This is intended to provide an opportunity for candidates of all abilities to show what they 'know, understand, and can do'. They will be expected to draw on the set texts, the pictures, and their accumulated background knowledge about the topic to respond to a suitably provoking quotation or essay question.

The marking of this question, rather than rewarding 'right answers' point-by-point, will assess the overall breadth of reference and degree of understanding shown in the candidate's response, using the marking grid shown in the Sample Assessment Materials.

## The thematic context

Students should have developed a basic background knowledge of their chosen theme, from which to draw, as necessary, in the examination. The majority of the relevant information will arise naturally from reading the set texts, but accompanying each theme is a checklist of areas expected to be studied, together with a small number (typically 5 or 6) of photographs illustrating key aspects of the topic. One or more of these will be used on each examination paper as stimulus material to introduce questions.

The photographs have been chosen to illustrate obvious and significant aspects of the theme, and each is accompanied in the Resource Booklet by a brief caption stating exactly what is intended to be the focus of attention. Study of the photographs should not amount to more than a tiny part of the work of preparing this component. Extensive knowledge – of, for example, their location or incidental details visible in the pictures – is **not** required.

In the specification we have provided links to the material relevant to each theme; these are provided on the **Cambridge School Classics Project** website. Again, it is emphasised that these and other collections of material – whilst extremely interesting for teachers and keen students – go far beyond what is necessary for adequate preparation for our examination. Many teachers will, no doubt, want to obtain larger copies of the photographs – whether to provide printed copies, or for use on PowerPoint presentations – and almost all of those that we have used can be found in identical or very similar form via these links.

## Theme A: Travel by land and sea (2021-2023)

Candidates are expected to be familiar with the following aspects of travel in the Roman world:

- types of boats and ships as shown in the pictures below;
- types of transport on land;
- the difficulties and dangers of travel by land and sea.

Candidates should study the following pictures, one or more of which will be used as a basis for questions in each question paper.

Information about several of these pictures, together with useful additional material for the theme, is available by following this link:

[Eduqas Component 2: Travel by Land and Sea \(2021 - 2023\) | Exams \(cambridgescp.com\)](https://www.cambridgescp.com/exams/component-2-travel-by-land-and-sea-2021-2023)



**Picture 1**  
Typical roman  
road



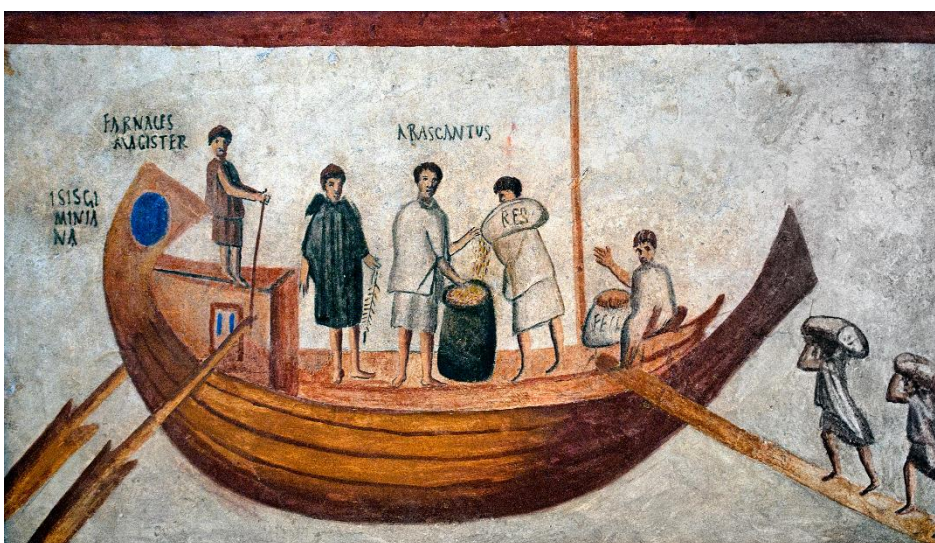
**Picture 2**  
Fast horse-  
drawn carriage



**Picture 3**  
Mule carriage



**Picture 4**  
Barge on a river



**Picture 5**  
Ship being loaded



**Picture 6**  
Ship entering  
the harbour at  
ostia

## Theme B: Superstition and Magic (2021-2023)

Candidates are expected to be familiar with the following information about the theme:

- the work of an *augur* ;
- the work of a *haruspex*;
- *defixiones* (curse-tablets).

Candidates should study the following pictures, one or more of which will be used as a basis for questions in each question paper.

Information about these pictures, together with useful additional material for the theme, is available by following these links:

[Eduqas Component 2: Superstition and Magic \(2021 - 2023\) | Exams \(cambridgescp.com\)](https://www.cambridgescp.com/exams/eduqas-component-2-superstition-and-magic-2021-2023)



**Picture 1**  
Road surrounded  
by tombs



**Picture 2**  
A defixio (curse-  
tablet)



**Picture 3**  
Preparations for a sacrifice



**Picture 4**  
Bronze model of a liver



**Picture 5**  
Romulus' and  
Remus' augury



**Picture 6**  
Augustus (centre)  
as an augur

Theme A: Romans in the Countryside (2024-2026)

Candidates are expected to be familiar with the following aspects of the theme:

- traditional peasant farming;
- country villas;
- hunting.

Candidates should study the following pictures, one or more of which will be used as a basis for questions in each question paper.

Information about these pictures, together with useful additional material for the theme, is available by following these links:

[Eduqas Component 2: Romans in the Countryside \(2024 - 2026\) | Exams \(cambridgescp.com\)](#)



**Picture 1:**  
a lavish  
country villa



**Picture 2:**  
*rus in urbe*



**Picture 3:** the activities of a villa



**Picture 4:** farmer ploughing



**Picture 5:** the wine harvest



**Picture 6:** a boar hunt

Theme B: Love and Marriage (2024-2026)

Candidates are expected to be familiar with the following aspects of the theme:

- the various forms of Roman marriage;
- rituals at Roman weddings;
- attitudes towards women, as suggested by the material prescribed for study.

Candidates should study the following pictures, one or more of which will be used as a basis for questions in each question paper.

Information about these pictures, together with useful additional material for the theme, is available by following these links:

[Eduqas Component 2: Love and Marriage \(2024 - 2026\) | Exams \(cambridgescp.com\)](#)



**Picture 1:**  
wedding  
ceremony



**Picture 2:**  
*iunctio*  
*dextrarum*



**Picture 3:**

cremation chest

The inscription reads: 'Vitalis, freedman and Private Secretary of the Emperor, to Vernasia Cyclas, his most excellent wife; she lived for twenty-seven years'.

In the relief:

*Fidelissimae*  
*Amantissimae*  
*Pientissimae*  
'To this most faithful, loving and devoted woman'



**Picture 4:**

bridal procession



**Picture 5:**  
Penelope and  
the suitors



**Picture 6:** scene  
at a dinner-party

## Component 3A: Latin Literature (Narratives)

### Introduction

- Approx. 90 lines of Latin, taken from a single narrative author
- Choice between prose (lightly adapted) and verse: students study one
- Each pair of texts will be examined for **two** sessions (e.g. 2022, 2023)
- A further part of the narrative is given in English translation, knowledge of which will be essential for a number of questions in the examination
- 'Open book': a fresh copy of the Resource Booklet – containing the whole of the prescribed texts (Latin and English), together with a complete vocabulary list – will be provided to candidates for use in the examination
- All texts and a wide range of supporting materials will be available as free downloads
- Written examination: 1 hour
- 40 marks = 20% of the whole GCSE qualification

### A warning!

The texts on which the sample assessment material is based are **not** the same as those prescribed for use in the live series of examinations.

### Prescribed texts, 2022–2023

For examination in 2022 and 2023, the following material will be assessed:

OVID: Ceyx and Alcyone

TACITUS: Boudica

### Prescribed texts, 2024-2025

For examination in 2024 and 2025, the following material will be assessed:

SUETONIUS: Nero

OVID: The Adventures of Perseus

**Teachers are advised, however, to base their teaching on the WJEC/Eduqas version of each text, as supplied online.** This differs in several significant respects from the versions printed in the *Cambridge Latin Anthology*.

In general, all passages of English translation, and all summaries printed in italics, have been reworded and, in some places, extended. The sections of English translation are an integral part of the text to be studied for the examination. The summaries printed in italics, however, are provided simply to aid continuity and will **not** be tested in the examination.

**Please note that it is the WJEC/Eduqas version of the texts, in Latin and English, that will be used in the examination.**

Reference to the English sections will be particularly important for the summative essay question (worth 12/40 marks), but there will also be a number of smaller questions testing understanding of and response to details of the English text. Each section includes questions totalling 5 marks on the English sections, of similar type to those asked on the Latin.

### Styles of question

One of the reasons for adopting the 'Open Book' approach in the WJEC/Eduqas Literature papers is the opportunity it gives for a wider range of more genuinely *literary* questions which stimulate candidates of all abilities to make more of a personal response to the texts.

We do **not** ask for translation of entire blocks of Latin – though challenging literary questions will always depend on a good understanding of the Latin.

The following are some examples of our regular question types. This is not an exhaustive list.

*Low-tariff questions testing understanding of sections of the prescribed texts (Latin and English)*

- selection of specific items in the Latin  
e.g. Write down two Latin words which suggest X and explain your choices.
- identification of people, gods, places, etc. which are crucial to an understanding of the text (but **not** testing of inconsequential names, just for the sake of it!)
- selection of the correct items in a list of translations/statements
- overall comprehension of a sentence or longer section of Latin  
e.g. What evidence can you find in this passage that the author feels X?

*Appreciation of literary style*

- low-tariff questions targeting specific features in the Latin  
e.g. Why do you think ... has put the words X and Y next to each other?
- metaphors and similes: how do they help to put across ... X?
- higher-tariff questions – worth 4, 6 or 8 marks – requiring candidates to illustrate some feature of the author's style with examples chosen from a longer passage of Latin  
e.g. How does the style of writing in this passage emphasise the author's dislike of X?  
(You should discuss 2/3/4 examples, with close reference to the Latin.)

*Summative essay on the overall theme (worth 12/40 marks)*

This is intended to provide an opportunity for candidates of all abilities to show what they 'know, understand, and can do'. They will be expected to draw on the set texts (English as well as Latin sections) to respond to a quotation or essay question. The marking of this question, rather than reward 'right answers' point-by-point, will assess the overall breadth of reference and degree of understanding shown in the candidate's response, using the marking grid shown in the Sample Assessment Materials.

## Component 3B: Roman Civilisation

### Introduction

Component 3B is offered as an alternative to Component 3A – Latin Literature (Narratives) – and counts for 20% of the whole GCSE. As this integration of language and culture is so important, Roman Civilisation has been incorporated, to a small extent, into Component 2, the compulsory literature paper. Choosing component 3B allows the student to explore this link in more depth.



## Component 3B: Roman Civilisation

In each examination series two topics will be available to study.

For examination in 2021-2023

- Daily life in a Roman town
- Roman Britain

For examination in 2024-2026

- Roman family life
- The City of Rome

Candidates choose to answer questions on **one** of the prescribed topics. In preparation, students are encouraged to study and evaluate original sources relating to the subheadings of each topic as detailed in the specification (appendix C). Support resource booklets for the topics in 2024-2026 are available on the Eduqas Latin webpage.

Suggested areas of study might include:

- To what extent do you think (e.g.) you would have enjoyed being a soldier in the Roman army?
- What do you think were the advantages and disadvantages (e.g.) of being a freedman or a freedwoman, rather than a slave?
- How much would you have enjoyed and disliked (e.g.) living in a Roman town in the first century A.D.?
- What similarities and differences are there (e.g.) between a Roman town house and a modern home?

Teachers will be able to think of other examples relevant to their students' chosen topic, and encourage them to practise analysing and evaluating the evidence and making a personal response to ancient sources.

A range of ancient source material will be available on the WJEC Eduqas and Cambridge School Classics Project websites. In setting questions, examiners may draw on this material but it is important to note that no specific ancient source materials are prescribed and other similar source material may appear on the examination paper.

The paper will be designed to test candidates across the whole ability range. There will be some short questions based on stimulus material including at least one multiple-choice question. Students are not expected to write in full sentences and some answers may well consist of one word. Mark allocations for each question give some guidance as to the length of answer required.

In addition, at least one question will require an extended evaluative response using material from across the chosen topic, enabling students to demonstrate their knowledge, understanding and personal response in more depth. The question will also give bullet-point suggestions as to what students should include in their answer, and they are expected to write their answer in continuous prose.

Examples of these questions together with mark schemes can be found in the GCSE in Latin [SAMs](#) on the WJEC Eduqas website.

### Assessment objectives and weightings

In component 3B, there is equal weighting between AO2 and AO3. Students must show their ability to:

- **AO2**  
Demonstrate knowledge and understanding of ancient sources
- **AO3**  
Analyse, evaluate and respond to ancient sources

Some of the answers to the shorter questions will not necessarily demonstrate both assessment objectives but over the paper as a whole, there will be equal weighting.

In the longer questions, however, answers will **not** be assessed on a point-by-point basis. Students will need to meet the following requirements:

- appropriate/relevant choice of examples from **content**
- convincing **interpretation** of the examples chosen
- **argumentation** / linkage between examples / drawing reasoned conclusions

Each AO will be assessed separately, using the relevant grid, and the two scores added together to give a final mark.

## An example of a 12 mark question

*'The forum reveals everything there is to know about life in a Roman town.'* To what extent do you agree with this view?

In order to meet the requirements of AO2 (knowledge and understanding), candidates will clearly need to know in detail what could and could not be found in a Roman forum. They are likely to mention that there is a lot of evidence about life in a Roman town – for example, religion, business, the senate house – and give examples. Possible answers are shown in the mark scheme for the GCSE in Latin SAMs on the WJEC Eduqas website.

For AO3 (analysis, evaluation and response), a candidate will have to draw conclusions about this evidence and assess how full a picture of Roman life is given by the forum. Requirements for both AOs are shown in the table below:

	<b>AO2: Characteristics of performance</b>	<b>AO3: Characteristics of performance</b>
<b>Band 3</b>	<p>5-6 marks</p> <ul style="list-style-type: none"> <li>• shows thorough knowledge of the material available</li> <li>• examples are extensive, well selected and fully integrated into the argument</li> </ul>	<p>5-6 marks</p> <ul style="list-style-type: none"> <li>• thoroughly convincing/ perceptive/ imaginative interpretation</li> <li>• generally draws conclusions from the evidence</li> </ul>
<b>Band 2</b>	<p>3-4 marks</p> <ul style="list-style-type: none"> <li>• shows some sound knowledge of the material available</li> <li>• a range of relevant examples to support the argument, but either limited in number or not always precise</li> </ul>	<p>3-4 marks</p> <ul style="list-style-type: none"> <li>• some convincing/ perceptive/ imaginative interpretation</li> <li>• makes some links/ draws some conclusions from the evidence</li> </ul>
<b>Band 1</b>	<p>1-2 marks</p> <ul style="list-style-type: none"> <li>• shows slight or generally inaccurate knowledge of the material available</li> <li>• a small range of examples, not always relevant to the question</li> </ul>	<p>1-2 marks</p> <ul style="list-style-type: none"> <li>• slight or generally unconvincing interpretation of examples</li> <li>• a limited attempt to make links/ draws some conclusions from the evidence</li> </ul>
	<p>0 marks</p> <ul style="list-style-type: none"> <li>• no relevant response</li> </ul>	<p>0 marks</p> <ul style="list-style-type: none"> <li>• no meaningful attempt to link the question to the material</li> </ul>

A candidate may not be uniformly successful in all aspects of the question. He/she may, for example, score highly in AO2 but not do as well in AO3 and this will be reflected in the final mark. It is important for candidates to know that a list of facts is not enough to score highly in these sorts of questions.

*Is the course linear?*

Yes. All components will be examined at the end of the course. There will be no January assessments.

*Will the GCSE count for performance points within the Progress 8 scheme and have EBacc accreditation?*

Yes, as a fully accredited GCSE.

*Will there be a Controlled Assessment option, as there is with the Certificates?*

No.

*How will the GCSE be graded?*

The new qualification will be graded 9–1 with 9 the highest grade.

*Will there be any training for teachers?*

CPD sessions take place each Autumn.

*What resources will be available?*

Resources will be available for both teachers and learners on the WJEC Eduqas and CSCP sites, covering all components. The literature prescriptions and accompanying vocabulary lists can be downloaded for free from both sites.

*Whom do I contact for further information?*

Subject Officer – Naomi Taylor

Subject Support Officer – Matt Oatley

For all queries, please email [latin@eduqas.co.uk](mailto:latin@eduqas.co.uk)