

Please read in conjunction with the information provided in the introductory section above.

LATIN TEST SPECIFICATION

1 AIMS

The AEA in Latin should require students to:

- demonstrate a greater level of competence in Latin than required at Advanced GCE and a more sensitive and analytical approach to language generally; and
- demonstrate a greater understanding of, and make an informed personal response to, Latin literature through critical analysis and evaluation.

2 CONTENT

Knowledge, understanding and skills

The AEA in Latin should require candidates to:

- understand and apply accurately the linguistic content as detailed in Appendix 1.
- demonstrate their capacity for critical and analytical thinking by:
- understanding unprepared material, both prose and verse, in the original language;
- translating it accurately into English using an appropriate style and register;
- understanding and showing an appreciation of Latin literature in the original language and having a critical awareness of its meaning.

3 ASSESSMENT OBJECTIVE

The AEA in Latin will assess candidates' abilities to apply and communicate effectively their knowledge and understanding of Latin through translation, evaluation and critical analysis.

4 SCHEME OF ASSESSMENT

Supervision and duration of assessment

External assessment (ie examination under controlled conditions) must normally be and not exceed three hours duration.

There will be one prose and one verse unseen translation into English. With reference to an additional passage of Latin, which may be either prose or verse, candidates will undertake a written task designed to test their understanding of and elicit their personal response to the text.

Use of resources

In common with Advanced GCE examinations, the use of dictionaries will not be permitted.

5 PERFORMANCE LEVEL DESCRIPTORS

Candidates who achieve a **Distinction** will demonstrate all or nearly all the qualities outlined below with a consistent performance at this level.

Candidates who achieve a **Merit** will demonstrate most of the qualities outlined below, but performance may be less consistent across the required knowledge, understanding and skills.

Candidates:

- show in-depth understanding of written texts in a variety of registers, and a high level of awareness of structure, style and register;
- respond with insight and imagination;
- apply their understanding in effective critical analysis and evaluation;
- communicate information, concepts and opinions clearly with language and expression which are appropriate to the subject and convey effectively their thought and argument;
- demonstrate a high level of accuracy;
- present with clarity and logic views, arguments and insights;
- demonstrate independent judgement, using appropriate evidence.

APPENDIX 1

Students will be expected to be familiar with the following:

The language of authors of the 1st century BC and the 1st century AD, employing the following linguistic structures:

Accidence:

- declension of all nouns and adjectives of all standard types, together with *domus*, *Iuppiter* and *vis*;
- formation of adverbs;
- comparison of adjectives and adverbs;
- pronouns and pronominal adjectives and related forms;
- verbs of all standard types, together with deponent and semi-deponent verbs, and common irregular, impersonal and defective verbs, in all moods, voices and tenses (knowledge of the imperative in –to and –tote will not be required except in the case of *memini* and *sum*);
- cardinal and ordinal numbers;
- the use of prepositions and common meanings of prepositional prefixes.

Syntax:

- standard patterns of case usage;
- negation;
- direct statement, questions (including deliberative questions), commands, prohibitions, exhortations and wishes;
- subordinate clauses and other constructions of the following types:
- indirect statement, question, command and prohibition;
- description (relative clauses, including common uses with the subjunctive);
- purpose (including uses of the gerund/gerundive);
- result (including the use of the comparative with *quam ut*);
- conditional;
- causal;
- temporal (definite and indefinite);
- subordinate clauses within indirect speech;
- fearing, prevention and precaution;
- extended oratio obliqua;
- uses of the gerund and gerundive.