

Latin Curriculum Summary

KS5 Curriculum Summary

OCR A Level in Latin builds on the GCSE, introducing students to a greater range of vocabulary, accidence and syntax. This requires the detailed study of prose and verse literature, inspiring and motivating learners to gain a deeper understanding of the life and culture of the ancient world.

Learners are expected to study a range of authors' work in order to develop a wider vocabulary and more complex understanding of syntax and accidence. This will enable them to translate unseen passages, and **either** answer comprehension and grammar questions on an unseen prose passage **or** translate a passage of English into Latin. The OCR A Level in Latin will also extend the study of ancient literature in terms of breadth and depth, further developing learners' ability to critically analyse and evaluate ancient literature. In both the Prose and Verse Literature components, there is the option **either** to study one author in greater depth **or** the works of two different authors. The qualification also requires learners to read additional literature in translation in order to understand the context from which the set texts have been taken.

Because we believe that pupils should be exposed to a wider range of authors we take the option of two different authors for both prose and verse rather than one author in greater depth. We also believe that this gives pupils access to a wider range of vocabulary which is important as there is no set vocabulary list at A Level. Pupils should be familiar with the AS vocabulary (link below).

Normally pupils will take the comprehension and grammar questions option as opposed to the English to Latin translation option but practice at this will be built into the language work in Year for those who wish to take that option.

<https://www.ocr.org.uk/qualifications/as-and-a-level/latin-h043-h443-from-2016/planning-and-teaching/#as-level>

and further words can be acquired through frequent practice of unseen translation and through extensive lists in the prose and verse unseen books.

The specific aims of the course are to enable pupils to:

- develop an appropriate level of competence in the language studied
- acquire the language skills which enable them to read literary texts, both prose and verse, in the original language
- develop an interest in, and enthusiasm for, the literary, historical and cultural features of the ancient world

- acquire the literary skills which enable them to read ancient literature, both prose and verse, in its original language with appropriate attention to literary techniques, styles and genres
- apply analytical and evaluative skills at an appropriate level which show direct engagement with original texts in the ancient language
- make an informed personal response to the material studied
- begin to develop a sensitive and analytical approach to language generally
- develop research and analytical skills that will empower them to become independent learners.

EXAM BOARD: OCR

<https://www.ocr.org.uk/Images/220734-specification-accredited-a-level-gce-latin-h443.pdf>

Year 12

Topic	Principal resources
<p>Prose Literature Text 1: Cicero, Philippic II, 44–50 (... viri tui similis esses) and 78 (C.Caesari ex Hispania redeunti...)-92</p>	<p>OCR text provided by school</p> <p>Free downloadable commentary by Ingo Gildenhard</p>
<p>Verse Literature Text 1: Horace, Satires 1.1 lines 1–12, 28–100; 1.3 lines 25–75; 2.2 lines 1–30, 70–111</p>	<p>OCR text provided by school</p>
<p>LANGUAGE AUTUMN:</p> <ul style="list-style-type: none"> • Revision of regular nouns • Irregular nouns • Case usage • Cardinal and ordinal numbers • Regular adjectives - including comparative and superlative forms • Irregular adjectives • Revision of regular verbs all voices, moods and tenses - including deponents • Present and perfect subjunctive - active and passive • Revision of subjunctive uses • Sequence of tenses • Use of future participle + sim / essem • Use of freestanding subjunctive • Pronouns and pronominal adjectives 	<p>Language resources for Years 12 and 13</p> <p>Hyde: Unseen Translations Oliver & Boyd: Latin Grammar Carter: A Level Unseens Colebourn: The Latin Language Taylor: Latin Beyond GCSE Owen: Prose Unseens Owen: Ovid Unseens Gould + Whiteley: A Livy Reader</p>

- Formation of regular adverbs including comparative and superlative
- Irregular adverbs
- Gerund and gerundive
- The supine and the various ways of expressing purpose
- QUIN and QUOMINUS
- Commands and prohibitions
- Infinitives and participles

SPRING:

- Indirect statements
- Temporal clauses
- Conditionals
- Causal clauses
- Concessive clauses
- Scansion
- Introduction to Ovid and verse translation
- Adjectival agreement and word order
- Accidence revision

SUMMER:

- Use of Livy reader for practice in translation, comprehension and grammar questions
- Further introduction to Ovid - using the Echo and Narcissus story from the Cambridge Latin Anthology

Year 13

Topic	Principal resources
<p>Prose Literature Text 2: Tacitus, Histories I, 27–36, 39–44, 49 English: Tacitus, Histories I, 17–26, 37–38, 45–48</p>	OCR textbook provided by school
<p>Verse Literature Text 2: Virgil, Aeneid, Book XI 498–521, 532–596, 648–689, 725–835 English: Virgil, Aeneid Book XI</p>	OCR textbook provided by school
<p>LANGUAGE AUTUMN and SPRING</p> <ul style="list-style-type: none"> ● Systematic use of the Prose Unseens and the Verse Unseens books by Owen for practice at translating passages of Ovid and Livy and for practising comprehension questions ● Systematic revision of language work from Year 12 ● For extension work pupils can use Ovid and Livy texts as readers 	