

International General Certificate
of Secondary Education

Syllabus

LATIN 0480

For examination in June 2010

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Latin

Syllabus code: 0480

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Notes

This syllabus is available in the June examination only.

INTRODUCTION

International General Certificate of Secondary Education (IGCSE) syllabuses are designed as two-year courses for examination at age 16-plus.

All IGCSE syllabuses follow a general pattern. The main sections are:

- Aims
- Assessment Objectives
- Assessment
- Curriculum content

The IGCSE subjects have been categorised into groups, subjects within each group having similar Aims and Assessment Objectives.

Latin falls into either Group I, Languages, of the International Certificate of Education (ICE) subjects.

In this syllabus, the study of Latin prose and verse literature in its social and historical context, receives the same emphasis as the study of Latin language. In implementing the syllabus, teachers can make use either of a reading course or of a more traditional course.

AIMS

The aims of the syllabus are the same for all students. The aims are set out below and describe the educational purposes of a course in Latin for the IGCSE examination. They are not listed in order of priority.

The purpose of a course in Latin is to provide an understanding of some of the elements of Roman civilization, literature and language which have had an influence on our own, to fire imagination and to deepen and develop experience by considering a range of aesthetic, ethical, linguistic, political, religious and social issues.

A Latin course should provide a satisfying experience in itself and a sound basis for further study. Its aims will be to encourage students to:

- 1 develop, at an appropriate level, a competence in the language studied;
- 2 read, understand, appreciate and make a personal response to some of the literature in the original language;
- 3 acquire some understanding of the civilization within which the literature studied was produced;
- 4 develop a sensitive and analytical approach to language by seeing English in relation to a language of very different structure and by observing the influence of Latin on English;
- 5 observe, abstract and analyse information, paying due regard to evidence, and develop a sympathetic awareness of the motives and attitudes of people of a different time and culture, while bearing in mind Rome's legacy to the modern world.

ASSESSMENT OBJECTIVES

The three assessment objectives in Latin are:

- A** Linguistic knowledge with understanding;
- B** Literary knowledge with understanding;
- C** Literary criticism with personal response.

A description of each assessment objective follows.

A LINGUISTIC KNOWLEDGE WITH UNDERSTANDING

Students should be able to:

- 1** express, according to context, the meaning of linguistic elements;
- 2** express, according to context, the meaning of Latin sentences which are written in Latin word-order;
- 3** translate a passage of Latin into English;
- 4** comprehend the details and general meaning of a passage of Latin;
- 5** give English words derived from given Latin words.

B LITERARY KNOWLEDGE WITH UNDERSTANDING

Students should be able to:

- 1** describe character, action and context;
- 2** select details from the text;
- 3** explain meanings and references;
- 4** translate a portion of the text;
- 5** explain matters relating to the social and historical context.

C LITERARY CRITICISM WITH PERSONAL RESPONSE

Students should be able to:

- 1** analyse and evaluate style, tone and metre (where appropriate);
- 2** select evidence to make judgements on the social and historical context;
- 3** make a reasoned personal response to the literature.

SPECIFICATION GRID

The Specification Grid details the relationship between the assessment objectives and components of the scheme of assessment.

Assessment Objective	Paper 1	Paper 2
A Linguistic knowledge with understanding	✓	✓
B Literary knowledge with understanding	–	✓
C Literary criticism with personal response	–	✓

ASSESSMENT

Scheme of assessment

Paper 1 (1 hour 30 minutes) Translation of a passage of Latin prose into English and comprehension of a passage of Latin prose

Paper 2 (1 hour 30 minutes) Appreciation and understanding of verse and prose prescribed texts

Weighting of papers

Paper	Weighting
1	50%
2	50%

Description of papers

Paper 1

Candidates must answer Section A and Section B.

Section A

Candidates will be required to translate into English a passage of Latin prose which gradually increases in difficulty.

Section B

Comprehension questions will be set on a passage of Latin prose. One question will test understanding of the derivation of English words from Latin.

Paper 2

Candidates will be required to answer all the questions on the prescribed texts. On each text, two passages will be set, and sub-questions will be asked to test candidates' comprehension, translation and appreciation of the literature, with reference to its subject matter, presentation and background. One further question will be set on each text, inviting candidates to express reasoned opinions on matters relating (i) to the social and historical context of the literature and/or (ii) to the literature itself.

CURRICULUM CONTENT

The themes are in line with the assessment objectives. In the column following each theme is given a list of the specific activities a student should be able to carry out as a result of studying the subject.

ASSESSMENT OBJECTIVES

A Linguistic knowledge with understanding

All students should be able to:

- express, according to context, the meaning of linguistic elements (vocabulary, morphology and syntax)
- express, according to context, the meaning of Latin sentences written in Latin word-order
- translate a passage of Latin into English
- answer questions on the detailed and general meaning of a passage of Latin
- give English words derived from Latin words

B Literary knowledge with understanding

All students should be able to:

- describe character, action and context
- select details from the text
- explain meanings and references
- translate a portion of the text
- explain matters relating to the social and historical context

C Literary criticism with personal response

All students should be able to:

- analyse and evaluate style, tone and metre (where appropriate)
- select evidence to make judgements on the social and historical context
- make a reasoned personal response to the literature

SUPPORTING INFORMATION

Paper 1, Linguistic Elements

(i) Vocabulary

A detailed vocabulary list is available.

(ii) Morphology

NOUNS: the five declensions and irregular nouns *deus, bos, vis, Iuppiter, domus*

ADJECTIVES: of first, second and third declension

COMPARISON OF ADJECTIVES: all regular examples, including those in *-illis*; irregular adjectives *bonus, malus, magnus, parvus, multus, pauci*

COMPARISON OF ADVERBS: all adverbial equivalents of regular adjectives and the irregular adjectives given above; also *diu, prope, saepe*

PRONOUNS (etc.): *ego, tu, nos, vos, is, se, hic, ille, idem, ipse, qui, quidam, quis, aliquis, quisque, nullus, solus, totus, alius, alter, uter, neuter*

VERBS: all parts of regular and irregular verbs (except gerund, gerundive and the supine in *-um* and *-u*), including deponent, semi-deponent and defective verbs *odi, coepi, meminī*, but only *inquit* from *inquam*

PREPOSITIONS:

(a) those with the accusative: *ante, apud, ad, circa, circum, contra, extra, infra, inter, intra, iuxta, ob, per, post, praeter, prope, propter, supra, trans, ultra*

(b) those with the ablative: *a (ab), cum, de, e (ex), prae, pro, sine*

(c) those with the accusative and the ablative: *in, sub, super*

NUMERALS: cardinal: 1 to 1000; ordinal: 1st to 10th

(iii) Syntax

Case usage

Agent and instrument

Place, time and space

Price and value

Verbs used with dative and ablative

Ablative absolute

Partitive genitive

Verbs used with prolative infinitive

Direct questions, including *-ne, nonne, num* and interrogative pronouns, adjectives and adverbs

Direct command (2nd person)

Prohibitions using *noli, nolite*

Indirect statement

Indirect command with prolative infinitive

Conditional clauses with the indicative

Common impersonal verbs

Causal clauses with indicative (*quod, quia, quoniam*)

Temporal clauses with indicative (including *dum* with the present)

Concessive clauses with indicative (*quamquam, etiamsi*)

Comparison clauses with indicative

Indirect command with *ut* and *ne*

Indirect question

Purpose and result clauses

Clauses of fearing

Conditional sentences with subjunctive

Causal clauses with subjunctive

Temporal clauses with subjunctive

Concessive clauses with subjunctive (*quamvis, licet, cum, etiamsi*)

Paper 2, Verse and Prose Literature

Prescribed texts for 2010:

Verse

Two Centuries of Roman Poetry, eds E. C. Kennedy and A. R. Davis (Duckworth, July 2007).

Prose

Introducing Cicero

Section 6: *Verres the General*.

Section 7: *The Brilliance of Pompey*.

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 grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall, and may conceal weakness in one aspect of the examination that is balanced by above-average performance on some other.

A **Grade A** candidate will have demonstrated a good grasp of Latin vocabulary, morphology and syntax. Unseen passages of Latin will have been correctly understood and translation into English will be accurate and well expressed. These candidates will have demonstrated a thorough knowledge of the prescribed texts and been able to give an appreciative response to its literary qualities.

A **Grade C** candidate will have demonstrated an adequate grasp of the language and will be able to make sense of unseen passages of Latin and show a reasonable knowledge of the prescribed texts. Literary and background comments will usually have some relevance, although material will be imperfectly remembered. Candidates awarded this grade should be able to revive their knowledge of the language at a later date, with suitable assistance.

A **Grade F** candidate will have demonstrated some grasp of the basics of the language; sections of simple unseen passages of Latin will be translated or understood in a way intelligibly related to the original. Answers on prescribed texts and background questions will show basic recall and understanding.