

# teachers' handbook

July 2010

## ENTRY LEVEL CERTIFICATE IN **LATIN**

R445

For teaching from September 2010

[www.ocr.org.uk/el2010/latin](http://www.ocr.org.uk/el2010/latin)



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# 1. Introduction

## 1.1 What is the purpose of this handbook?

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Our Latin Entry Level qualification is being designed for first teaching in September 2010. It will sit with the new GCSE in Latin, enabling us to offer you a coherent package for you and your learners.

OCR offers a range of support materials, developed following extensive research and consultation with teachers. We have designed them to save you time when preparing for the new specification and to support you while teaching it.

It is important to make the point that this Teacher Handbook plays a secondary role to the specification itself. The Entry Level Certificate in Latin specification is the document on which assessment is based: it specifies what content and skills need to be covered. At all times therefore, the Teacher Handbook should be read in conjunction with the specification. If clarification on a particular point is sought, then that clarification must be found in the specification itself.

## 1.2 Overview of OCR Entry Level Certificate in Latin

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### Entry Level Latin R445

<b>Component 1</b> <i>Latin language</i> 50% of the qualification 40 marks	<b>Two tests</b> Test 1: Vocabulary, Origins of Words and Grammar Test 2: Comprehension and Translation Skills Internally assessed; externally moderated
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<b>Component 2</b> <i>Roman Culture</i> 50% of the qualification 40 marks	<b>One task of 400 words Or Two tasks of 200 words</b> Set by teachers Internally assessed; externally moderated
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## 2. Curriculum guidance

Entry Level Latin Certificate is a practical pre-GCSE level qualification that meets the needs of a range of learners. These include learners who:

- Would find GCSE Latin courses too demanding;
- Are studying on a reduced timetable;
- Have begun a study of Latin but are not planning to continue their studies to GCSE level.

It can either be used as a stand alone qualification or as a stepping stone to further study of this subject at GCSE and A Level.

Entry Level Latin does not assume any previous knowledge of Latin.

# 3. Guidance on Internal Assessment

## Internal Assessment Tasks

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All internal assessment tests for Component 1: Latin Language are set by OCR.

The internal assessment tasks for Component 2: Roman Culture are set by the centre. OCR will provide guidance in the form of exemplar tasks.

OCR set internal assessment tasks will be available from Interchange. Guidance on how to access internal assessment tasks from Interchange is given on the OCR website.

<http://www.ocr.org.uk/interchange/repository/index.aspx>

The same Component 1 tests and Component 2 tasks must NOT be used as the practice material and the actual live assessment material.

## Supervision and authentication of internally assessed work

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### Component 1: Latin Language

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OCR expects teachers to supervise candidates who are undertaking Component 1 Entry Level tests, all of which are Internally Assessed.

When taking the tests, candidates may **not** have access to:

- dictionaries/glossaries/vocabulary list
- class workbooks.

When taking the tests, candidates may **not** have help from any other persons, such as:

- the teacher
- classmates
- other people by electronic means.

### Component 2: Roman Culture

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OCR expects teachers to supervise and guide candidates who are undertaking work that is internally assessed. The degree of teacher guidance will vary according to the kind of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgments and conclusions.

When supervising internally assessed tasks, teachers are expected to:

- offer candidates advice about how best to approach such tasks;
- exercise supervision of the work in order to monitor progress and to prevent plagiarism;
- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified mark descriptions and procedures.

Work should, wherever possible, be carried out under supervision. However, it is accepted that some tasks may require candidates to undertake work outside the centre. Where this is the case, the centre must ensure that sufficient supervised work takes place to allow the teachers concerned to authenticate each candidate's work with confidence.

Candidates should be allowed sufficient time to complete the task(s). OCR anticipates that candidates will require approximately 5 hours to complete the task(s). This figure is however only given as guidance and the actual time given will depend on centre specific circumstances. The task can be completed over several separate sessions.

## Production and presentation of internally assessed work

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Candidates must observe certain procedures in the production of entry level tasks.

- Images and diagrams may be produced using appropriate ICT. These should be inserted at the appropriate place. Images and diagrams should all be relevant to the task.
- Any copied material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.
- Work submitted for moderation or marking must be marked with the:
  - centre number; – centre name; – candidate number; – candidate name; – unit code and title; – assignment title.

Work submitted on paper for moderation or marking must be secured by treasury tags. Work submitted in digital format (CD or online) must be in a suitable file structure as detailed in Appendix A at the end of this specification.

## Internal Assessment of work

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### Component 1

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Component 1 tests should be marked using the mark schemes provided with each test on OCR interchange.

### Component 2

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The starting point for marking the Component 2 tasks, which are set by the centre, is the marking criteria for Component 2: Roman culture. This contains levels of criteria for the knowledge and understanding that the candidate is required to demonstrate. Before the start of the course, and for use at INSET training events, OCR will provide exemplification through real or simulated candidate work which will help to clarify the level of achievement the assessors should be looking for when awarding marks.

## Marking criteria for Component 2: Roman Culture

	<p><b>A02(a)</b>  <b>Knowledge of Roman culture</b></p> <ul style="list-style-type: none"> <li>• Selects and includes evidence</li> <li>• Demonstrates knowledge of Roman culture</li> </ul> <p><b>A02(a) maximum marks 20/40 (or 10/20)</b></p>	<p><b>A02(b)</b>  <b>Understanding of and personal response to Roman culture</b></p> <ul style="list-style-type: none"> <li>• Demonstrates understanding of Roman culture</li> <li>• Makes a personal response to Roman culture, supported with argument</li> </ul> <p><b>A02(b) maximum marks 20/40 (or 10/20)</b></p>
<b>Level 3</b>	<p><b>16-20 (8-10)</b></p> <ul style="list-style-type: none"> <li>• Selects and includes some relevant evidence including some which they have discovered for themselves.</li> <li>• Demonstrates knowledge about Roman culture, with some detail.</li> </ul>	<p><b>16-20 (8-10)</b></p> <ul style="list-style-type: none"> <li>• Demonstrates a satisfactory understanding of Roman culture.</li> <li>• Produces a thoughtful personal response to the question about Roman culture that they are investigating, supported with a developed argument.</li> </ul>
<b>Level 2</b>	<p><b>12-15 (6-7)</b></p> <ul style="list-style-type: none"> <li>• Selects and includes some relevant evidence from a selection provided by the teacher.</li> <li>• Demonstrates some knowledge about Roman culture, though detail may be lacking.</li> </ul>	<p><b>12-15 (6-7)</b></p> <ul style="list-style-type: none"> <li>• Demonstrates a basic understanding of Roman culture.</li> <li>• Produces a personal response to the question about Roman culture that they are investigating, with a simple argument to support it.</li> </ul>
<b>Level 1A</b>	<p><b>8-11 (4-5)</b></p> <ul style="list-style-type: none"> <li>• Selects and includes more than one relevant piece of evidence from a small selection provided by the teacher.</li> <li>• Demonstrates limited knowledge about Roman culture, with some help from the teacher.</li> </ul>	<p><b>8-11 (4-5)</b></p> <ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of Roman culture.</li> <li>• Produces a simple personal response to the question about Roman culture that they are investigating, backed up with a very basic reason to support it.</li> </ul>
<b>Level 1B</b>	<p><b>0-7 (0-3)</b></p> <ul style="list-style-type: none"> <li>• Includes a relevant piece of evidence when it is given to them by the teacher <b>or</b> includes no relevant evidence.</li> <li>• Demonstrates very limited knowledge with much help from the teacher <b>or</b> no knowledge about Roman culture.</li> </ul>	<p><b>0-7 (0-3)</b></p> <ul style="list-style-type: none"> <li>• Demonstrates a very limited understanding <b>or</b> no understanding of Roman culture.</li> <li>• Produces a very limited personal response to the question about Roman culture that they are investigating <b>or</b> makes no personal response at all.</li> </ul>

## **Marking Criteria for Component 2: Roman Culture**

Marks should be awarded according to the criteria for each Assessment Objective set out in the grid. It should be noted that these criteria are general and refer to the qualities which might be found in a candidate's work at these mark levels.

These criteria are not mark schemes. For each exercise, the teacher will need to devise an indicative content mark scheme which is specific to that exercise, but which matches the standards of attainment outlined in the criteria provided here.

The tasks will be set by the centre and can be completed at any time during the course of study. Exemplar tasks have been provided by OCR for guidance.

The work will be completed under supervised conditions. The completed work will be internally assessed using the OCR marking criteria and will be externally moderated.

Tasks can take the form of either an extended piece of writing of approximately 400 words or two pieces of writing each of approximately 200 words. A 400 word task should be marked using the grid above out of a total of 40 marks, while 200 word tasks should be marked using the grid above out of a total of 20 marks (the mark ranges given in brackets), with the marks for each 200 word task then being added together to give a total out of 40 marks.



The assessment tasks should be marked by the teacher according to the given marking criteria using a 'best fit' approach. For each of the assessment objectives, one of the four descriptors provided in the marking grid for the assessment objective – the one that most closely describes the quality of the work being marked – should be selected.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

Teachers use their professional judgement in selecting the descriptor that best describes the work of the candidate.

To select the most appropriate mark within the descriptor, teachers should use the following guidance:

- where the candidate's work *convincingly* meets the statement, the highest mark should be awarded;
- where the candidate's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded;
- where the candidate's work *just* meets the statement, the lowest mark should be awarded.

Centres should use the full range of marks available to them; centres must award *full* marks in any band for work which fully meets that descriptor. This is work which is 'the best one could expect from candidates working at that level'. Where there are only three marks within a band the choice will be between work which, in most respects, meets the statement, work which adequately meets the statement and work which just meets the statement. For wider mark bands, the marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but **not** the highest or lowest mark in the band.

Where the candidate has completed one 400 word task the work should be marked out of a maximum of 20 for A02(a) and 20 for A02(b). Where the candidate has completed two tasks of 200 words, each task should be marked out of a maximum of 10 marks for A02(a) and 10 marks for A02(b). The final mark for the candidate for the unit is out of a total of 40 and is found by totalling the marks for each of the assessment objectives.

## Annotation of work

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Each piece of assessed work should show how the marks have been awarded in relation to the mark descriptions.

The writing of comments on candidates' work provides a means of dialogue and feedback between teacher and candidate and a means of communication between teachers during internal standardisation of internally marked work.

However, the use of a completed cover sheet for each candidate's work provides a means of communication between teacher and moderator and might replace the need for annotation.

# 4. Resources

## Component 1: Latin Language

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Candidates should be able to demonstrate:

- knowledge of the vocabulary listed in Appendix B and the grammar contained in Appendix C of the specification.
- comprehension skills
- simple translation skills.

Centres may find a variety of Latin course books helpful in the preparation of their candidates.

## Component 2: Roman Culture

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Candidates should be able to demonstrate knowledge, understanding and personal response to one or two aspects of Roman culture:

- a piece of Latin literature, either in Latin (to be 25 – 30 lines), or translated into English (to be approximately 100 lines)
- a Roman site or building (for example Hadrian's Wall, Palace of Fishbourne, the Colosseum, the Pantheon or the House of the Vettii in Pompeii)
- Roman artefacts (for example coins, mosaics, wall paintings or jewellery)
- a specific topic (for example slavery, the Roman army, gladiators or Roman education) to be investigated with reference to one or more of the types of evidence outlined above.

If studying Latin literature in translation centres can use extracts from any full translation of Latin literature.

If studying Latin literature in Latin centres can use their own adaption of a piece of literature in Latin, or can select from the examples provided by OCR, which are available to download from the OCR website.

If studying Roman artefacts, a Roman site or a specific topic, centres can use any appropriate resources. The following books and websites may be helpful.

## Books

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Some of the following books may be more appropriate as resources for the teacher.

Balsdon, J. *Life and Leisure in Ancient Rome*, Weidenfeld & Nicholson 2002, ISBN 9781842125939

Barrow, R. *Greek and Roman Education*, Bristol Classical Press 1998, ISBN 9781853995118

Beard, M., North, J. and Price, S. *Religions of Rome*, Cambridge University Press 1998, ISBN 9780521456463

Carcopino, J. *Daily Life in Ancient Rome*, Penguin 1991, ISBN 9780140124873

Casson, L. *Everyday Life in Ancient Rome*, Johns Hopkins University Press 1999, ISBN 9780801859922

Cooley, Alison E. and Cooley, M *Pompeii: a source book*, Routledge 2004. 0 415 26212 5

Dalby, Andrew and Grainger, Sally *The Classical Cookbook* British Museum Press, 2000. 071412222X

Jones, P. and Sidwell, K. *The World of Rome: An introduction to Roman Culture*, CUP 1997, ISBN 9780521386005

Lewis, Jon E (ed) *The mammoth book of how it happened: Ancient Rome* London: Robinson, 2003 1 84119 592 8

Massey, M. *Slavery in Ancient Rome*, Bristol Classical Press 2002, ISBN 9781853996351

Parkin, T G and Pomeroy, A J *Roman social history: a sourcebook* (Routledge Source Books for the Ancient World) London and New York, Routledge 2007. 0415426758

Shelton, J. A. *As the Roman Did: A Sourcebook in Roman Social History*, Oxford University Press 1988, ISBN 9780195089738

Ramage, Nancy H and Ramage Andrew *The British Museum concise introduction: Ancient Rome* 2008 London British Museum Press. 978-0-7141-2258-

Taylor, D. *Roman Society*, Bristol Classical Press 1998, ISBN 9781853995538

Tingay, G. and Badcock, J. *These were the Romans*, Nelson Thornes 2004, ISBN 9780802312853

Wallace Hadrill, A. *Patronage in Ancient Society*, Routledge 1998, ISBN 9780415003414

## Websites

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[www.j-progs.com](http://www.j-progs.com)

<http://www.vroma.org>

<http://www.bbc.co.uk/history/ancient/romans/>

<http://www.pompeionline.net/pompeii/index.htm>

<http://www.pompeiiinpictures.net/>

<http://www.archaeology.org/interactive/pompeii/index.html>

<http://www.stoa.org/projects/ph/home> Allison, P. *Pompeian Households: An On-line Companion*

[www.pompeii.co.uk](http://www.pompeii.co.uk)

<http://www.cambridgescp.com> for an excellent array of related websites relevant to the topic under discussion

See also the Sources for Latin Entry Level Certificate booklet (available to download from the OCR website for an extensive selection of sources in translation).

# 6. Guidance on downloading internally assessed tasks from Interchange

## Before you start

Internally assessed materials will be available to download from OCR Interchange from September 2010.

In order to use Interchange for the first time, you just need to register your centre by returning the Interchange Agreement. This can be downloaded from the OCR website at <http://www.ocr.org.uk/interchange>

If your centre already has an Interchange user account, you will need to be assigned the 'Tutor / teacher' Interchange role to access Internal Assessment materials. Your Interchange Centre Administrator can assign this for you.

## Step 1 – Log into Interchange

Click on the following link <https://interchange.ocr.org.uk>

Enter your log in details

**OCR** *interchange*  
RECOGNISING ACHIEVEMENT

Help

### Welcome

You can use Interchange to securely access candidate information and online services for all OCR qualifications, 24 hours a day.

New features will be added over the coming months. Please check the [OCR website](#) and your email for information.

#### Login

Login Id:  (for centre users this will be your centre number)

Username:

Password:  (case sensitive)

[Forgot Your Password?](#)

Login

#### New User

To sign up please complete and return the [OCR Interchange Agreement \(11.8kb\)](#) to receive your login details.

Sign Up

## Step 2 – Navigate to Controlled Assessment materials area

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Click on 'Coursework and tests'

Click on 'Controlled Assessment materials'

\*\* If you are unable to see either of these menu items then it is likely that you do not have the 'Tutor / teacher' role assigned to you.

The screenshot shows the OCR Interchange website. At the top, the logo 'OCR interchange' is displayed with the tagline 'Recognising Achievement'. To the right, there are links for 'Help' and 'Log out', and a 'Post page' button. Below the header, the main content area is titled 'Welcome to Interchange'. On the left, there is a navigation menu with two main sections: 'By task' and 'By qualification'. The 'By task' section includes links for 'Exiles', 'Coursework and tests', 'e-assessment', 'Certification details', 'Results', 'Post results', 'Centre information', 'Assessors', 'Search', 'Resources', and 'Admin'. The 'By qualification' section includes links for 'OCE, OCSE, Principal Learning...', 'OCR Nationals', 'Functional Skills', 'Skills for Life', 'NVO', 'Vocational related', and 'CLAT and iPro'. The main content area features a 'What's new?' section with sub-sections for 'Support material', 'Tests', and 'Moderation'. The 'Support material' section includes links for 'Controlled assessment materials' and 'Science co-ordinator materials'. The 'Tests' section includes a link for 'May Skills test invoices'. The 'Moderation' section includes a link for 'OCR Repository'. Below the 'What's new?' section, there is a 'Tell us what you think' section with a link for 'Send us your feedback to interchange@ocr.org.uk'.

## Step 3 – Search for materials

You can search for materials by unit code. Enter the unit code and click on the 'search' button.

Or, you can search for materials by subject information by selecting from the 'drop down' options.

All available documents will be displayed below the search.

The screenshot shows the OCR Interchange website interface. At the top, the logo for OCR Interchange is visible, along with links for 'Home' and 'Log out', and a 'Print page' button. Below the header, the page title is 'You are here: Home » Controlled assessment materials'. The main content area is titled 'Controlled Assessment Materials' and features a 'Notices' section with a message: 'Controlled Assessment materials for GCSE specifications will be available to download from June 2009'. Below the notice, there is a search section with the text: 'Use the drop-down menus below to select the controlled assessment material you require or search by unit code:'. The search form includes a 'Unit Code (eg. F123)' input field, a 'Search' button, a 'Select qualification type' dropdown menu set to 'GCSE', a 'Select subject' dropdown menu set to 'Art and Design', and a 'Select subject detail' dropdown menu set to '3D Design'. Below the search form, two search results are displayed: 'A298 - Controlled Assessment (PDF 254KB)' and 'A298 - Resource Booklet (PDF 254KB)'. At the bottom of the page, there is a 'Page notes' section with the text: 'Windows XP and Windows Vista have a built in zip extractor. If you use Windows 95, 98, 2003, ME, or NT, use a zip program such as WinZip or PKZip to extract the files.' The footer contains links for 'Download Adobe Acrobat software', 'Accessibility', 'Terms of use', and '© 2008-2009 OCR'.

## Step 4 – Open materials

Click on the document link, the document will open in your browser

Click on 'Save As' to save to a location of your choice.

The screenshot shows a web browser window displaying a PDF document. The browser's address bar shows the URL <https://interchange>. The PDF content is as follows:

**OCR**  
SPECIMEN

General Certificate of Secondary Education  
Geography B  
Unit B502: Geographical Enquiry  
Specimen Controlled Assessment Material

**B562 CA**

**INFORMATION FOR TEACHERS**

- The enclosed task is an example of possible areas of study
- Please refer to Section 3.3 and Section 5 of the Geography specification for further information concerning the task.

This unit consists of two tasks, one is a fieldwork investigation of a hypothesis or question and the other is an issue investigation linked to one of 8 topics.  
Each candidate's submission should be no more than about 2000 words in total (approximately 1200 words for 'Fieldwork Focus' and 800 words for 'Geographical Investigation').  
The maximum mark for these tasks is a total of 60.

This document consists of 7 printed pages and 1 blank page.  
3P (24.05.11)100 © OCR 2008 30040108 OCR is an exempt charity.

[Turn over



## Step 5 – Troubleshooting

If you search for an invalid unit code, the following error message will be displayed.



The screenshot shows the OCR Interchange website interface. At the top, the logo for OCR (Recognizing Achievement) and Interchange is visible. The page title is "Controlled Assessment Materials". A navigation menu on the left lists various tasks and qualifications. The main content area features a search form with a red error message: "Invalid Unit Code entered". The search form includes fields for "Unit Code (eg, F122)", "Select qualification type", "Select subject", and "Select subject detail". The error message is displayed in a red box with a warning icon. Below the search form, there is a "Page notes" section with text about zip extractors for Windows XP, Vista, 95, 98, 2000, ME, or NT.

**OCR interchange**  
RECOGNISING ACHIEVEMENT

Home Logout  
Print page

You are here: Home » Controlled assessment materials

### Controlled Assessment Materials

#### Notices

Use the drop-down menus below to select the controlled assessment material you require or search by unit code.

Unit Code (eg, F122)  Select qualification type:   
Invalid Unit Code entered Select subject:   
Search Select subject detail:

#### Page notes

Windows XP and Windows Vista have a built in zip extractor.  
If you use Windows 95, 98, 2000, ME, or NT, use a zip program such as WinZip or PkZip to extract the files.

Download Adobe Acrobat software | Accessibility | Terms of use | © 2006-2008 OCR

If you search for a valid unit code but there is no document currently available, the following message will be displayed.

The screenshot shows the OCR Interchange website interface. At the top, the logo "OCR interchange" is displayed with the tagline "RECOGNISING ACHIEVEMENT". Navigation links for "Help" and "Log out" are visible. A "Print page" link is located in the top right corner. Below the header, the breadcrumb "You are here: Home » Controlled assessment materials" is shown. The main heading is "Controlled Assessment Materials". A "Notices" box is present but empty. Below it, a search instruction reads: "Use the drop-down menus below to select the controlled assessment material you require or search by unit code." The search form includes a "Unit Code (eg. F123)" field containing "A362", a "Search" button, and three dropdown menus: "Select qualification type" (set to "Please Select"), "Select subject" (set to "-Nothing to Select"), and "Select subject detail" (set to "-Nothing to Select"). A yellow message box states: "No document available. Please check the unitcode". Below the search form, a "Page notes" section provides information about zip extraction: "Windows 10\* and Windows Vista have a built in zip extractor. If you use Windows 95, 98, 2000, ME, or NT, use a zip program such as WinZip or PKZip to extract the files." The footer contains links for "Download Adobe Acrobat software", "Accessibility", "Terms of use", and "©2000-2008 OCR".

If you search via the 'drop down' menus but there is no document currently available, the following message will be displayed.

The screenshot shows the OCR Interchange website interface. At the top, the logo 'OCR interchange' is displayed with the tagline 'RECOGNISING ACHIEVEMENT'. Navigation links for 'Help' and 'Log in' are visible in the top right corner. Below the header, the breadcrumb trail reads 'You are here: Home > Controlled assessment materials'. The main heading is 'Controlled Assessment Materials'. A 'Notices' section contains a message: 'Controlled Assessment materials for OCSE specifications will be available to download from June 2009'. Below this, a search form is provided with the instruction: 'Use the drop-down menus below to select the controlled assessment material you require or search by unit code.' The form includes a 'Unit Code (eg. F123)' input field, a 'Search' button, and three dropdown menus: 'Select qualification type' (set to 'OCSE'), 'Select subject' (set to 'Business and Communications'), and 'Select subject detail' (set to 'Developing Bus Comm Systems'). A yellow message box below the search form states: 'No document available. Please check the search criteria.' A 'Page notes' section at the bottom provides instructions on how to extract zip files on different operating systems. The footer contains links for 'Download Adobe Acrobat software', 'Accessibility', 'Terms of use', and '© 2006-2008 OCR'.

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[www.ocr.org.uk](http://www.ocr.org.uk)

OCR customer contact centre

**General qualifications**

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