

Scottish Certificate of Education

**Standard Grade Revised Arrangements in
Latin**

Foundation, General and Credit Levels in and
after 1989

STANDARD GRADE REVISED ARRANGEMENTS IN LATIN

Published by the Scottish Qualifications Authority

Hanover House
24 Douglas Street
Glasgow
G2 7NQ

Ironmills Road
Dalkeith
Midlothian
EH22 1LE

© The Scottish Qualifications Authority 2000

The information in this publication may be reproduced to support SQA qualifications. If it is to be used for any other purposes written permission must be obtained from the Publications Officer at the SQA, Glasgow.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. The SQA's Question Paper Unit at Dalkeith may be able to direct you to the secondary sources.

This publication must not be reproduced for commercial or trade purposes.

Contents	Page
Introduction	4
Rationale	5
1 The Aims and Structure of Standard Grade Latin	7
2 Assessment for Certification	17
3 Grade Related Criteria	23
Appendices	
I Vocabulary	30
II Accidence	40
III Syntax	41
IV Prescribed Text	42
V List of Approved Topics for Individual Investigation	50
VI Translation: Principles of Differentiation	51
Specimen Question Papers	53
Analysis of Skills assessed in Paper I (Interpretation) of Specimen Question Papers	70

Introduction

The current syllabus and assessment arrangements for Latin on the Standard Grade of the Scottish Certificate of Education were issued in August 1985, following consultation of interested bodies on proposals produced by a Joint Working Party of nominees of the Board and the Consultative Committee on the Curriculum.

In response to a substantial number of representations from teachers/lecturers that the Standard Grade assessment arrangements were unduly onerous, the Scottish Education Department published a report by the Standard Grade Review of Assessment Group (SGROAG): "Assessment in Standard Grade Courses: Proposals for Simplification". A Short Life Working Group (SLWG) was established in each Standard Grade subject to revise the assessment arrangements in line with the SGROAG recommendations. The Report of the SLWG on Latin was issued for comment in April 1987. The views submitted by interested bodies are gratefully acknowledged.

In preparing the Revised Arrangements, the Classics Panel, with the assistance of the SLWG, has taken account of observations received and has amended the proposals as appropriate.

Standard Grade examinations in Latin at Foundation, General and Credit Levels will be offered in and after 1989 on the basis of the Revised Arrangements detailed below.

Rationale

The arrangements for Standard Grade Latin are based on the belief that the principal purpose in teaching Latin is to bring pupils to the stage of being able to read and translate Latin with some measure of competence, being able to apply skills of appreciation and criticism to the Latin they read, and being able to gain insights into the historical, social and cultural context within which the literature studies was produced. These considerations have led to the identification of three areas in the teaching of Latin, relating to translation, interpretation and investigation. These areas are not new to the teaching and learning of Latin; however, in this document the suggested approaches and assessment procedures attempt to move the learning process away from factual recall of content towards the application of skills and the exploration of concepts. The intention is that these skills will be retained by pupils and used again either in further study of Latin or Greek, or in other areas of the curriculum.

The implications of this new approach to Latin teaching are considerable, and therefore guidance will be provided for teachers/lecturers with regard to the planning of courses and methods to be employed in the classroom.

The assessment procedures for Latin incorporate current trends in assessment. There will be external papers for unseen translation and for interpretation of prescribed text, and external assessment of work done outwith the examination room for the investigation of Roman history and civilisation. Grade Related Criteria are supplied in order to define levels of performance required to obtain specific awards.

The arrangements are intended to provide all pupils who study Latin with challenges that are attainable and with opportunities to reach their highest levels of performance. In the formulation of the arrangements it has been accepted that Latin will be taught in classes where a range of ability will be found, covering different levels of performance. The position of the subject at this stage in the secondary curriculum is such that the provision of separate courses at different levels has been limited to a distinction in requirements between Foundation and the other Levels. The required differentiation will be observed in the examination papers set, which will reflect the requirements and the performance criteria for different Levels.

Section 1

The Aims and Structure of Standard Grade Latin

1 The Aims and Structure of Standard Grade Latin

1 1 This section

- discusses the definition of Latin as a subject for study in schools;
- relates Latin to the “modes of activity” proposed in the Munn Report;
- considers the particular contributions which a study of Latin can make to the general education of pupils;
- takes into account the restrictions imposed by the limited time made available in some schools for the study of Latin.

1 2 Definition of Latin

1 2 1 The principal areas of study in any Latin course have long been recognised as:

- Latin language,
- Latin literature,
- Roman history and civilisation.

A course which omits any of these areas would be unsatisfactory. Each, however, is of such vast intellectual proportions that some detailed delimitation is necessary in order to indicate what is practicable at any stage of the school curriculum. Moreover, the constituent parts overlap and interact to a considerable extent. This has implications for the system of assessment.

1 2 2 Latin Language

- a)* Each generation must interpret the relative importance of the three areas of study in the light of the currently predominant educational philosophies. On interpretation – an extreme one, from which the subject still suffers today – was common until the middle of the present century. The highest accolade was reserved for those who displayed dexterity in turning English passages into Latin, and to that end great emphasis was placed on mastering every last intricacy of Latin grammar. Literature was read almost exclusively for the linguistic points which could be wrung from it. History and civilisation, lest they distract from the main grammatical purpose, were simply ignored whenever possible. Such attitudes were condemned as long ago as 1947 (“Secondary Education” (SED, 1947), pp 79 ff), and yet it was not until 1971 that translation into Latin ceased to be a compulsory part of certificate examinations in Scotland.
- b)* Study of the Latin language is, naturally, of paramount importance; the subject cannot exist without it. But the language is not the end of the study: it is but the means to an end, namely the ability to read Latin literature in the original Latin. For pupils Latin can seem to be a difficult language. It is highly inflected; it favours a word order which is unfamiliar to them; and in syntax it commonly employs certain constructions which are equally unfamiliar. The normal patterns of word order are frequently broken, especially in poetry, to create a particular effect. Sentences can be much longer than is normal in modern literature. Because of these difficulties, careful consideration must be given to the amount of linguistic knowledge which can reasonably be expected at Standard Grade.

1 2 2 (continued)

- c) It is possible to learn a foreign language without formally practising the skill of translation. In the case of Latin, however, since speaking the language is of minimal importance, written translation is one of the best ways of ensuring that understanding has been achieved. For that purpose, if for no other, translation into English is an important activity in a Latin course.
- d) In studying a foreign language, it is natural to compare it with the mother tongue and with any other language which may be known. The close relationship between Latin and English, especially in vocabulary, makes comparison particularly apposite. It is expected that Latin pupils, guided by their teacher/lecturer, will carry out such comparisons, and that in the process they will become increasingly aware of the main ways in which language can function, apart from gaining particular insights into etymology.
- e) The study of any language – whether the native tongue or a foreign language – should be more than a linguistic discipline: since style and content of reading matter are inextricably linked, it is most desirable that pupils with the guidance of their teacher/lecturer should read beyond the surface meaning. For this purpose, skills of interpretation will require to be developed. In the case of Latin, the initial need to translate into English (see *c*) above) means that the development of skills of interpretation will be more modest than in the study of the mother tongue. Nevertheless, for the reasons stated, interpretation is an important activity in a Latin course.
- f) What is involved in the interpretation of Latin will be outlined later. For the moment, it is pertinent to make the point that interpretation is a continuing and developing process: some interpretation is required when a passage is met for the first time; more penetrating interpretation becomes possible as a result of reflection and discussion. From this it can be seen that the linguistic skills being developed are more than simple decoding. They involve pupils in analysis and synthesis of ideas and concepts, in logical and sequential expression, in choice of vocabulary and in refinement and redrafting of what they have written. The interaction between translation and interpretation skills is continuous.

1 2 3 Latin Literature

- a) In recent years, the emphasis has shifted away from detailed study of Latin grammar (for the purpose of translating from English into Latin) and towards the reading of Latin. The Working Party on the Curricula in Latin and Greek commented in its report in 1967:

“The first aim of classics teaching should be to bring pupils as quickly as possible to the stage where they can begin to read and enjoy in the original languages what has been written in Latin and Greek, and thereafter to organise a reading programme wide enough and varied enough to maintain their interest, extend their mastery of the language, and broaden their aesthetic experience.”*

* “The Teaching of Classics in Schools” (SED; p 9)

The principles enunciated in the 1967 report underlie the approach to Latin which has been taken throughout the 1970s and into the 1980s. In 1967, however, little mention was made of **why** pupils should read Latin literature. The first purpose (ie to maintain interest) of the reading programme might be interpreted as having more to do with the teacher's/lecturer's peace of mind than the educational development of the pupil; the second (ie to extend mastery of language) shows the influence of previous generations' preoccupation with grammar; the third (ie to broaden aesthetic experience) is a step in the right direction, but a hesitant first step only. These criticisms are not intended to imply that the 1967 statement is invalid. That literature ought to be chosen to maintain the pupils' interest, should be taken for granted; taken for granted, too, should be the extended mastery of the Latin language through reading. What is now required is an exposition of the contribution which a study of Latin literature can make towards achieving the aims of secondary education.

- b) The Latin language is seen as a key to open the door of Latin literature (see 1 2 2 b). Enthusiasm, of course, must be tempered with common sense. The linguistic difficulty and the sophistication which characterise much of Latin literature will place a great deal of it beyond the reach of Standard Grade pupils. Nevertheless, sufficient progress in the language can be made, and sufficient literature of a suitable linguistic level exists, for all Standard Grade pupils to have some first-hand experience of what the Romans themselves wrote: the key can be turned, and the door can be pushed ajar.
- c) Just as it has been judged insufficient to study Latin language without using it to read Latin literature, so too the reading of the literature should not be seen as an end in itself. Reference has already been made to the opportunities it offers for developing skills of interpretation; through such skills, it is hoped, will be fostered a critical approach towards reading which will be of lasting value. The content of the reading matter can also illuminate the civilisation and the attitudes of the Romans, which in turn can lead to a wider understanding of contemporary society. In addition, there are prizes of aesthetic enrichment and simple enjoyment to be won. For all these reasons, the principal aim of Latin teaching is to equip pupils with an ability to read Latin literature in the original, and it is considered that, in a Standard Grade course, pupils should actually read some Latin literature.

1 2 4 Roman History and Civilisation

- a) Despite the attitudes described in 1 2 2 a, the case for regarding Roman history and civilisation as an integral part of Latin studies has been made for a long time. The study of history and civilisation is not merely a branch of knowledge with its own intrinsic appeal, but is absolutely necessary if one is to read the literature of the Romans with understanding and appreciation. Nor is it enough for the teacher/lecturer merely to impart what incidental background knowledge is absolutely essential for the pupils' proper understanding of any given text; the business of the Classics teacher/lecturer must be not merely to introduce pupils to the Latin language and its literature, but to try to give them a systematic picture of one era of the ancient world which has played a large part in determining the shape and spirit of our own. A Latin course which does not give pupils some conception of how the Romans lived and what they achieved would tend to make the study of Latin somewhat arid and dull. Therefore the study of Roman history and civilisation must not be regarded as an optional, peripheral activity, but as a fundamental, constituent part of the teaching and learning of Latin.

1 2 4 (continued)

In this connection it is not inappropriate to recall that the Scottish universities have long called Latin “Humanity”. The claims made in this paragraph are well borne out by all the reports since 1947 which have dealt with the teaching of Latin in schools, eg “Secondary Education” (1947), p 83, “Classics in Secondary Schools” (1951), p 29, and “The Teaching of Classics in Schools” (1967), p 18.

- b) It has long been the practice of the Classics teacher/lecturer to supplement the learning of the Latin language with some study of “background” or history. All of the course books which are commonly used in Scottish schools contain sections devoted to civilisation. A general introduction to Roman civilisation, therefore, is already a familiar, and necessary, part of the pupils’ experience in Latin. This practice is endorsed, and it is expected that it will continue.

Considerations of time, however, and the wide range of the subject matter have conjoined to result in pupils being left at the end of their course with no more than a fragmentary and superficial understanding of life in Roman times. Moreover, despite exhortations to teachers/lecturers from the writers of course books and elsewhere to make more imaginative use of the opportunities presented in a study of Roman civilisation, it is suspected that for many pupils, this aspect of their Latin course has consisted merely in having to memorise such facts as they may be asked to recall in an examination.

- c) There will continue to be limited time available for the study of Latin; it is therefore inevitable that any appreciation of Roman civilisation which Standard Grade pupils may have gained will be neither complete nor particularly deep. The teacher’s/lecturer’s role in this part of a Latin course, therefore, should be less to impart information about the Romans and their world than to encourage independent investigation and to develop the pupils’ expertise in carrying it out.

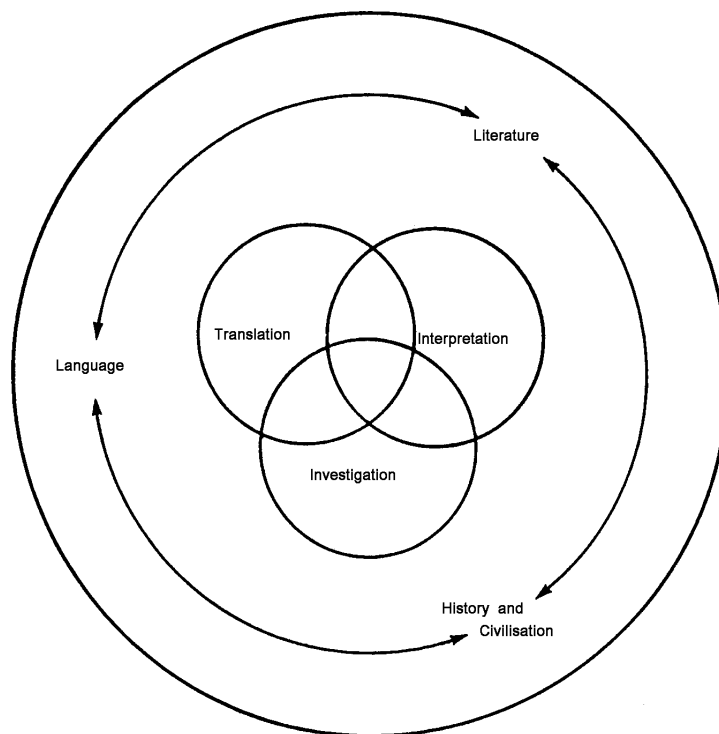
1 2 5 Classical Studies

A recent innovation in classical education is seen in the emergence of Classical Studies as a subject for certification in its own right, both in schools and in universities. Current courses in Classical Studies require pupils to study ancient literature in translation, together with topics drawn from art, social life and history. The subject is justified on historical, aesthetic and moral grounds, for example – not to mention the fact that it is enjoyed by many pupils. This is not the place to expound the rationale of non-linguistic Classical Studies per se; but it is necessary to consider whether the existence of such a subject has any implications for developing courses in Latin. Some may argue, for instance, that a civilisation component in Latin merely duplicates what is available elsewhere. The argument would not be admissible. Apart from the fact that Classical Studies may be concerned with both Roman and Greek civilisations, its justification, as has just been hinted at, is far more wide-ranging than any claims which will be made for a civilisation content in Latin (see 1 2 4 b, c). That there may from time to time be some overlap of subject matter is indisputable: but it must be recognised that the sequence of topics, period allocations, curricular objectives and the teaching/learning process will all combine to produce a course which is quite different from the element being proposed for Latin. The current availability of Classical Studies as an examination subject does not prejudice the Investigation element in Latin.

1 2 6 The conclusion to which the forgoing arguments lead is that the aims of a Latin course should be:

- to develop pupils' competence in Latin language which will enable them to read with understanding and translate Latin of an appropriate level of difficulty, and in the process to enable them to compare Latin with their own and other languages and to become aware of some of the ways in which language can function;
- by studying extracts from Latin authors, to increase pupils' understanding and appreciation of Latin literature, and in the process to develop their skills of interpretation;
- to help pupils to understand and gain an insight into the Roman world, the cultural context within which Latin literature was produced, and at the same time to develop their skills of investigation.

Although the study of Latin is described as a tripartite activity, the three parts are very closely interconnected. For example, a knowledge of the language is necessary in order to be able to read literature as it was actually written, while the reading of literature in the original tongue of the author contributes considerably to a fuller understanding of the language. Similarly the reading of literature opens up areas of study from historical and cultural aspects of the subject, just as some knowledge of Roman history and culture facilitates an understanding of Latin literature. This can be illustrated in diagrammatic form as follows.



1 3 Latin and Modes of Learning

1 3 1 The Munn Committee proposed that the curriculum should be conceived in terms of “modes of activity” rather than the traditional subjects. It identified modes as follows (Munn Report, 4.9 ff):

1 3 (continued)

- Linguistic and Literary Studies;
- Mathematical Studies;
- Religious and Moral Studies (combined modes);
- Physical Activity and Leisure;
- Social Studies;
- Scientific Studies;
- Creative and Aesthetic Activities.

1 3 2 Latin, because it is a foreign language, is most obviously associated with the Linguistic and Literary Studies mode. In the Munn Report (4.11), the value of foreign language study is expressed almost exclusively in terms of the **practical** uses to which knowledge of a language may be put (eg “as an ancillary skill in a variety of occupations”, as “a valuable tool in the further study of other disciplines”). It is possible to find occupations and disciplines in which a knowledge of Latin can actually be put to use, but such opportunities are rare and are unlikely to concern the great majority of pupils.

1 3 3 As for the **educational** uses of foreign languages, the Munn Committee chose to limit its comments to recognising “the value of a language other than English for the insights it can give into another culture” (Munn Report, 4.11). But it must be stated that foreign languages can contribute in other ways towards the achievement of the aims which the Committee set for secondary schools (Munn Report, 4.3-6), ie development of knowledge and understanding; development of skills; affective development; meeting the demands of society. The particular contributions which a study of Latin can make are detailed in 1 4 overleaf.

1 3 4 The emphasis which the Munn Committee laid on the practical purposes of language learning suggests a concern with modern rather than classical languages. It is of the utmost importance to distinguish between them. Unlike modern languages, classical languages are not studied primarily for purposes of productive communication. Aural and oral work, while they do have some value in the classroom, can never be the *raison d’être* of studying Latin; the same applies to the writing of Latin. Pupils’ energies should be concentrated on the aspects of language learning which are relevant to Latin – mainly the development of complex reading skills. This is why it has been judged desirable to make the reading of some Latin literature a goal for Standard Grade pupils. The several linguistic skills associated with the learning of classical languages, namely lexical, reference, etymological, interpretative and analytical skills, have very considerable consequences for pupils’ linguistic development: their advantages in giving to pupils insights into the structured communication of facts, ideas and concepts are invaluable, and are matched by no other subject in the current curriculum.

1 3 5 The inclusion of history and civilisation as legitimate components of a Latin course leads away from Linguistic and Literary Studies in the direction of other modes of learning. The modes are an attempt to classify human experience; they are applicable, *mutatis mutandis*, to the study of any society, past or present. As Latin literature may reflect any facet of Roman society, it will not be surprising if its content is liable to touch on matters which properly belong to any of the modes. No claim, of course, is being made for Latin to be regarded as the ideal subject; it is merely being suggested that by following a Latin course pupils may add something to their education in modes other than the one which is immediately obvious.

1 3 5 *(continued)*

In accepting that the modes “provide a curriculum framework which all schools should adopt”, the Government recognised that “The modes should not be too narrowly identified with particular subjects” (“Framework for Decision”, 9.1). Conversely, subjects should not be too narrowly identified with particular modes: “Individual subjects may contribute to more than one mode, depending on the methods and content of the particular course.” (ibid 9.2). Latin, in the syllabus for Standard Grade, follows the latter rather than the former alternative, and in the syllabus the intention is to provide pupils with a broadly-based learning experience.

1 4 The Contribution of Latin to the General Education of Pupils

1 4 1 Many of the claims concerning the beneficial results of having studied Latin are made by those outside the subject. For instance, it has been said that those who have studied Latin are highly proficient in English. Claims of this kind are difficult either to prove or to disprove; certainly it is possible to achieve high standards of attainment in English without having studied Latin. The following paragraphs, therefore, should not be interpreted as asserting that all of the benefits listed will automatically follow from a study of Latin; the extent to which they do so will vary from pupil to pupil.

1 4 2 A knowledge of Latin and an ability to read it provide the means of direct contact with the Roman world, its people and its institutions. Some benefits (eg a sense of the past, the comparison of another society with one’s own, an appreciation of roots of western civilisation, the development of a range of skills) can be gained through non-linguistic Classical Studies. What is added by a knowledge of the language – even at an elementary level – is the opportunity to gain a direct insight into the thought processes and precise concepts of the Romans.

1 4 3 The study of Latin affords the opportunity of seeing how thoughts and ideas are expressed in a different language and idiom from one’s own, and produces a sensitivity to one’s native tongue.

1 4 4 The study of Latin should contribute to the development of competence and facility in the use of the mother tongue, although the extent of this contribution is difficult to quantify. For instance, in the case of English, Latin is the largest single source of vocabulary and Latin phrases are still used in English.

1 4 5 The exacting nature of Latin and the complexity of its written structure should promote precision and clarity of thought and expression, as reading skills in the language are developed.

1 4 6 A knowledge of Latin should help those pupils who study a Romance language.

1 4 7 The study of Latin contributes to the development of sensitivity to language usage, narrative, arguments, imagery and style. This is as true of the reading matter in elementary course books as of the works of Roman authors. It leads to skills of interpretation and communication of meaning and purpose.

1 4 8 Translation from Latin is a test of global competence in basic knowledge and performance in several skills – such as ability to organise, analyse and synthesise, and select on the basis of evidence – all of which have wider educational values, particularly in investigation, analysis and exposition.

1 4 9 A knowledge of Latin provides the means of reading the literature of the Roman world. This literature can be read in translation with profit, but even the best translation cannot communicate the full sound, meaning, form or quality of the original. Much of this can be experienced even by pupils who do not continue the study of Latin beyond Standard Grade, with appropriate methods and preparation by teachers/lecturers.

1 5 Time Available for the Study of Latin

1 5 1 As they have been outlined in the preceding paragraphs, the claims which are made for Latin may seem ambitious. A school course cannot be more than an introduction to the subject, in Latin as in other disciplines, but it can set pupils on the right course and guide them some distance along it. The objectives set for attainment at Standard Grade are given later in this document.

1 5 2 Determining an appropriate level of attainment for a specific Grade is not an easy task when the courses are no longer of uniform duration. It is worth recalling that at the time of the 1967 report (“The Teaching of Classics in Schools”) Latin was normally started in S1 in selective schools. With a normal allocation of five periods per week, the aggregated weekly time devoted to the subject in schools to the end of S4 was twenty periods. It was on the basis of this kind of provision that the SCE Ordinary Grade was planned.

Since then, most schools have been re-organised as six-year comprehensives, and the S1 Start for Latin is now rare. In many schools provision is made for pupils to opt to study Latin in S2 and an additional subject for enrichment; this is a practice which was endorsed by the Munn Committee (Munn Report, 6 7), and is strongly endorsed also by the Board’s Classics Panel in these revised arrangements. Some other schools do not allow pupils the option of Latin until S3, and if in addition the recommended minimum time allocation of four periods per week, which is offered as a guide to course planning (“Framework for Decision”, Annex B), is applied as a maximum, the aggregated weekly time is reduced from twenty periods to eight.

1 5 3 These considerations have been kept constantly in mind during the preparation of the revised arrangements. In accordance with the Government’s statement (“Framework for Decision”, 4.17) that “some ‘content pruning’ will be necessary”, the present arrangements represent a decided shift of emphasis “away from factual recall of content covered to the learning of skills and processes, and the grasp of concepts” (ibid 4.15). Nevertheless, the Board’s Classics Panel strongly recommends that when schools are planning their curricula, they will make such provision for Latin – for example an opportunity for pupils to study Latin before S3 – as enables pupils, without unnecessary haste of learning, and consequent difficulty, to derive the greatest possible benefit from their study of the subject, eg in the progression from Standard Grade to Higher Grade.

Section 2

Assessment for Certification

2 Assessment for Certification

2.1 Assessable Elements

The three assessable elements will be: Translation, Interpretation and Investigation.

2.2 System of Assessment

Candidates will be assessed by a system common to all Levels.

The Certificate will record an overall award on a 7-point scale of grades, Grade 1 being the highest. The Certificate will also record attainment in each assessable element. The overall award will be derived from the mean of the element grades, weighted in the ratio 2:2:1 for Translation, Interpretation and Investigation respectively.

2.3 Form of Assessment

Assessment leading to a Certificate award will be wholly external, based on performance in written papers for Translation and Interpretation, and in a non-examination-room component consisting of a Report on an Individual Investigation.

2.4 Presentations

At the time of presentation, centres will be required to indicate the Level(s) of the external papers which each candidate will attempt, as follows:

- Foundation Level only,
- or* Foundation and General Levels only,
- or* General and Credit Levels only.

This presentation does not imply any restriction on grades available for Investigation.

Candidates presented at two Levels are not obliged to attempt the papers at both Levels but are strongly advised to do so, since, other than as a result of an appeal, candidates can only be awarded one of the grades assessed by the paper(s) attempted, or Grade 7.

The following table may be helpful as a guide to presentation.

<i>Expected External Grade</i>	<i>Presentation Level(s)</i>	<i>Grades Assessed</i>
7, 6	Foundation	6, 5
5, 4	Foundation and General	6, 5, 4, 3
3, 2, 1	General and Credit	4, 3, 2, 1

This arrangement allows in each case for a grade award higher or lower than expected (except at Grades 1 and 7 respectively). A candidate expected to achieve Grade 6 may choose to be presented for both the Foundation and the General papers; or a candidate expected to achieve Grade 3 may choose to be presented for the Foundation and General combination of papers, thereby accepting that Grade 2 or Grade 1 will not be possible.

2 4 (continued)

Candidates who attempt papers at two Levels will be given the better of the two grades achieved on these papers. Performance at one Level will not be taken into account in grading at the other Level.

2 5 Assessment Requirements

2 5 1 The syllabus will be based on the three elements of Translation, Interpretation and Investigation.

2 5 2 Translation

Candidates will be expected to be familiar with the prescribed lists of vocabulary, accidence and syntax given in Appendices I, II and III. Copies of the vocabulary list are available free of charge from the Board on request.

Candidates will be required to translate into English a passage or passages of unseen Latin prose.

Before candidates can translate they have to acquire the following skills. They should be able:

- a) to recognise vocabulary and recall its meaning, or discover its meaning by discriminating use of a word list;
- b) to recognise the category of words (eg nouns, verbs);
- c) to recognise the inflections of words;
- d) to apply knowledge of accidence;
- e) to apply knowledge of syntax;
- f) to analyse relationships within a clause and between clauses;
- g) to make an appropriate choice of English words;
- h) to deduce and express overall meaning in the light of context and experience.

It is recognised that global language competence is more than the sum of the constituent skills. Translation subsumes the skills listed above, but in the process of translating, these skills are not necessarily used in the order listed, and they may overlap. Many candidates, especially those more skilled in translating, may unconsciously bypass one or more of the operational phases. In addition, it is generally agreed among linguists that at some stage in the process of translating there occurs a conceptualisation of meaning which cannot be described with precision and certainty. Tests can be devised to assess each of the listed skills, but the sum of such tests does not indicate a global competence in language or translation. Tests of individual skills are useful in the learning process but are not appropriate to assessment for certification of Translation.

2 5 3 For General and Credit Levels, candidates will be expected to have studied the whole of the prescribed text, which will consist of both prose and verse, some in Latin, some in translation. Details of the prescribed text for the 1994 examination and until further notice have been issued to presenting centres. For Foundation Level, candidates will be expected to have studied the prescribed passages from Gellius and Augustine only.

For the study of the prescribed text during the course, any suitable editions may be used. It should be noted, however that the text provided in the examination will be the one issued by the Board. Copies of this plain text are available free of charge from the Board, on request.

Candidates will be required to answer interpretation questions on the prescribed text.

The skills of interpretation are defined as follows. The candidate should be able:

- a) to extract information and explain content, ideas and themes;
- b) to analyse and explain the author's technique (eg use of words, imagery, figures of speech);
- c) to make a statement of personal response with justification and/or evaluation (eg commenting attitudes comparing passages with regard to points of similarity and difference).

2 5 4 Investigation

Each candidate will be expected to produce a Report resulting from an Individual Investigation of a topic of Roman history or civilisation. Candidates from the same centre may choose the same topic if they wish. The list of approved topics for 1989, 1990 and 1991 is given in Appendix V. Copies of this list are available free of charge from the Board on request. If the candidate chooses a topic from the list of approved topics, no further approval is required, but the presenting centre should inform the Board of the selected approved topic by October of the year preceding the year of the examination. If the candidate chooses a topic which is not included in the list, the topic should be submitted to the Board for approval by October of the year preceding the year of the examination. The Board reserves the right to reject or amend any topic which it considers unsuitable.

The Individual Investigation seeks to meet the aims of giving the candidate the opportunity to study in some depth one aspect of Roman life, culture, history or achievement, and developing the candidate's skills of enquiry and study in a subject chosen by the candidate.

The skills to be developed in the Individual Investigation are defined as follows. The candidate should be able:

- a) to show knowledge and understanding of a specific aspect of the Roman world, by identifying sources of information and by interpreting the evidence;
- b) to draw comparisons and reach conclusions;
- c) to communicate findings and present results (making, where appropriate, a personal response, for example in commenting on values and attitudes).

2 6 Assessment Arrangements

2 6 1 At each Level, there will be two examination papers as follows.

Paper I (45 minutes) – Interpretation

Questions will be set on interpretation of the prescribed text. Answers should generally be in continuous prose, except where a single word or phrase is clearly sufficient. The prescribed text, Latin and English, will be issued to candidates for this paper. (See Appendix IV for the prescribed text for 1989, 1990 and 1991.)

Paper II (45 minutes) – Translation

A passage or passages of Latin (unseen prose) will be set for translation into English. It is intended that no sentence in any passage will be too complicated; and that in each passage there will be as reasonable a representation of syntactical structures as possible. The passage(s) will have an explanatory introduction and, if appropriate, linking sections in English. For General and Credit Levels, the passages will total 100-130 Latin words; for Foundation Level, the passage will total 70-90 Latin words. Passages will conform to the prescribed lists of accidence and syntax (see Appendices II and III), as appropriate to the Level concerned. The prescribed vocabulary list (see Appendix I) will be issued to candidates for this paper; words not on this list, with the possible exception of proper names, will be glossed. Other assistance may be given as appropriate to the Level concerned.

2 6 2 There will also be an Individual Investigation.

This is a non-examination-room component, externally assessed. The candidate is required to submit a Report resulting from an Individual Investigation of a topic of Roman history or civilisation.

Each candidate must produce for submission to the Board, by 26 March of the year of the examination, a Report resulting from the Individual Investigation. The Report should be approximately 1000 words in length, and may be accompanied by appropriate illustrative material. In the case of a Report which includes a large amount of illustrative material, the written section may be shorter, but should be not less than 500 words. The Report should be written neatly and legibly or typewritten. Both margins should be left clear, only one side of the paper should be used and the pages should be numbered and firmly fastened together. All books consulted should be listed in a bibliography at the end. Submission should be on A4 paper, or folded to A4 size. In the case of three-dimensional works, photographs and not originals should be submitted.

Material for the Individual Investigation submitted to the Board will not be returnable.

2 7 Grade 7 and No Overall Award

For any element, Grade 7 will indicate that the candidate has, in the element concerned, completed the course but has not demonstrated achievement of any specified level of performance as defined by the Grade Related Criteria. Grade 7 in an element will not be available to external candidates.

The Board will regard submission of an estimate grade for an externally assessed element as evidence that the course has been completed in that element.

2 7 *(continued)*

Candidates who have not complied with the assessment requirements in any element (eg due to unauthorised absence from the external examination or failure to submit an Individual Investigation Report) will be deemed not to have completed the course, in that element. Such candidates **will not receive a grade** for that element and hence **will not receive an overall award** for the subject. In such cases, however, grade(s) for the other element(s) will be recorded on the Certificate.

2 8 **Marking**

The following procedure will apply to marking by the Board.

Assessment of interpretation of the prescribed text will be positive, with reference to the Grade Related Criteria. Detailed instructions with examples of acceptable answers will be given to Board Markers. Mark allocations for questions will not be applicable; instead, for each question, two points will be awarded to an answer which is at the upper grade within the Level concerned, and one point to an answer which is at the lower grade. Cut-off scores will then be applied to totals of points, to determine element grades.

Assessment of unseen translation will be positive, with reference to the Grade Related Criteria. Detailed instructions to Markers will show how the passage(s) will be divided into blocks. For each block, two points will be awarded to a translation which is of a high standard, and one point to a translation which is satisfactory. Cut-off scores will then be applied to totals of points, to determine element grades.

The two grades associated with each Level will be distinguished by setting two cut-off scores for each Level. The lower score will reflect a satisfactory overall standard of performance, the upper score a high overall standard of performance.

Assessment of the Individual Investigation will be positive, by direct grading with reference to the Grade Related Criteria.

2 9 **Estimates**

Presenting centres must submit to the Board, by 26 March of the year of the examination, an estimate grade for each candidate for each of the three elements (Translation, Interpretation, Investigation). The teacher/lecturer should determine the estimate grades on the basis of each candidate's work. Estimates may be used by the Board for its internal procedures, including such cases as absence from external examinations, adverse circumstances and appeal. Evidence in support of these estimates should be retained by centres for submission to the Board if required.

Section 3

Grade Related Criteria

3 Grade Related Criteria

3 1 Definition

Grade Related Criteria (GRC) are positive descriptions of performance against which a candidate's achievement is measured. Direct comparisons are not made between the performance of one candidate and that of another.

3 2 Application of GRC

GRC are defined at three levels of performance: Foundation, General and Credit.

Awards will be reported on six grades, two grades being distinguished at each Level. The upper of the two grades at a given level will be awarded to candidates who meet the stated criteria demonstrating a high standard of performance; the lower grade to those who demonstrate a lower, but still satisfactory, standard of performance.

There will be a seventh grade for candidates who complete the course but fail to meet the criteria for any Level.

3 3 Types of GRC

Summary GRC are broad descriptions of performance. They are published as an aid to the interpretation of the profile of attainment by candidates, parents, employers and other users of the Certificate.

Extended GRC are more detailed descriptions of performance. They are intended to assist teachers/lecturers in making their assessments for each element, and to be used by examiners when conducting external assessment.

3 4 Translation – Summary GRC

Foundation Level (Grades 6, 5)

Given a list of the vocabulary used, and assistance with some parts of the translation, the candidate has demonstrated ability to translate into English the remainder of a passage of straightforward Latin prose which the candidate has not previously prepared.

General Level (Grades 4, 3)

Given a list of the vocabulary used, and other assistance as appropriate, the candidate has demonstrated ability to translate into English most of a passage of straightforward Latin prose which the candidate has not previously prepared.

Credit Level (Grades 2, 1)

Given a list of the vocabulary used, but little or no other assistance, the candidate has demonstrated ability to translate into English a passage of straightforward Latin prose which the candidate has not previously prepared.

3 5 Interpretation – Summary GRC

Foundation Level (Grades 6, 5)

The candidate has demonstrated limited ability to interpret a prescribed Latin text by showing restricted understanding and appreciation of the content, the style and the effect created by the author.

General Level (Grades 4, 3)

The candidate has demonstrated moderate ability to interpret a prescribed Latin text by showing some understanding and appreciation of the content, the style and the effect created by the author.

Credit Level (Grades 2, 1)

The candidate has demonstrated considerable ability to interpret a prescribed Latin text by showing good understanding and appreciation of the content, the style and the effect created by the author.

3 6 Investigation – Summary GRC

Foundation Level (Grades 6, 5)

In conducting an investigation into an aspect of the Roman world, the candidate has demonstrated limited ability to use source materials, draw conclusions and present results.

General Level (Grades 4, 3)

In conducting an investigation into an aspect of the Roman world, the candidate has demonstrated moderate ability to use source materials, draw conclusions and present results.

Credit Level (Grades 2, 1)

In conducting an investigation into an aspect of the Roman world, the candidate has demonstrated considerable ability to use source materials, draw conclusions and present results.

3 7 Description of Grades

These describe performance within Levels. They apply to each element.

Grade 6 The candidate has met the criteria for Foundation Level, demonstrating a satisfactory overall standard of performance.

Grade 5 The candidate has met the criteria for Foundation Level, demonstrating a high overall standard of performance.

Grade 4 The candidate has met the criteria for General Level, demonstrating a satisfactory overall standard of performance.

Grade 3 The candidate has met the criteria for General Level, demonstrating a high overall standard of performance.

3 7 (continued)

Grade 2 The candidate has met the criteria for Credit Level, demonstrating a satisfactory overall standard of performance.

Grade 1 The candidate has met the criteria for Credit Level, demonstrating a high overall standard of performance.

3 8 Translation – Extended GRC

These GRC apply to unseen translation of Latin prose. Candidates are expected to be familiar with the prescribed lists of vocabulary, accidence and syntax.

Foundation Level
(Grades 6, 5)

General Level
(Grades 4, 3)

Credit Level
(Grades 2, 1)

Vocabulary

The candidate shows ability to give basic meanings of words, either by recall or by using a word list.

The candidate shows ability to give meanings of words, either by recall or by using a word list; the candidate sometimes goes beyond the information given, as appropriate to the context.

The candidate shows ability to give meanings of words, either by recall or by using a word list; the candidate goes beyond the information given, and shows awareness of the range of meanings which words can have in different contexts.

Accidence

The candidate shows a limited knowledge and understanding of Latin accidence, and needs generous assistance to avoid errors and omissions.

The candidate shows a moderate knowledge and understanding of Latin accidence, and needs moderate assistance to avoid errors and omissions.

The candidate shows a sound knowledge and understanding of Latin accidence, making few errors and needing little or no assistance.

Syntax

The candidate shows a limited knowledge and understanding of Latin syntax, and needs generous assistance.

The candidate shows a moderate knowledge and understanding of Latin syntax, and needs moderate assistance.

The candidate shows a sound knowledge and understanding of Latin syntax, making few errors and needing little or no assistance.

Descriptions of grades are given in 3 7.

3 9 Interpretation – Extended GRC

These GRC apply to interpretation of prescribed Latin text (prose for Foundation Level, both prose and verse for General and Credit Levels).

The grade awarded for this element depends on the extent to which the candidate meets the criteria overall; weakness in one aspect may be balanced by above average performance in some other aspect.

Foundation Level
(Grades 6, 5)

General Level
(Grades 4, 3)

Credit Level
(Grades 2, 1)

Extracting information and explaining content, ideas and themes

The candidate can extract one or two individual items of information, make a straightforward statement about items of content and state simply a main idea or theme of a text, supporting this with a simple illustration from the text.

The candidate can extract some information, make a moderately detailed statement in explanation of items of content and express the main ideas or themes of the text, referring to the text in support of statements.

The candidate can extract detailed information, make a detailed statement in explanation of items of content and express in detail the main ideas and themes of the text and their relationship to one another, illustrating all statements fully from the text.

Analysing and explaining the author's technique (eg use of words, imagery, figures of speech)

The candidate can make simple, relevant comment on the author's technique.

The candidate can identify aspects of the author's technique, and can justify statements made.

The candidate can comment on aspects of the author's technique, give some account of their effect or intention, and offer some critical evaluation of them.

Making a statement of personal response with justification and/or evaluation

(eg commenting on attitudes, comparing passages with regard to points of similarity and difference)

The candidate can make a simple statement of personal response to an aspect of the text, and can give a simple justification of the personal response made.

The candidate can show and justify personal response to one or more than one aspect of the text.

The candidate can make an extended statement of personal response to aspects of the text, with reasons. There is evidence of some analysis.

Descriptions of grades are given in 3 7.

3 10 Investigation – Extended GRC

The grade awarded for this element depends on the extent to which the candidate meets the criteria overall; weakness in one aspect may be balanced by above average performance in some other aspect.

Foundation Level
(Grades 6, 5)

General Level
(Grades 4, 3)

Credit Level
(Grades 2, 1)

Knowledge and understanding

The candidate can:

use a restricted number of source materials;

use a restricted range of source materials;

show a basic understanding of the source materials used.

The candidate can:

use a reasonable number of source materials;

use a reasonable range of source materials;

show a moderate understanding of the source materials used.

The candidate can:

use an extensive number of source materials;

use an extensive range of source materials;

show a good understanding of the source materials used.

Comparisons and conclusions

The candidate can:

make simple comparisons with another culture or period;

draw simple conclusions from the source materials used;

give a simple personal response to or evaluation of the topic.

The candidate can:

make fairly detailed comparisons with another culture or period;

draw fairly detailed conclusions from the source materials used;

give a fairly detailed personal response to or evaluation of the topic.

The candidate can:

make reasoned and detailed comparisons with another culture or period;

draw reasoned and detailed conclusions from the source materials used;

give a reasoned and detailed personal response to or evaluation of the topic.

Communication and presentation

The candidate can:

communicate information with a basic degree of clarity;

present material in a reasonably orderly manner;

present the topic as a whole in an adequately effective manner.

The candidate can:

communicate information with a moderate degree of clarity;

present material in a reasonably logical and sequential manner;

present the topic as a whole in a reasonably effective manner.

The candidate can:

communicate information with a good degree of clarity;

present material in a unified, logical and clear manner;

present the topic as a whole in a very effective manner.

Descriptions of grades are given in 3 7.

Appendices

Appendix I – Vocabulary

a, ab (+ ablative) – by, from, away from	angustus – narrow
abesse – to be away, be distant from	anima – soul
abire – to go away, leave	animal – animal
accidit – it happens	animus – mind, attitude, spirit, will, desire, temper
accipere – to receive, get, suffer, take	in animo habere – to intend
accusare – to accuse	annus – year
acer – fierce, bitter	ante (+ accusative) – before, in front of
acies – line of battle, battle	antea – before, previously, formerly
acriter – fiercely	antequam – before
ad (+ accusative) – at, near, to, towards, for	antiquus – ancient, old
addere – to add	aperire – to open
adeo (adverb) – to such a degree	apparere – to appear
adesse – to be here, be present, be near, attend	appellare – to call
adimere – to take away (from)	appropinquare – to approach
adire – to go to, approach	aptus – suitable
aditus – approach	apud (+ accusative) – at, on, with, at the house of, among
adiuvare – to help	aqua – water
adulescens – young man, youth	aquila – eagle, standard
advenire – to reach, arrive, come to	ara – altar, tombstone
adversus (+ accusative) – against	arbor – tree
aedificare – to build	arcessere – to send for, summon
aedificium – building	ardere – to burn, be on fire
aedilis – aedile	argentum – silver
aeger – sick, ill	arma – weapons, arms
aegre – with difficulty	armatus – armed
aequus – equal	ars – art
aestas – summer	ascendere – to climb, get up
aeternus – everlasting	at – but
age! agite! – come! come on! come now!	Athenae – Athens
ager – district, field, territory	atque – and
agere – to do, carry on, spend (time), drive, perform (plays)	atrium – atrium, main room
gratias agere – to give thanks, thank	auctoriatas – influence
aggređi – to attack	audacia – boldness, daring
agmen – column (of men)	audax – daring, bold
agricola – farmer	audere – to dare
albus – white	audire – to hear, listen to
alienus – belonging to another, someone else's, foreign	aurum – gold
alius – other, another, different	aut . . . aut . . . – either . . . or . . .
alii . . . alii . . . – some . . . others . . .	autem – but, now, moreover
Alpes – the Alps	auxilium – help, assistance
alter – the one, the other, the second	avaritia – greed
alter . . . alter . . . – the one . . . the other . . .	avis – bird
altus – deep, high	avus – grandfather
amare – to love, like, fall in love	
ambulare – to walk	barbarus – barbarian
amicus (adjective) – friendly	bellum – war
amicus (noun) – friend	bellum gerere – to wage war
amittere – to lose	bene – well, fine!
amor – love	beneficium – kindness
amplius – more, further	bibere – to drink

bis – twice
 bona – goods, belongings
 bonus – good
 bos – ox, cow
 brevis – short
 Britannia – Britain

 cadere – to fall
 caedere – to kill, cut down, strike out at
 caedes – slaughter, murder
 caelum – sky
 campus – field, plain, level ground
 canere – to sing
 canis – dog
 capere – to catch, take, seize, capture
 captivus – prisoner
 caput – head
 carcer – prison
 carmen – song, poem
 Carthago – Carthage
 carus – dear
 castra – camp
 causa (noun) – cause, reason, excuse
 causa (+ genitive) – for the sake (of)
 cedere – to go away, yield
 celare – to hide
 celer – swift, fast
 celeritas – speed
 celeriter – quickly
 cena – dinner, meal
 centum – hundred
 centurio – centurion
 certus – certain, definite
 ceteri – the rest, the others
 cibus – food
 cinis – ash
 circiter – about
 circum (+ accusative) – round, around
 civis – citizen
 civitas – state, city
 clades – disaster, defeat
 clamare – to shout, cry, call
 clamor – shout, shouting, noise
 clarus – famous, distinguished
 classis – fleet
 claudere – to close, shut (in), block, enclose
 coepisse – to have begun
 cogere – to compel, force
 cogitare – to think, ponder over
 cognoscere – to find out, learn
 collis – hill
 collocare – to station, place, situate
 comes – companion, comrade
 comparare – to get ready, obtain, get together

complere – to fill, complete
 complures – several
 comprehendere – to seize, arrest
 conari – to try
 concedere – to grant
 concurrere – to run together, rush up
 condicio – term(s)
 conficere – to complete, exhaust
 confidere – to trust
 conicere – to throw, guess
 consilium – plan, resourcefulness, advice
 consilium capere – to form a plan
 consistere – to stand, stop, take up position
 conspiciere – to catch sight of, notice
 constantia – bravery, resoluteness
 constituere – to decide, draw up
 consul – consul
 contendere – to compete, hurry
 continere – to confine, hold
 contra (+ accusative) – against, opposite, in
 front of
 convenire – to meet, assemble, gather, be
 acceptable
 copia – supply, quantity
 copiae – forces
 cornu – horn, wing of an army
 corpus – body
 cotidie – every day
 cras – tomorrow
 creare – to create, bear, give birth to
 creber – frequent
 credere – to believe, entrust
 crudelis – cruel
 culpa – blame
 culpare – to blame
 cum (+ ablative) – with
 cum (conjunction) – when, whenever, since,
 although
 cuncti – all
 cupere – to want, wish, be anxious to
 cupidus – eager
 cur? – why?
 cura – care, worry
 curare – to look after, tend
 curia – senate-house
 currere – to run
 cursus – course
 custodire – to guard
 custos – guard

 damnare – to condemn
 dare – to give
 poenas dare – to be punished
 de (+ ablative) – about, down from

dea – goddess
 debere – to have to, ought
 decem – ten
 decimus – tenth
 dedere – to hand over
 deducere – to show into, bring, escort
 defendere – to defend, keep safe
 defessus – tired
 deinde – then, next
 delere – to destroy
 deligere – to choose
 demonstrare – to show
 deponere – to lay down, put aside
 descendere – to go down, climb down
 deserere – to desert
 desiderare – to long for, miss
 desistere – to stop
 desperare – to despair
 destruere – to demolish
 deus – god
 dexter – right
 dextra – right hand
 di – gods
 dicere – to say, tell, speak
 dictator – dictator
 dies – day, daylight
 difficilis – difficult
 difficultas – difficulty
 dignus – worthy (of)
 diligenter – carefully, hard
 diligentia – attention to duty, industry,
 diligence
 diligere – to love
 dimittere – to send away, let go, lose
 discedere – to go away, leave
 discere – to learn
 diu – for a long time
 diutius – for a longer time, longer
 dives – rich
 dividere – to divide
 divinus – divine
 divitiae – riches, wealth
 docere – to teach
 doctus – learned
 dolere – to grieve, mourn, feel pain
 dolor – grief, pain
 domina – mistress
 dominus – master
 domus – house, home
 domi – at home
 domum – home, homewards
 donum – gift
 dormire – to sleep
 dubitare – to doubt, hesitate

dubium – doubt
 dubius – doubtful, uncertain
 ducere – to lead, take, marry
 dulcis – sweet
 dum – while
 duo – two
 durus – harsh, hard
 dux – leader, general

 e (+ ablative) – out of, from, of
 ecce! – see! look!
 edere – to eat
 efficere – complete, finish, bring about
 effugere – to escape
 ego – I
 egredi – to get out, leave, emerge
 emere – to buy
 enim – for
 eo (adverb) – there, to that place
 epistola – letter
 eques – horseman
 equites – horsemen, cavalry
 equitatus – cavalry
 equus – horse
 errare – to be wrong, be mistaken, wander
 erumpere – to burst out, break out
 esse – to be
 et – and, also
 et . . . et . . . – both . . . and . . .
 etiam – also, even
 etsi – although
 ex (+ ablative) – out of, from, of
 excitare – to stir, rouse, wake
 exemplum – example
 exercere – to exercise, train
 exercitus – army
 exire – to go out, leave
 existimare – to think
 expeditus – lightly armed
 expellere – to drive out, expel
 experiri – to try, test
 exspectare – to wait for, expect
 extra (+ accusative) – outside
 extremus – edge of
 exul – exile

 fabula – story, tale, play
 facere – to do, make, construct, ensure
 facile – easily, without difficulty
 facilis – easy
 facinus – deed
 factum – action, deed
 facultas – opportunity, chance
 fallere – to deceive

falsus – false
 fama – rumour
 fames – hunger
 familia – family, household
 fas – right
 fatum – fate
 favere – to favour
 felix – happy, lucky, fortunate
 femina – woman
 fere – almost
 ferox – fierce
 ferre – to carry, bring, bear
 ferrum – iron, axe, sword
 fessus – tired
 festinare – to hurry
 fidelis – faithful
 fides – faith, good faith, trust, reliability, safe-keeping
 fidus – faithful, loyal
 fieri – to become, happen, take place, be done
 filia – daughter
 filius – son
 fines – territory
 finis – end
 firmus – firm
 flamma – flame
 flos – flower
 fluctus – wave
 flumen – river
 fluere – to flow
 forma – form
 fortasse – perhaps
 forte – as it happened, by chance
 fortis – brave, strong
 fortiter – bravely
 fortuna – luck, fortune, good fortune
 forum – market-place, forum
 fossa – ditch
 frangere – to break, wreck
 frater – brother
 frigidus – cold
 frigus – cold
 frumentum – corn, grain
 frustra – in vain, to no purpose
 fuga – flight
 fugare – to put to flight
 fugere – to flee, run away, escape
 fundere – to pour
 furor – madness, frenzy, excitement

 Gallia – Gaul
 Gallus – a Gaul
 gaudere – to be glad, happy, pleased
 gaudium – joy

gens – race
 genus – kind, race, family
 gerere – to carry on, wear, wage (war)
 gladius – sword
 gloria – glory, fame
 Graecia – Greece
 Graecus – Greek
 gratia – for the purpose (of)
 gratias agere – to thank
 gravis – heavy, serious, severe

 habere – to have, consider, keep
 habitare – to live, live in
 hasta – spear
 haud – not
 heri – yesterday
 hic – here
 hic, haec, hoc – this; he, she, it
 hiems – winter
 hinc – from here, on this side
 Hispania – Spain
 hodie – today
 homo – man, (*pl.*) people
 honos – honour
 hora – hour
 hortari – to encourage, urge
 hortus – garden
 hospes – friend, guest, stranger
 hostis – enemy
 huc – (to) here, to this place
 huc illuc – here and there, this way and that
 humanus – human

 iacere (2) – to lie, be situated
 iacere (3) – to throw
 iam – now, already, by this time
 non iam – no longer
 ibi – there
 idem – the same
 idoneus – suitable
 igitur – therefore, then
 ignarus – not knowing
 ignavus – lazy, cowardly
 ignis – fire
 ignotus – unknown, strange
 ille – that, he
 illuc – there, to that place
 imago – likeness
 immortalis – immortal
 impedire – to hinder
 imperare – to order
 imperator – general
 imperium – command, empire, power
 impetus – attack, advance

in (+ ablative) – in, on, among
 in (+ accusative) – into, to, towards, on, against
 incendere – to burn, set on fire
 incendium – fire
 incertus – strange, uncertain, unknown
 incipere – to begin
 incitare – to drive on, rouse
 incola – inhabitant
 incolumis – safe, safely, in safety
 inde – from there
 inermis – unarmed
 infelix – unfortunate, unhappy, unlucky
 infirmus – weak
 ingenium – ability, good sense, ingenuity,
 intelligence
 ingens – huge, great
 inimicus – enemy, rival
 inire – to enter, go into, adopt (a plan)
 initium – beginning
 iniuria – injury, wrong
 inopia – lack, scarcity
 inquit – (he, she) says, said
 insidiae – ambush
 insignis – outstanding, distinguished
 instruere – to set up, draw up
 insula – island, tenement
 intellegere – to realise, understand
 inter (+ accusative) – among, between, during
 interea – meanwhile
 interficere – to kill
 interim – meanwhile
 intra (+ accusative) – inside, within
 intrare – to enter, come in, go in
 invadere – to attack, invade, make for
 invenire – to come upon, find
 invictus – undefeated
 invidia – envy
 invitare – to invite
 invitus – unwilling(ly)
 ipse – -self
 ira – anger
 iratus – angry, angrily
 ire – to go
 irrumpere – to attack, burst into, rush into
 is – this, that; he
 ita – in this (that) way, so, in such a way, yes,
 as follows
 Italia – Italy
 itaque – and so, therefore
 iter – journey, march, route
 iter facere – to journey, march, travel
 iterum – again, a second time
 iubere – to order, tell, bid
 iudex – judge

iudicare – to declare, judge
 iudicium – judgement
 iungere – to join
 Iuppiter – Jupiter
 iurare – to swear, take an oath
 ius – law
 iustus – just, fair
 iuvare – to help
 iuvenis – young man
 labor – work, task, difficulty, trial
 laborare – to work, be in difficulties
 lacrima – tear
 lacrimare – to weep, cry
 lacus – lake, swamp
 laedere – to damage, harm, injure
 laetus – glad, happy
 lapis – stone, milestone
 latus (adjective) – broad, wide
 latus (noun) – side
 laudare – to praise, make a speech praising
 laus – praise, honour
 legatus – ambassador, officer
 legere – to read
 legio – legion
 lente – slowly
 leo – lion
 levis – light
 libenter – gladly, willingly
 liber (adjective) – free
 liber (noun) – book
 liberare – to set free
 liberi – children
 libertus – freedman
 licet – it is allowed
 lingua – tongue
 littera – letter (of alphabet)
 litus – shore
 locare – to place
 locus – place, position
 longe – far, a long way
 longus – long
 loqui – to talk, speak, say
 ludere – to play
 ludi – games
 ludus – school, game
 lumen – light, lamp
 luna – moon
 lupus – wolf
 lux – light
 prima lux – dawn

 magis – more
 magister – schoolmaster
 magistratus – magistrate, officer of state

magnitudo – size
magnopere – greatly
magnus – big, great, loud
maior – bigger
male – badly
malle – to prefer
malus – bad, wicked, disastrous
mandare – to command, entrust
mane – in the morning
manere – to remain
manus – hand
mare – sea
mater – mother
maximus – largest, very big
medius – mid-, middle of
melior – better
memor – mindful
memoria – memory
mens – mind
mensa – table
mensis – month
mercator – merchant
mereri – to merit, deserve
metus – fear
meus – my
miles – soldier
milia – thousands
mille – one thousand
 mille passus – mile
minimus – smallest
minari – to threaten
minor (adjective) – smaller, less
mirari – to wonder
mirus – wonderful, strange
miscere – to mix
miser – unhappy
mittere – to send, let go, throw
modo – only, just
modus – way, means, manner
moenia – city walls
monere – to advise, warn
mons – mountain, hill
mora – delay
morari – to delay, loiter
morbus – disease
mori – to die
mors – death
mortalis – mortal
mortuus – dead
mos – custom
movere – to move
mox – soon, later
mulier – woman
multi – many

multitudo – crowd, large number, throng
multum – much
multus – much, (*pl.*) many
munire – to fortify, build
munitio – fortification
munus – service, gift, gladiatorial show
murus – wall
mutare – to change

nam – for
narrare – to tell
nasci – to be born
natio – tribe
natura – nature
natus – born, of age, old
nauta – sailor
navigare – to sail
navis – ship
ne (+ subjunctive) – in case, to prevent, not to
nec – and . . . not
necare – to kill
necessarius – necessary
necesse – necessary
nefas – wrong, crime
negare – to refuse, deny
negotium – business
nemo – no one, no
neque – and . . . not
neque . . . neque . . . – neither . . . nor . . .
nescire – not to know
niger – black, dark
nihil – nothing
nisi – unless, if not, except
nobilis – noble
nocere – to harm
noli – do not
nolle – not to wish, to refuse, be unwilling
nomen – name
non – not
non iam – no longer
nondum – not yet
nonne? – surely?
nonus – ninth
nos – we, us
noster – our
nostri – our men
novem – nine
novus – new, strange, fresh
nox – night
nubes – cloud
nudus – naked, bare
nullus – no
num? – whether, if, surely . . . not?
numerus – number

numquam – never
 nunc – now
 nuntiare – to announce, inform, tell
 nuntius – messenger
 nuper – recently

 oblivisci – to forget
 obscurus – dark
 obses – hostage
 obsidere – to besiege
 obviam ire – to go to meet
 occasio – opportunity, chance
 occidere – to kill
 occupare – to seize
 occurrere – to meet
 octavus – eighth
 octo – eight
 oculus – eye
 odisse – to hate
 officium – ceremony, duty
 olim – once, some day, one day
 omnis – all, every, whole
 omnino – entirely
 onus – load
 opes – wealth
 opinio – opinion
 oppidum – town
 opprimere – to crush, overwhelm
 oppugnare – to attack
 optare – to wish
 optimus – very good, excellent
 opus – work
 opus est – there is need of
 ora – coast
 orare – to beg, plead
 oratio – speech
 orbis – circle
 ordo – rank
 oriri – to rise, arise
 ornare – to decorate, equip
 os, oris – mouth, face
 os, ossis – bone
 ostendere – to show, point out, indicate
 otium – leisure, ease
 ovis – sheep

 paene – almost
 palus – piece of wood, post, pole
 panis – bread
 par – equal, same
 parare – to prepare, get ready
 parcere – to spare
 parere – to obey
 pars – part, direction, number

parvus – small
 pater – father
 pati – to suffer, allow
 patria – native land, country
 pauci – few
 paulum – a little, little
 pauper – poor
 pax – peace
 pectus – chest, breast
 pecunia – money, sum of money
 pedes – foot-soldier
 pellere – to drive, push back, beat
 per (+ accusative) – through, throughout,
 along, over
 perdere – to lose, destroy
 periculum – danger, peril
 perire – to perish, die
 persuadere – to persuade
 perterritus – terrified
 perturbare – to throw into confusion
 pervenire – to arrive (at), reach
 pes – foot
 pessimus – very bad
 petere – to seek, make for, ask (for), attack,
 look for
 pilum – javelin
 placere – to please, delight
 plebs – common people
 plenus – full
 plerique – most
 plures – more
 plurimus – very much, most
 plus – more
 poena – penalty, punishment
 poenas dare – to be punished
 Poenus – Carthaginian
 poeta – poet
 polliceri – to promise
 ponere – to place, put, pitch, lay to rest
 pons – bridge
 populus – people
 porta – gate
 portare – to carry, convey, bring
 portus – harbour
 poscere – to ask for, demand
 posse – to be able
 post (+ accusative) – after, behind
 postea – afterwards, later, again
 posterus – next, following
 postquam – after, when
 postremo – finally, lastly
 postridie – on the next day
 postulare – to demand
 potens – powerful

potius – rather
 praeberere – to show, display, provide
 praeda – booty
 praemium – reward, prize, bribe
 praesens – present
 praesidium – garrison, protection
 praetor – praetor
 preces – prayers
 premere – to press, trouble, pursue
 pretium – price
 primum (adverb) – first
 primus (adjective) – first
 prima lux – dawn, daylight
 princeps – emperor, leading citizen
 prior – first, earlier, sooner
 prius – before, previously, sooner
 priusquam – before
 pro (+ ablative) – in front of, on behalf of
 procedere – to advance, go forward, go on
 procul – far
 prodere – to betray, hand down
 proelium – battle
 proficisci – to set out
 progredi – to advance, go forward, make one's
 way to
 prohibere – to prevent
 promittere – to promise
 prope (+ accusative) – near
 prope – nearby, almost
 propinquus – near
 propter (+ accusative) – on account of,
 because of, for
 providere – to take precautions
 provincia – province
 proximus – next, last, neighbouring, nearest
 prudens – wise, sensible
 publicus – public
 puella – girl
 puer – boy
 pugna – battle, fight
 pugnare – to fight
 pulcher – beautiful, handsome, attractive
 punire – to punish
 putare – to think

 quaerere – to ask, look for
 quaestor – quaestor
 qualis – what kind of? what sort of? of the
 kind
 quam! – how!
 quam? – how?
 quam – than
 quamquam – although
 quando? – when?

quantus? – how big? how great? how much?
 what a great . . .!
 quartus – fourth
 quattuor – four
 -que – and
 qui, quae, quod – who, which
 quia – because
 quid? – what? why?
 quidam – a, a certain, (*pl.*) some
 quidem – indeed
 quinque – five
 quintus – fifth
 quis? – who? which? what?
 quo? – where to? to this place, there
 quod – which; because
 quomodo? – how?
 quoniam – since
 quoque – also
 quot? – how many?

 rapere – to snatch, seize
 recipere – to receive, take in, take back
 reddere – to return, give back, restore, deliver
 redire – to return
 reditus – return
 reducere – to lead back, take back
 regere – to rule
 regina – queen
 regio – region, district, land
 regnum – kingdom, kingship, kingly power
 relinquere – to leave, abandon
 reliquus – remaining, rest of
 reliqui – the rest, the others
 reperire – to find
 res – thing, matter, affair, observation,
 experience, situation
 resistere – to resist
 respondere – to answer, reply
 responsum – reply, answer
 respublica – state
 retinere – to hold back, catch, keep, hold on to,
 restrain
 rex – king
 ridere – to laugh
 ripa – bank
 rogare – to ask
 Roma – Rome
 Romanus – Roman
 ruere – to rush, fall down
 ruina – ruin, falling down, collapse
 rumpere – to break
 rursus – again
 rus – country

sacer – sacred, holy
 sacerdos – priest, priestess
 saepe – often
 saevus – savage, fierce
 salus – safety
 sanguis – blood
 sanus – sound, healthy
 sapiens – wise
 sapientia – wisdom
 satis – enough, sufficient, quite
 saxum – stone, rock
 scelus – crime
 scire – to know
 scribere – to write
 scutum – shield
 se – himself, herself, themselves, itself, him,
 her, it
 secum – with him, her, them
 secundus – second, favourable
 sed – but
 sedere – to sit
 sedes – seat
 semper – always
 senator – senator
 senatus – senate
 senex – old man
 sentire – to feel, realise
 septem – seven
 septimus – seventh
 sequi – to follow
 sermo – conversation, talk, (*pl.*) topics of
 conversation
 sero – late
 servare – to save, keep
 servus – slave
 severus – strict, stern
 sex – six
 sextus – sixth
 si – if
 sic – in this way, so, in such a way
 Sicilia – Sicily
 signum – standard, signal
 silentium – silence
 silva – wood
 similis – like
 simul – at the same time
 simulare – to pretend
 simulatque – as soon as
 sine (+ ablative) – without
 sinere – to allow
 sinister – left
 socius – companion, accomplice, ally
 sol – sun
 solere – to be used to, be in the habit of,
 usually do

solum – alone, only
 solus – alone
 solvere – to loosen
 somnus – sleep
 sonare – to sound, roar
 sonitus – sound
 soror – sister
 spatium – space, distance
 spectare – to look at, watch
 sperare – to hope
 spes – hope
 stare – to stand
 statim – immediately, at once
 studere – to study
 studium – study, enthusiasm
 stultus – stupid, foolish
 sub (+ ablative) – under
 subito – suddenly
 succurrere – to help
 sumere – to take, pick up, assume
 summus – highest, greatest, the top of . . .
 utmost
 super (+ accusative) – above
 superare – to pass, overcome, defeat, cross
 supra – earlier, above
 surgere – to rise, get up
 suscipere – to undertake
 sustinere – to hold off, sustain (a defeat)
 suus – his, her, its, their

 tacere – to be silent
 tacitus – silent, silently
 talis – such, of such a kind, like this
 tam – so, as much, so much
 tamen – but, however, nevertheless, yet
 tandem – at last
 tangere – to touch
 tantus – so great, such, so loud
 telum – weapon, spear
 tempestas – storm
 templum – temple
 tempus – time
 tenere – to hold, keep, confine
 tergum – back
 terra – earth, land
 terrere – to terrify
 territus – terrified
 terror – terror
 tertius – third
 Tiberis – River Tiber
 timere – to be afraid, fear
 timor – fear
 toga – toga
 tollere – to raise, remove, kill
 tot – so many

totus – whole of
tradere – to hand over
trahere – to drag
trans (+ accusative) – across
transire – to pass through, cross
tres – three
tribunus – tribune, officer
tristis – sad
Troia – Troy
Troianus – Trojan
tu – you
tum – then, at that time
tunica – tunic
turba – crowd
turris – tower
tutus – safe
tuus – your
tyrannus – tyrant

ubi? – where?
ubi – when, where
ubique – everywhere
ullus – any
ultimus – last, farthest
umbra – shadow
umquam – ever
unda – wave
unde? – whence? where . . . from?
undique – from every quarter, on all sides
unus – one, alone
urbs – city
ut (+ indicative) – as, when
ut (+ subjunctive) – so that, to
uter? – which (of two)?
uterque – each (of two), both
uti – to use
utilis – useful
utrum . . . an . . . – whether . . . or . . .
uxor – wife

valere – to be strong, be powerful
validus – strong
vallum – rampart
varius – different, various, varied
vastare – to destroy

vehere – to carry
vehi – to ride, sail, travel
vel – or
velle – to wish, want
vendere – to sell
venire – to come, come about, happen
ventus – wind
ver – spring
verbum – word, verb
vero – indeed, but
vertere – to turn
verus – true
vesper – evening
vester – your
vestis – clothing
vetare – to forbid, tell not to
vetus – old
via – road, roadway, street
vicinus – neighbouring
victor – victor
victoria – victory
videre – to see
videri – to seem
vigilare – to stay awake
viginti – twenty
villa – country house, house, farm
vincere – to defeat, conquer, overcome
vinum – wine
vir – man, husband
vires – strength
virgo – maiden, girl
virtus – courage, (act of) bravery, excellence
vis – force, violence, might
vita – life
vitare – to avoid
vivere – to live, be alive
vividus – alive, living
vix – scarcely, with difficulty
vocare – to call, invite
vos – you (*pl.*)
vox – voice, sound
vulnerare – to wound
vulnus – wound
vultus – face, expression

Appendix II – Accidence

- A **Nouns** : Declensions 1 to 5
- B **Adjectives** : regular adjectives (positive, comparative and superlative);
the following irregular adjectives (positive, comparative and superlative)
bonus, malus, parvus, magnus, multus, multi.
- C **Adverbs** : regular adverbs (positive, comparative and superlative);
the following irregular adverbs (positive, comparative and superlative)
bene, male, paulum, magnopere, multum.
- D **Pronouns** : *ego, nos, tu, vos, se* (and possessive adjectives);
hic, ille, is, and idem;
qui and *quis.*
- E **Numerals** : Cardinals 1-10 (also *centum* and *mille*).
Ordinals 1-10.
- F **Verbs**
(Regular) : Indicative – all Active Tenses except Future Perfect.
Subjunctive – Present, Imperfect and Pluperfect only.

(N.B. in the above moods, candidates may expect to meet Deponent verbs
and the Passive Voice of Active verbs only in the 3rd person, singular and
plural.)

Imperative – Active only.
Infinitive – Active } Present, Perfect, Future.
Deponent }
Passive – Perfect only.
Participles – Present and Perfect, including Deponent, and Future.
- (Irregular) : The following irregular verbs:
sum, possum, volo, nolo, eo, fero.

Appendix III – Syntax

Use of Participles, including the Ablative Absolute.

Use of Relative Pronoun (with the Indicative only).

Purpose Clauses (*ut* and *ne* with the Subjunctive).

Result Clauses (*ut* with the Subjunctive).

Indirect Statement.

Direct Command.

Indirect Command.

Direct Question.

Indirect Question.

Causal Clauses (*quod*, *quia* with the Indicative) and *cum* with the Subjunctive.

Temporal Clauses (*cum*, *ubi*, *ut*, *postquam*, *antequam* with the Indicative,
cum with the Subjunctive,
dum with the Indicative = “while”; *simulatque*).

Conditional Sentences (Indicative only).

Concessive Clauses (*quamquam* with the Indicative).

Appendix IV – Prescribed Text

Prescription for specimen question papers and for 1989, 1990 and 1991 examinations.

Latin

Pliny, extracts from Epistulae III.14, VII.27, IX.33.

Catullus, LI (lines 1-12), II (lines 1-6, 9-10), V, CIX, LXX, VIII, XII, CI.

Ovid, Metamorphoses VIII, lines 183-189, 193-235.

English

Pliny, Epistulae X.15, X.16, X.31, X.32, X.33, X.34.

Catullus, III, VII, XCII, LXXII, LXXVI (lines 13-26), XIII.

(Acknowledgement is made to Oxford University Press for permission to base extracts from Latin texts on Oxford Classical Texts.)

PLINY

III.14

rem atrocem nec tantum epistula dignam Larcus Macedo, vir praetorius, a servis suis passus est, superbus dominus et saevus. lavabatur in villa Formiana. repente eum servi circumstant. alius fauces invadit, alius os verberat, alius pectus et ventrem contundit; et cum exanimem putarent, abiciunt in fervens pavimentum, ut experirentur an viveret. ille sive quia non sentiebat, sive quia se non sentire simulabat, immobilis et extensus fidem peractae mortis implevit. tum demum quasi aestu solutus effertur; excipiunt servi fideles, concubinae cum ululatu et clamore concurrunt. ita et vocibus excitatus et recreatus loci frigore sublatis oculis agitatoque corpore vivere se (et iam tutum erat) confitetur. diffugiunt servi; quorum magna pars comprehensa est, ceteri requiruntur. ipse paucis diebus aegre fucilatus non sine ultionis solacio decessit. vides quot periculis, quot contumeliis, quot ludibriis simul obnoxii; nec est quod quisquam possit esse securus, quia sit remissus et mitis; non enim iudicio sed scelere domini perimuntur.

VII.27

erat Athenis spatiosa et capax domus, sed infamis et pestilens. per silentium noctis sonus ferri, et si attenderes acrius, strepitus vinculorum longius primo, deinde e proximo reddebatur: mox adparebat idolon, senex macie et squalore confectus, promissa barba, horrenti capillo; cruribus compedes, manibus catenas gerebat quatiebatque. inde inhabitantibus tristes diraeque noctes per metum vigilabantur; vigiliam morbus et crescente formidine mors sequebatur. nam interdum quoque, quamquam abscesserat imago, memoria imaginis oculis inerrabat, longiorque causis timoris timor erat. deserta inde domus, totaque illi monstro relicta; proscribebatur tamen, seu quis emere, seu quis conducere ignarus tanti mali vellet. venit Athenas philosophus Athenodorus, legit titulum auditoque pretio, quia suspecta vilitas, percunctatus omnia docetur ac nihilo minus, immo tanto magis conduit. ubi coepit advesperascere, poscit pugillares, stilum, lumen; suos omnes in interiora dimittit; ipse ad scribendum animum, oculos, manum intendit, ne vacua mens inanes sibi metus fingeret. initio, quale ubique, silentium noctis; dein concuti ferrum, vincula moveri. ille non tollere oculos, non remittere stilum. tum crebescere fragor, adventare, et iam ut in limine, iam ut intra limen audiri. respicit, videt agnoscitque narratam sibi effigiem. stabat innuebatque digito. hic contra ut paulum exspectaret manu significat, rursusque ceris et stilo incumbit. illa scribentis capiti catenis insonabat. respicit rursus innuentem, nec moratus tollit lumen et sequitur. ibat illa lento gradu, quasi gravis vinculis. postquam deflexit in aream domus, repente dilapsa deserit comitem. desertus herbas et folia concepta signum loco ponit. postero die adit magistratus, monet ut illum locum effodi iubeant. inveniuntur ossa inserta catenis et implicita, quae corpus aevo terraque putrefactum nuda et vinculis exesa reliquerat; collecta publice sepeliuntur. domus postea rite conditis manibus caruit.

IX. 33

est in Africa Hipponensis colonia mari proxima. adiacet navigabile stagnum; ex hoc in modum fluminis aestuarium emergit, quod nunc infertur mari, nunc redditur stagno. omnis hic aetas piscandi, navigandi atque etiam natandi studio tenetur, maxime pueri, quos otium lususque sollicitat. his gloria et virtus altissime provehi: victor ille, qui longissime ut litus ita simul natantes reliquit. hoc certamine puer quidam audentior ceteris in ulteriora tendebat. delphinus occurrit, et nunc praecedere puerum, nunc sequi, nunc circumire, postremo subire, deponere, iterum subire, trepidantemque perferre primum in altum, mox flectit ad litus, redditque terrae. serpit per coloniam fama; concurrere omnes, ipsum puerum tamquam miraculum adspicere, interrogare, audire, narrare. postero die obsident litus, prospectant mare. natant pueri, inter hos ille, sed cautius. delphinus rursus ad tempus, rursus ad puerum. fugit ille cum ceteris. delphinus, quasi invitet et revocet, exsilit, mergitur, variosque orbes implicat expeditque. hoc altero die, hoc tertio, hoc pluribus. accedunt et adludunt et adpellant, tangunt etiam. crescit audacia experimento. maxime puer, qui primus expertus est, adnatat, insilit tergo,

45 fertur referturque, se amari putat, amat ipse; neuter timet, neuter timetur; huius fiducia, mansuetudo
illius augetur. nec non alii pueri dextra laevaue simul eunt hortantes monentesque. ibat una (id
quoque mirum) delphinus alius, tantum spectator et comes. nihil enim simile aut faciebat aut
patiebatur, sed alterum illum ducebat reducebat, ut puerum ceteri pueri. incredibile, tam verum tamen
quam priora, delphinum in terram quoque extrahi solitum, harenisque siccatum, ubi incalisset in
50 mare revolvi. confluebant omnes ad spectaculum magistratus, quorum adventu res publica novis
sumptibus atterebatur. postremo locus ipse quietem suam secretumque perdebat: placuit occulte
interfici, ad quod coibatur.

X.15

Pliny to the Emperor Trajan

I am sure that this is of interest to you, sir. I can report that I was held back by contrary winds, but I
have sailed round Cape Malea and reached Ephesus with my entire staff. My intention now is to
proceed to my province, partly by coastal boats and partly by road transport. The intense heat makes it
55 impossible to go overland all the way, and the prevailing winds prevent me from travelling entirely by
sea.

X.16

Trajan to Pliny

You were right to send me your report, my dear Pliny. I am interested to learn about the kind of
journey you are having to your province. It is a sensible decision of yours sometimes to use boats and
sometimes to use carriages, as the local conditions demand.

X.31

Pliny to the Emperor Trajan

60 There is no threat to your greatness, sir, in having to lower yourself to listen to my problems, since
you have given me the right to refer to you when in doubt. In several cities, especially Nicomedia and
Nicaea, there are people who were sentenced to do public works, or to serve in the arena, or to
undergo similar punishments. But now there are carrying out the duties and functions of public slaves,
65 and like public slaves they are actually receiving an annual salary. When I heard this, I thought long
and hard about what I should do. Most of them are elderly by now and, by all accounts, leading
decent, honest lives, so I thought it was too harsh to send them back to their sentences after such a
long time; on the other hand, I did not think it altogether right to keep criminals in public service.
Again, I judged it pointless for these people to be fed by the state without doing any work, but I also
70 thought that there could be a risk in not feeding them. Therefore, I have been forced to leave the entire
question in suspense until I could consult you.

Perhaps you may wonder how it came about that they were released from the sentences which were
passed on them. I wondered, too, but I have found no satisfactory explanation which I can report to
you. Records of their sentences were produced, but there were no papers which could prove their
75 release. However, some people have stated on their behalf that they were released on the instructions
of previous governors or officials. This is probably true, for it is unlikely that anyone would have
dared to release them without authorisation.

X.32

Trajan to Pliny

80 Let us remember that you were sent to your province for the very reason that many changes clearly had to be made there. This more than anything else will have to be put right – convicted criminals, according to your letter, not just being released but actually being reinstated as honest officials. Those who were sentenced within the last ten years and were released without any proper authority will have to serve out their sentences. As for any more elderly men who were sentenced over ten years ago, they can be assigned to duties which are not far removed from a sentence of hard labour. People like this are usually employed in the public baths, in cleaning sewers, or in repairing streets and highways.

X.33

Pliny to the Emperor Trajan

85 While I was travelling round a different part of the province, there was a huge fire at Nicomedia. It destroyed many private houses and two public buildings (the Elder Citizens' Club and the Temple of Isis), although there is a street lying between them. It spread quite far to begin with because of the strong wind, but then it spread farther thanks to the apathy of the people. The general opinion is that they stood about doing nothing and making no move to help, just watching the disaster. In any case, 90 there is not a single fire engine anywhere in the town, not a fire-bucket nor any piece of equipment for putting out fires. I have now given instructions for these to be provided.

I wonder, sir, if you would consider whether a company of firemen should be started, no more than 150 men. I shall make sure that only genuine firemen are admitted and that they do not use any 95 privilege they may be granted for another purpose. It will not be difficult to keep an eye on such small numbers.

X.34

Trajan to Pliny

100 You have had the idea of following the example of several other cities and thinking it possible for a company of firemen to be set up at Nicomedia. But let us not forget that there have been disturbances in your province – and especially in the towns – because of societies like this. It does not matter what name we give them or what their reason – if people assemble for a common purpose, it does not take them long to turn into a political club. It is a better idea, therefore, to provide the equipment which can help to put out fires, to train property owners to control fires themselves, and to make general use of the people only if the situation demands it.

CATULLUS

LI

ille mi par esse deo videtur,
 ille, si fas est, superare divos,
 qui sedens adversus identidem te
 spectat et audit

5 dulce ridentem, misero quod omnes
 eripit sensus mihi: nam simul te,
 Lesbia, aspexi, nihil est super mi
 vocis in ore.

10 lingua sed torpet, tenuis sub artus
 flamma demanat, sonitu suo
 tintinant aures, gemina teguntur lumina nocte.

II

passer, deliciae meae puellae,
 quicum ludere, quem in sinu tenere,
 cui primum digitum dare appetenti
 5 et acres solet incitare morsus,
 cum desiderio meo nitenti
 carum nescio quid lubet iocari:
 tecum ludere, sicut ipsa, possem
 et tristes animi levare curas!

V

vivamus, mea Lesbia, atque amemus,
 rumoresque senum severiorum
 omnes unius aestimemus assis!
 soles occidere et redire possunt:
 5 nobis cum semel occidit brevis lux,
 nox est perpetua una dormienda.
 da mi basia mille, deinde centum,
 dein mille altera, dein secunda centum,
 deinde usque altera mille, deinde centum.
 10 dein, cum milia multa fecerimus,
 contarbabimus illa, ne sciamus,
 aut ne quis malus invidere possit,
 cum tantum sciat esse basiorum.

III

O goddesses and gods of love,
 And all you mortals who above
 The common herd love lovely love,
 Put mourning on:

5 Sparrow is dead – my girl's;
 Sparrow, the pet – my girl's;
 The one she loved (and you know *her*)
 More than here own dear famous eyes. For
 It was her honey, and as well
 10 As a girl knows here mother it knew Herself
 And from *her* lap it never moved away,
 But hopping around about, now here, now
 there,
 Ever it chirped its song
 To mistress alone;
 15 And now it goes by the shadowed way –
 That way from which they say
 No one returns.
 And *you*, may evil come to *you*,
 You evil shades of Orcus, who
 20 Devour all pretty things:
 So pretty it was, I say,
 The sparrow you took away.
 O the wicked thing to do!
 O wretched little sparrow! You
 Are why just now those eyes –
 25 My girl's – are swollen, reddening as she
 cries.
 (Poor little eyes!)

VII

You ask how many kisses, Lesbia,
 Are enough and more than enough for me to
 give you.
 As many as the grains of Libyan sand
 That lie in silphium-rich Cyrenaica,
 5 Between the oracle of sultry Jove
 And ancient Battus' sacred sepulchre;
 Or as many as the stars, in silent night,
 That look upon the secret loves of mortals:
 So many are the kisses that would be
 10 Enough and more than enough for mad
 Catullus
 To kiss you with; neither could busybodies
 Count them, nor wicked tongue cast spells on
 them.

IX

iucundum, mea vita, mihi proponis amorem
 hunc nostrum inter nos perpetuumque
 fore.
 di magni, facite ut vere promittere possit,
 atque id sincere dicat et ex animo,
 5 ut liceat nobis tota perducere vita
 aeternum hoc sanctae foedus amicitiae.

LXX

nulli se dicit mulier mea nubere malle
 quam mihi, non si se Iuppiter ipse petat.
 dicit: sed mulier cupido quod dicit amanti,
 in vento et rapida scribere oportet aqua.

VIII

miser Catulle, desinas ineptire,
 et quod vides perisse perditum ducas.
 fulsere quondam candidi tibi soles,
 cum ventitabas quo puella ducebat
 5 amata nobis quantum amabitur nulla.
 ibi illa multa cum iocosa fiebant,
 quae tu volebas nec puella nolebat,
 fulsere vere candidi tibi soles.
 nunc iam illa non vult: tu quoque inpotens
 noli,
 10 nec quae fugit sectare, nec miser vive,
 sed obstinata mente perfer, obdura.
 vale, puella. iam Catullus obdurat,
 nec te requiret nec rogabit invitam.
 at tu dolebis, cum rogaberis nulla.
 15 scelestas, vae te, quae tibi manet vita?
 quis nunc te adibit? cui videberis bella?
 quem nunc amabis? cuius esse diceris?
 quem basiabis? cui labella mordebis?
 at tu, Catulle, destinatus obdura.

XCII

Lesbia's always speaking ill
 Of me and never stops
 Speaking of me:
 Ruin take me
 5 If Lesbia doesn't love me.
 My evidence? Because it's just
 The same with me:
 My prayer,
 Constantly,
 10 Is to be rid of her,
 But ruin take me
 If I don't love her.

LXXII

According to the tale that once you told,
 Catullus was the only one you knew,
 Lesbia, and before me you would hold
 Not even Jove. At that time, I loved you
 5 Not just as common lovers love a lass,
 But also with the love a father has
 For sons and sons-in-law. Now I know you:
 Therefore I burn still more obsessively,
 Yet you are much more cheap and light to me.
 10 "How so?" you say. Because such wrongs
 compel
 The lover to love more, but wish less well.

LXXVI

Instant recovery from a chronic love
 Is difficult, but this is what you must
 Somehow achieve: this is the only way
 Of getting better; you must get the better
 5 Of this, once and for all; you must do this,
 Whether it can be done or cannot be.
 O gods, if it is in your power to pity,
 Of if to any you have ever brought
 Help at the last, even at death's very door,
 10 Look upon me in all my wretchedness,
 And, if in my past life I have kept faith,
 Tear out of me this plague and pestilence
 Which, creeping like a numbness deep inside
 My limbs, has cast out joy from my whole heart.
 15 No longer do I ask, as once I did,
 That she should love me with an answering
 love;
 Nor do I ask for the impossible –
 That she should wish to have no other love.
 My prayer is for myself: my health and strength
 20 Recovery from this sickness that I loathe.
 O gods, grant this to me for my devotion.

XII

Marrucine Asini, manu sinistra
 non belle uteris: in ioco atque vino
 tollis linthea neglegentiorum.
 hoc salsum esse putas? fugit te, inepte:
 5 quamvis sordida res et invenusta est.
 non credis mihi? crede Pollioni
 fratri, qui tua furta vel talento
 mutari velit: est enim leporum
 differtus puer ac facetiarum.
 10 quare aut hendecasyllabos trecentos
 exspecta, aut mihi lintheum remitte,
 quod me non movet aestimatione,
 verum est mnemosynum mei sodalis.
 nam sudaria Saetaba ex Hiberis
 15 miserunt mihi muneri Fabullus
 et Veranius: haec amem necesse est
 ut Veraniolum meum et Fabullum.

CI

multas per gentes et multa per aequora vectus
 advenio has miseras, frater, ad inferias,
 ut te postremo donarem munere mortis
 et mutam nequiquam alloquerer cinerem.
 5 quandoquidem fortuna mihi tete abstulit ipsum, heu
 miser indigne frater adempte mihi,
 nunc tamen interea haec, prisco quae more parentum
 tradita sunt tristi munere ad inferias,
 accipe fraterno multum manantia fletu,
 10 atque in perpetuum, frater, ave atque vale.

XIII

You'll dine well at my house, my dear
 Fabullus,
 If the gods favour you, in a few days,
 If along with yourself you bring as well
 A good big dinner, and a fair girl too,
 5 And wine and salt and laughs of every kind.
 If you bring these, I say, my charming friend,
 You'll dine well; for your friend Catullus'
 purse
 Is full of cobwebs. But you will receive
 Affection undiluted in return,
 10 Or something sweeter and more elegant:
 For I'll provide a fragrance, which my girl
 Was given by goddesses and gods of love;
 When you catch scent of it, you'll beg the
 gods
 To transform you, Fabullus, into all
 15 Nose.

OVID

Daedalus interea Creten longumque perosus
exilium, tactusque loci natalis amore,
clausus erat pelago. “terras licet” inquit “et undas
obstruat, at caelum certe patet; ibimus illac:
5 omnia possideat, non possidet aera Minos.”
dixit, et ignotas animum dimittit in artes
naturamque novat. nam ponit in ordine pennas.
tum lino medias et ceris alligat imas
atque ita compositas parvo curvamine flectit
10 ut veras imitetur aves. puer Icarus una
stabat et, ignarus sua se tractare pericla,
ore renidenti modo quas vaga moverat aura
captabat plumas, flavam modo pollice ceram
mollibat, lusuque suo mirabile patris
15 impediabat opus. postquam manus ultima coepto
imposita est, geminas opifex libravit in alas
ipse suum corpus, motaque pependit in aura.

instruit et natum, “medio” que “ut limite curras,
Icare,” ait “moneo, ne, si demissior ibis,
20 unda gravet pennas, si celsior, ignis adurat.
inter utrumque vola! nec te spectare Booten
aut Helicen iubeo strictumque Orionis ensem:
me duce carpe viam!” pariter praecepta volandi
tradit et ignotas umeris accommodat alas.
25 inter opus monitusque genae maduere seniles,
et patriae tremuere manus. dedit oscula nato
non iterum repetenda suo, pennisque levatus
ante volat comitique timet, velut ales, ab alto
quae teneram prolem produxit in aera nido,
30 hortaturque sequi, damnosasque erudit artes,
et movet ipse suas et nati respicit alas.
hos aliquis tremula dum captat harundine pisces,
aut pastor baculo stivave innixus arator
vidit et obstipuit, quique aethera carpere possent
35 credit esse deos. et iam Iunonia laeva
parte Samos (fuerant Delosque Parosque relictæ),
dextra Lebinthos erat fecundaque melle Calymne,
cum puer audaci coepit gaudere volatu
deseruitque ducem, caelique cupidine tactus
40 altius egit iter. rapidi vicinia solis
mollit odoratas, pennarum vincula, ceras:
tabuerant cerae; nudos quatit ille lacertos
remigioque carens non ullas percipit auras,
oraque caerulea patrium clamantia nomen
45 excipiuntur aqua, quae nomen traxit ab illo.

at pater infelix, nec iam pater, “Icare,” dixit,
“Icare,” dixit “ubi es? qua te regione requiram?”
“Icare” dicebat: pennas aspexit in undis,
devovitque suas artes, corpusque sepulcro
50 condidit, et tellus a nomine dicta sepultri.

(Ovid, Metamorphoses VIII, lines 183-189, 193-235)

Appendix V – List of Approved Topics for Individual Investigation

1989, 1990 and 1991 Examinations

Any topic not included in this list must be submitted to the Board for approval. The list indicates the type of topic considered suitable.

LINGUISTIC/LITERARY

Roman comedy or letter-writing or narrative poetry or love poetry or oratory or Livy and the legends of early Rome

HISTORICAL

Hannibal or Julius Caesar or life on Hadrian's Wall or on the Antonine Wall or Agricola, governor of Britain

AESTHETIC

Roman wall painting or mosaics or architecture or sculpture

SOCIAL/POLITICAL

Roman education or spectator sports or slavery or housing or the Forum Romanum

MORAL/PHILOSOPHICAL

Roman beliefs in life after death or superstitions or state religion

SCIENTIFIC/TECHNOLOGICAL

Roman aqueducts or road-building or medicine

Note A topic might be treated under a different heading from the one given above; for example, the Forum Romanum might be treated as a social or aesthetic topic.

Appendix VI – Translation: Principles of Differentiation

In an assessment system which seeks to reward achievement rather than penalise failure, it is desirable that all candidates should eventually gain an understanding of the Latin which they are asked to translate. This is unlikely to happen if the task is made equally demanding for all: all may have studied the same syllabus, but mastery of it will vary from candidate to candidate. To resolve this difficulty, there must be some kind of differentiation of papers.

At first sight, it seems an attractive idea to grade Latin passages by degree of difficulty. This idea is rejected, since it is fraught with problems, the principal one being that of predicting with certainty what candidates will find difficult.

Since the Standard Grade Latin course is a unitary one and candidates at all Levels are expected to be familiar with all the items listed in Appendices I, II and III, all the passages set for unseen translation will be similarly demanding in length and difficulty, as far as this is practicable.

Accordingly, it has been decided that the most satisfactory basis for differentiation is the amount of assistance given to the candidates. There are still difficulties in predicting what kind of assistance is required, but the following system has been prepared with a view to achieving some measure of consistency. It may be modified as experience of its use is gained.

Given that vocabulary difficulties should have been largely eliminated by the provision of a word list and by glossing, the most important remaining skills are the ability to recognise an item of accident or syntax in its context, the ability to apply the appropriate rules and the ability to analyse relationships within a clause and between clauses. The basic principle of the system is to reduce or eliminate, for some candidates, these difficulties.

Credit Level: the Latin will be printed as a continuous passage, broken if necessary by linking passages in English.

Any items of vocabulary, accident or syntax not included in Appendices I, II or III will be glossed.

General Level: as for Credit Level.

In addition, phrases or groups of words likely to cause difficulty for candidates will also be glossed.

Foundation Level: the passage will be divided into clauses, phrases or units of sense: anything not included in Appendices I, II or III, plus units of sense likely to cause difficulty, will be glossed: candidates will also be given “pointers” to correct translation, for example:

- subject of a verb (where there is possible ambiguity);
- prepositional help with cases of nouns;
- introduction to subordinate clauses.

Approximately a third of the passage will be given in translation.

The above principles have been used in the preparation of the specimen papers.

Specimen Question Papers

Note

In the Interpretation papers, the questions refer to the prescribed text.

SCOTTISH CERTIFICATE OF EDUCATION

STANDARD GRADE

LATIN

FOUNDATION, GENERAL AND CREDIT LEVELS

IN AND AFTER 1989

**SPECIMEN QUESTION PAPERS BASED
ON REVISED ARRANGEMENTS**

SCOTTISH EXAMINATION BOARD

1987

SCOTTISH CERTIFICATE OF EDUCATION

STANDARD GRADE

LATIN

FOUNDATION LEVEL

PAPER I

INTERPRETATION

TIME – 45 MINUTES

Answer all questions.

1 PLINY

In letter X.34, Trajan rejects Pliny's request for the setting up of a company of firemen in his province.

- a) State **one** reason why he rejects Pliny's request. Write down one of the things he tells Pliny to do instead.

- b) Do you think Trajan's reply is a satisfactory one? Give a reason for your answer.

2 CATULLUS

a) In poem II, line 1, Catullus refers to Lesbia as “mea puella”. Write down and translate another Latin phrase from the same poem which proves that he is in love with Lesbia.

b) What is the object referred to by the word “assis” in line 3 of poem V?

c) Read lines 12-19 of poem VIII and write down what you think Catullus thinks of Lesbia here. Give a reason for your answer, quoting from the text.

3 OVID

a) State **one** of the reasons given in lines 1-3 which made Daedalus want to escape from Crete.

b) In line 10, Ovid refers to Icarus as “puer”. Write down and translate another Latin phrase occurring in lines 14-15 which shows that Icarus is a “puer”. What feeling about Icarus do these words arouse?

c) Read lines 28-29.

(i) To what does Ovid compare Daedalus?

(ii) To what does Ovid compare Icarus?

(END OF QUESTION PAPER)

SCOTTISH CERTIFICATE OF EDUCATION

STANDARD GRADE

LATIN

GENERAL LEVEL

PAPER I

INTERPRETATION

TIME – 45 MINUTES

Answer all questions.

1 PLINY

- a) In the first passage (III.14), lines 3-4 (“alius fauces ... contundit”), in what ways did the slaves attack Macedo?

After these attacks they finally threw him on to the hot paved flooring. Write down and translate the Latin which shows why they did this.

- b) In the second passage (VII.27), line 25, we are told that Athenodorus “poscit pugillares, stilum, lumen”. Describe the objects referred to by the words “pugillares” and “stilum” and say how they were used.

2 CATULLUS

- a) What are the main ideas expressed in poem V? Support your answer by referring to the text.

- b) In poem V, Catullus uses the words “lux” (line 5) and “nox” (line 6).

- (i) What are the usual meanings of these words?
(ii) What are they intended to refer to in this poem?
(iii) Why do you think Catullus uses them in this way in these lines? Quote from the poem to support your answer.

- c) What similar points does Catullus make in poems VIII and LXXVI?

(END OF QUESTION PAPER)

SCOTTISH CERTIFICATE OF EDUCATION

STANDARD GRADE

LATIN

CREDIT LEVEL

PAPER I

INTERPRETATION

TIME – 45 MINUTES

Answer all questions.

1 PLINY

Pliny includes the story told in the second passage in a letter to a friend and asks him whether or not he believes in ghosts.

What aspects of the ghost story suggest to you that ghosts could exist? Are there any aspects which you find unconvincing? Support your answers with reference to the text.

2 OVID

- a) In line 10, Ovid refers to Icarus as “puer”. Write down and translate another Latin phrase occurring in lines 14-15 which shows that Icarus is a “puer”. What different feelings about Icarus is Ovid trying to arouse by the use of these words? Why do you think he does this?
- b) Read lines 28-29.
- (i) To what does Ovid compare Daedalus?
 - (ii) To what does Ovid compare Icarus?
 - (iii) How does this comparison help to make clear the feelings Daedalus had on this occasion? Refer to the text to support your answer.
- c) In telling this story, does Ovid show greater sympathy for Daedalus than for Icarus, or does he show equal sympathy for both? Give reasons for your answer.

(END OF QUESTION PAPER)

SCOTTISH CERTIFICATE OF EDUCATION

STANDARD GRADE

LATIN

FOUNDATION LEVEL

PAPER II

TRANSLATION

TIME – 45 MINUTES

Translate into English the Latin passage printed below. Write your translation on the lines drawn opposite each word or group of words. Some of the Latin (underlined) has been translated for you.

*A king, near to death, left his son a magic ring which enabled the wearer to get anything he desired.
After the death of the king, his widow gave the ring to her son, along with some wise advice.*

anulo dato,
mater “mi fili,” inquit
“noli mulieribus confidere
ne anulum amittas.”
iuvenis,
cum anulum libenter accepisset,
domo discessit.
haud multo post
puellae pulcherrimae in via occurrit
et captus eius amore
eam secum duxit.
semper anulo utebatur
et omnia accipiebat
quae ab aliis petebat.
puella mirabatur
quod tam bene vivebat
quamquam nulla pecunia ei erat.
cui iuvenis dixit
se propter amorem omnia de anulo narraturum esse.
at puella respondit
se anulum domi custodire velle.
iuvenis igitur ei anulum tradidit
sed postea,
cum anulum propter paupertatem repeteret,
illa magna voce clamavit
fures eum abstulisse.
statim ad matrem suam rediit et
dixit
anulum amissum esse.

After giving him the ring,

“don’t _____

in case _____

when _____

Not long afterwards

he met _____

and falling in love with her

He _____

_____ everything

which _____

because he _____

although he had no money.

The young man said to her

he _____ because of his love.

she _____

when he asked for the ring back because he was now poor,

that thieves had stolen it.

(END OF QUESTION PAPER)

SCOTTISH CERTIFICATE OF EDUCATION

STANDARD GRADE

LATIN

GENERAL LEVEL

PAPER II

TRANSLATION

TIME – 45 MINUTES

Translate into English:

Psyche, a very beautiful mortal girl, offended Venus, the goddess of love and beauty, because men worshipped her instead of Venus, calling her "a new Venus". Venus decided to punish Psyche.

Psyche's sisters had already found husbands, but no prince offered to marry Psyche. Her worried father consulted the god Apollo, who gave the following answer: "Place Psyche on a mountain top in funeral robes. Her husband will be a savage winged monster who conquers all with arrows of fire."

	line
rex tristis, cum domum rediisset, uxori iussa dei nuntiavit.	1
multos dies lacrimabant parentes, lacrimabant omnes cives. sed,	2
cum necesse esset iussis divinis parere, Psyche mox ad sollemnia	3
ducta est.	4
sollemnibus igitur completis, toto populo sequente, lacrimosa	5
Psyche non ad nuptias, sed ad exsequias suas venit. atque dum	6
tristes parentes hoc nefas facere morantur, ipsa filia eos talibus	7
verbis hortatur:	8
"cur lacrimis inutilibus ora vestra foedatis? cum homines me 'novam	9
Venerem' vocarent, illo tempore dolere debuistis. iam sentio, iam video	10
me propter invidiam Veneris perire. ducite me et in summo monte ponite,	11
nam volo felicias nuptias obire, volo maritum meum videre."	12

line

3	iussis divinis parere	–	to obey the god's orders
	sollemnia, sollemnium (n. pl.)	–	solemn rites
5	lacrimosus, -a, -um	–	weeping
6	nuptiae, -arum (f. pl.)	–	wedding
	exsequiae, -arum (f. pl.)	–	funeral
7	morari	–	to hesitate to
9	lacrimis inutilibus	–	with useless tears
	ora- <i>from</i> os, oris		
	foedare-to stain		
10	dolere debuistis	–	you ought to have been sorry
11	invidia, -ae (f.)	–	envy, jealousy
12	obire	–	to enter upon
	maritus, -i (m.)	–	husband

(END OF QUESTION PAPER)

SCOTTISH CERTIFICATE OF EDUCATION

STANDARD GRADE

LATIN

CREDIT LEVEL

PAPER II

TRANSLATION

TIME – 45 MINUTES

Translate into English:

The enemy had surrounded the Roman camp for a week. When a wind arose, they threw red-hot missiles into the camp. Once it caught fire, they hoped to enter by bringing up a tower and ladders.

	line
septimo die, maximo vento orto, hostes ferventia tela in casas	1
iacere coeperunt. hae celeriter ignem comprehenderunt et vento	2
in omnem partem castrorum distulerunt.	3
hostes maximo clamore turrem agere et scalis vallum ascendere	4
coeperunt. nostri autem undique flamma et multitudine telorum	5
terrebantur; sua omnia arma atque omnes fortunas ardere	6
intellegebant. sed tanta fuit virtus eorum ut nemo de vallo	7
cederet atque tum omnes acerrime fortissimeque pugnarent.	8
hic dies nostris gravissimus fuit; sed tamen hunc finem habuit,	9
ut eo die maximus numerus hostium vulneraretur atque interficeretur.	10
illi enim densi sub ipso vallo cogeantur, recessumque primis ultimi	11
non dabant. quorum nemo progredi ausus est. tum ex omni parte	12
pulsi sunt, turrisque incensa est.	13

line

1	fervens, ferventis	–	red-hot
	casa, -ae (f.)	–	hut
2	comprehendere	–	to catch
3	differre	–	to spread
4	turris, turris (f.)	–	tower
	scala, -ae (f.)	–	ladder
11	densus, -a, -um	–	thick(ly)
	recessus, -us (m.)	–	chance to retreat

(END OF QUESTION PAPER)

ANALYSIS OF SKILLS ASSESSED IN PAPER I (INTERPRETATION) OF SPECIMEN QUESTION PAPERS

<u>Level</u>	<u>Question</u>	<u>Skills</u>
F	(1(a)	a
	(1(b)	e
	(2(a)	d
	(2(b)	b
	(2(c)	g
	(3(a)	a
	(3(b)	d
	(3(c)(i))	
	(3(c)(ii))	f
G	(1(a)	a
	(1(b)	b
	(2(a)	c
	(2(b)(i))	
	(2(b)(ii))	f
	(2(b)(iii))	
	(2(c)	h
C	(1	e
	(2(a)	d
	(2(b)(i))	
	(2(b)(ii))	f
	(2(b)(iii))	
	(2(c)	g