



## **WJEC Level 1 Certificates in:**

**Latin Language and Roman Civilisation  
(9510/01)**

**Latin Language  
(9510/02)**

**For Teaching from 2009  
For Award from 2011**



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## Part A: Summary of Assessment

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### Certificate in Latin Language & Roman Civilisation

This qualification comprises Unit 9511 and *either* Unit 9512 *or* Unit 9513.

<b>Unit 9511: Core Latin Language (67%) (Compulsory)</b>
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<b>Written Paper: 1 hour 15 minutes</b>
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<b>100 marks (100 UMS)</b>
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Candidates are required to answer comprehension questions on, and to translate sections of, a passage of unseen Latin prose. There is a Defined Vocabulary List for this unit, consisting of approximately 200 words.

<b>Unit 9512: Roman Civilisation Topics (33%) (Optional)</b>
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<b>Written Paper: 1 hour</b>
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<b>50 marks (50 UMS)</b>
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Candidates are required to answer questions and respond to sources on one topic of Roman civilisation, chosen from a choice of two topics.

<b>Unit 9513: Roman Civilisation Study (33%) (Optional)</b>
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<b>Controlled Assessment</b>
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<b>50 marks (50 UMS)</b>
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One written task of 1,000 – 1,250 words focusing on an aspect of Roman civilisation from the 1<sup>st</sup> century BC to 1<sup>st</sup> century AD.

## Certificate in Latin Language

This qualification comprises Unit 9511 and Unit 9514.

### Unit 9511: Core Latin Language (67%) (Compulsory)

**Written Paper: 1 hour 15 minutes**  
**100 marks (100 UMS)**

Candidates are required to answer comprehension questions on, and to translate sections of, a passage of unseen Latin prose. There is a Defined Vocabulary List for this unit, consisting of approximately 200 words.

### Unit 9514: Additional Latin Language (33%) (Compulsory)

**Written Paper: 45 minutes**  
**50 marks (50 UMS)**

Candidates are required to translate a passage of more complex unseen Latin prose. No comprehension questions are asked. Candidates are expected to be familiar with the Defined Vocabulary List for Unit 9511.

## Availability of Assessment and Certification

Entry Code*		June 2010	January 2011	June 2011 and each year thereafter	January 2012 and each year thereafter
Unit 9511	01 or W1	✓	✓	✓	✓
Unit 9512	01 or W1	-	✓	✓	-
Unit 9513	01 or W1	-	-	✓	-
Unit 9514	01 or W1	-	✓	✓	-

Subject Award	Entry Code*		June 2011 and each year thereafter	January 2012 and each year thereafter
Latin Language & Roman Civilisation	9510	01 or W1	✓	✓
Latin Language	9510	02 or W2	✓	✓

\*Option codes: English Medium 01, Welsh Medium W1

**Qualification Accreditation Number:**

**Level 1 Latin Language & Roman Civilisation - 500/6831/3**

**Level 1 Latin Language - 500/6830/1**

## Part B: Specification Details

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# 1. INTRODUCTION

## 1.1 Overview of Qualifications and Units

This specification gives details of two qualifications:

- the WJEC Level 1 Certificate in Latin Language & Roman Civilisation
- the WJEC Level 1 Certificate in Latin Language.

Candidates may enter either of the qualifications in any given examination series, but they may not enter both.

Each qualification comprises **two** units.

The Core Latin Language unit (Unit 9511) is compulsory and common to both qualifications.

Candidates for the Certificate in Latin Language & Roman Civilisation choose one of the two Roman Civilisation units (Unit 9512 or 9513).

Candidates for the Certificate in Latin Language take the Additional Latin Language unit (Unit 9514).

In each case, the compulsory Core Latin Language unit accounts for 67% of the marks, while the second unit accounts for the remaining 33%.

## 1.2 Rationale

This specification has been designed to encourage the acquisition and development of a range of skills related to the study of Latin language and, where desired, Roman civilisation.

This specification recognises that those teaching and learning Latin represent a broad church. For some an understanding of the Latin language is not complete without an understanding of the culture and civilisation of the Romans themselves. Others prefer to focus on the linguistic aspects of the subject. The specification therefore aims to allow Centres and candidates as far as possible to design courses which most appropriately suit their needs and interests.

Furthermore, this specification takes into account recent developments in the teaching and learning of Latin. In particular it recognises both that the amount of time available for Latin on school timetables is not what it once was and that there has been a significant rise in the number of schools and colleges offering Latin, often outside the formal curriculum. The specification aims to provide accreditation at Level 1 as a course of study in its own right and as a stepping-stone to Level 2.

## 1.3 Prior Learning and Progression

### Prior Learning

There are no specific requirements for prior learning with this specification. It builds upon the knowledge, understanding and skills acquired at Key Stages 1 and 2 in a wide range of subjects, such as English and History.

This specification may be followed by any student, irrespective of their gender, ethnic, religious or cultural background.

This specification is not age-specific and, as such, provides opportunities for students to extend their lifelong learning.

### Opportunities for progression to further learning and/or qualifications and/or work or employment

These qualifications are a recognised part of the National Qualifications Framework. As such, these qualifications provide an appropriate foundation for progression to Level 2 Certificates in Latin or to Latin GCSE.

In addition, the qualifications provide a worthwhile course of study for candidates of all ages and backgrounds in terms of general education and lifelong learning.

## 1.4 Equality and Fair Assessment

This specification has been designed to offer fair access for all candidates and to minimise any later need to make reasonable adjustments for candidates who have particular requirements. Any potential barriers to access for particular groups of candidates arise from objectives judged to be essential for demonstrating skills and understanding in the subject.

Details of special arrangements and special consideration for candidates with particular requirements are contained in the Joint Council for Qualifications document *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations*. Copies of this document are available from WJEC.

## 1.5 Classification Codes

Every specification is assigned a national classification code indicating the subject area to which it belongs. The provisional classification code for this specification is 6610.

Centres should be aware that regardless of the type of qualification (e.g. Level 1 or 2 Certificate or GCSE) candidates who enter for more than one qualification with the same classification code, will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two. The same view may be taken if candidates take two specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

## **2. CONTENT**

### **2.1 Unit 9511: Core Latin Language (written paper)**

Guided learning hours:	80 hours
Unit Grading System:	A*-C
Unit level:	Level 1
Sector/Subject Area:	12.2 (Other Languages, Literature and Culture)

#### **2.1.1 Aims**

The aims below outline the educational purpose of following a course in Latin Language suitable for candidates within the ability range of the target group for Level 1 examination. Some of these aims are reflected in the learning outcomes and assessment criteria; others are not because they cannot readily be translated into measurable objectives.

The unit is designed to encourage candidates to develop:

- a. an appropriate level of competence in the Latin language;
- b. begin to develop a sensitive and analytical approach to language generally;
- c. an awareness of the influence of Latin on the languages of today.

#### **2.1.2 Learning Outcome**

The learner will:

- LO1. develop knowledge and understanding of:
- vocabulary, morphology and syntax in context;
  - the differences between inflected and uninflected languages, including word order;
  - the different ways in which ideas are expressed in English or Welsh as compared with Latin.

#### **2.1.3 Assessment Criterion**

The learner can:

- AC1. answer simple comprehension questions based on a passage of unseen Latin and translate short selections of simple unseen Latin into English or Welsh, demonstrating a knowledge of Latin vocabulary, morphology and syntax as detailed in the specification.

## **2.2 Unit 9512: Roman Civilisation Topics (written paper)**

Guided learning hours:	40 hours
Unit Grading System:	A*-C
Unit level:	Level 1
Sector/Subject Area:	12.2 (Other Languages, Literature and Culture)

### **2.2.1 Aims**

The aims below outline the educational purpose of following a course in Roman Civilisation to accompany the study of Latin language, suitable for candidates within the ability range of the target group for Level 1 examination. Some of these aims are reflected in the learning outcomes and assessment criteria; others are not because they cannot readily be translated into measurable objectives.

The unit is designed to encourage candidates to:

- a. develop an understanding of the content, style and values of Roman civilisation;
- b. develop a personal response to primary and secondary sources;
- c. respond personally to the values of a society separated from their own in both space and time, and by doing so more fully understand the values of their own society.

### **2.2.2 Learning Outcome**

The learner will:

- LO2. develop understanding and appreciation of sources related to the society and values of the Roman world through personal response.

### **2.2.3 Assessment Criteria**

The learner can:

- AC2. use his/her knowledge of Roman civilisation to describe some characteristic features of the period;
- AC3. use simple primary sources to answer questions about the Roman world;
- AC4. express a personal response to aspects of Roman civilisation.

## **2.3 Unit 9513: Roman Civilisation Study (controlled assessment)**

Guided learning hours:	40 hours
Unit Grading System:	A*-C
Unit level:	Level 1
Sector/Subject Area:	12.2 (Other Languages, Literature and Culture)

### **2.3.1 Aims**

The aims below outline the educational purpose of following a course in Roman Civilisation to accompany the study of Latin language, suitable for candidates within the ability range of the target group for Level 1 examination. Some of these aims are reflected in the learning outcomes and assessment criteria; others are not because they cannot readily be translated into measurable objectives.

The unit is designed to encourage candidates to:

- a. develop an understanding of the content, style and values of Roman civilisation;
- b. develop a personal response to primary and secondary sources;
- c. respond personally to the values of a society separated from their own in both space and time, and by doing so more fully understand the values of their own society.

### **2.3.2 Learning Outcome**

The learner will:

- LO2. develop understanding and appreciation of sources related to the society and values of the Roman world through personal response.

### **2.3.3 Assessment Criteria**

The learner can:

- AC2. use his/her knowledge of Roman civilisation to describe some characteristic features of the period;
- AC3. use simple primary sources to answer questions about the Roman world;
- AC4. express a personal response to aspects of Roman civilisation.

## 2.4 Unit 9514: Additional Latin Language (written paper)

Guided learning hours:	40 hours
Unit Grading System:	A*-C
Unit level:	Level 1
Sector/Subject Area:	12.2 (Other Languages, Literature and Culture)

### 2.4.1 Aims

The aims below outline the educational purpose of following a course in Additional Latin Language suitable for candidates within the ability range of the target group for Level 1 examination. Some of these aims are reflected in the learning outcomes and assessment criteria; others are not because they cannot readily be translated into measurable objectives.

The unit is designed to encourage candidates to develop:

- an appropriate level of competence in the Latin language;
- begin to develop a sensitive and analytical approach to language generally;
- an awareness of the influence of Latin on the languages of today.

### 2.4.2 Learning Outcome

The learner will:

- LO3. develop additional knowledge and understanding of:
- vocabulary, morphology and syntax in context;
  - the differences between inflected and uninflected languages, including word order;
  - the different ways in which ideas are expressed in English or Welsh as compared with Latin.

### 2.4.3 Assessment Criterion

The learner can:

- AC5. translate a passage of more complex unseen Latin into English or Welsh, demonstrating a knowledge of Latin vocabulary, morphology and syntax as detailed in the specification.

## 2.5 Summary of Learning Outcomes and Assessment Criteria

### Certificate in Latin Language and Roman Civilisation:

Learning outcomes LO1 and LO2  
Assessment criteria AC1 and AC2, 3 and 4

### Certificate in Latin Language:

Learning outcomes LO1 and LO3  
Assessment criteria AC1 and AC5

<b>Learning outcomes</b>	<b>Content/amplification</b>	<b>Assessment criteria</b>
The learner will:		The learner can:
LO1: develop knowledge and understanding of: (i) vocabulary, morphology and syntax in context; (ii) the differences between inflected and uninflected languages, including word order; (iii) the different ways in which ideas are expressed in English or Welsh as compared with Latin.	Details of the content required for Unit 9511 can be found in Section 8 and in the Appendix.	AC1: answer simple comprehension questions based on a passage of unseen Latin and translate short selections of simple unseen Latin into English or Welsh, demonstrating a knowledge of Latin vocabulary, morphology and syntax as detailed in the specification.
LO2: develop understanding and appreciation of sources related to the society and values of the Roman world through personal response.	Details of the content required for Unit 9512 can be found in Section 9.  The content for Unit 9513 must conform to the requirements set out in Section 5, but is otherwise at the discretion of Centres.	AC2: use his/her knowledge of Roman civilisation to describe some characteristic features of the period; AC3: use simple primary sources to answer questions about the Roman world; AC4: express a personal response to aspects of Roman civilisation.
LO3: develop additional knowledge and understanding of: (i) vocabulary, morphology and syntax in context; (ii) the differences between inflected and uninflected languages, including word order; (iii) the different ways in which ideas are expressed in English or Welsh as compared with Latin.	Details of the content required for Unit 9514 can be found in Section 8 and in the Appendix.	AC5: translate a passage of more complex unseen Latin into English or Welsh, demonstrating a knowledge of Latin vocabulary, morphology and syntax as detailed in the specification.

## 2.6 Delivery Guidance

Both Latin Language and Latin Language & Roman Civilisation are assigned 120 Critical Learning Hours (i.e. contact time) to include 80 GLH for the Core Latin Language Unit. It is suggested that candidates will need to allow a further 60 hours for study at home. These estimates of time required assume a candidate of average ability with no prior knowledge of the subject. More able students may be able, and wish, to study the content at a quicker pace.

Centres entering candidates for the Certificate in Latin Language & Roman Civilisation are advised to integrate the study of civilisation and the study of language. Such integration may take the form of reading passages in Latin which relate to a particular civilisation topic, while at the same time investigating that topic in greater detail through primary and secondary source material in English or Welsh.

The study of the language and culture of the Roman world offers opportunities for the discussion of a wide range of contemporary issues. Centres are encouraged to view the content of this specification as the starting point for their courses, rather than the total sum of what they might choose to investigate with their students.

## 2.7 Suggested Learning Resources

Teachers and candidates are encouraged to use whichever resources they feel most comfortable with. The following resources are suggestions only.

### Textbook Series

- *Cambridge Latin Course*
- *Ecce Romani*
- *Oxford Latin Course*

### E-Learning Resources

- *Cambridge Latin Course* E-Learning Resource DVDs for Books I and II
- *Cambridge Latin Course* website ([www.CambridgeSCP.com](http://www.CambridgeSCP.com))

### Images

- Roger Dalladay's slide sets (a full list is available from: R.L. Dalladay, Abbey Cottage, East Cliff, Whitby YO22 4JT)
- J-PROGS, 81 High St, Pitsford, Northants NN6 9AD; [www.sol.co.uk/j/julian](http://www.sol.co.uk/j/julian)

### Further suggestions for resources

The extensive bibliographies found at the end of each of the *Cambridge Latin Course Teacher's Guides* are an excellent source of ideas for further teaching and learning resources.

Teachers are advised to consult their school librarian or resources manager for further support and advice on publications which may be relevant for particular topics. Teachers are further advised to consider the availability of appropriate resources when helping students decide on areas of study for controlled assessment. Should teachers require advice on appropriate resources, they are encouraged to contact the Subject Officer.

## **3. SCHEME OF ASSESSMENT**

The scheme of assessment will comprise:

### **EITHER**

#### **Certificate in Latin Language and Roman Civilisation**

<b>Unit 9511</b>	1 hour 15 minutes	(67%)
and <i>either</i>		
<b>Unit 9512</b>	1 hour	(33%)
<i>or</i>		
<b>Unit 9513</b>	Controlled assessment (in place of Unit 9512)	(33%)

### **OR**

#### **Certificate in Latin Language**

<b>Unit 9511</b>	1 hour 15 minutes	(67%)
and		
<b>Unit 9514</b>	45 minutes	(33%)

### **3.1 Unit 9511: Core Latin Language**

Unit 9511 will consist of an unprepared passage of Latin prose. An introduction to the passage will be given in English.

The test will consist of a combination of comprehension questions and short selections for translation. Of a total of 100 marks available for the unit, approximately 70 will be given for comprehension and 30 for translation. Positive marking will be employed in the translation. There will be a gradual incline of difficulty within the passage set.

Candidates will be expected to be familiar with the Defined Vocabulary List of 200 words for this unit provided in the Appendix.

Any words used in the passage which do not appear in the Defined Vocabulary List for this unit will be provided below the section of the passage.

A vocabulary of proper names will be given where appropriate.

A knowledge of accident and syntax as detailed in Section 8.1 will be expected. The overall level of difficulty of the passage will be roughly commensurate with Stage 20 of the *Cambridge Latin Course* or Chapter 26 of the *Oxford Latin Course*.

### **3.2 Unit 9512: Roman Civilisation Topics (written paper)**

Two topics are prescribed in each examination, drawn from a list of four topics.

Candidates are required to answer the questions on one topic.

The four topics are:

- Daily Life in Roman Society;
- Roman Britain;
- The Roman Army;
- Entertainment and Leisure.

Each topic will contain two sections. Section A will contain several short questions based on one or more stimulus pictures, inscriptions or short passages from Roman authors in translation. Section B will contain four questions, of which candidates should answer two, requiring empathetic responses. Guidance in the form of bullet points will be given. Candidates may also be asked to make comparisons between the ancient world and the modern world.

See Section 9 for details of each topic and the prescribed topics for examination from 2010 onwards.

### **3.3 Unit 9513: Roman Civilisation Study (controlled assessment)**

See Section 5 for details of the controlled assessment scheme.

### **3.4 Unit 9514: Additional Latin Language**

Unit 9514 will consist of a translation of an unprepared passage of Latin prose. An introduction to the passage will be given in English.

50 marks will be available for the unit and positive marking will be employed in the translation. There will be a gradual incline of difficulty within the passage set.

Candidates will be expected to be familiar with the Defined Vocabulary List of 200 words for Unit 9511 provided in the Appendix. No additional words are expected for Unit 9514.

Any words used in the passage which do not appear in the Defined Vocabulary List for Unit 9511 will be provided below the section of the passage.

A vocabulary of proper names will be given where appropriate.

A knowledge of accidence and syntax as detailed in Section 8.2 will be expected. The overall level of difficulty of the passage will be roughly commensurate with Stage 20 of the *Cambridge Latin Course* or Chapter 26 of the *Oxford Latin Course*.

### 3.5 Weightings of Assessment Criteria

#### Certificate in Latin Language and Roman Civilisation

Assessment criteria		% weighting
AC1	Demonstrate knowledge and understanding of core language.	67%
AC2	Use knowledge of Roman civilisation to describe some characteristic features of the period.	33%
AC3	Use simple primary sources to answer questions about the Roman world.	
AC4	Express a personal response to aspects of Roman civilisation.	

N.B. Assessment Criterion 2 (Knowledge) will be given an approximately equal weighting to the combined weighting for AC3 (Use of Primary Sources) and AC4 (Personal Response).

#### Certificate in Latin Language

Assessment criteria		% weighting
AC1	Demonstrate knowledge and understanding of core language.	67%
AC5	Demonstrate knowledge and understanding of additional language.	33%

## **4. AWARDING, REPORTING AND RE-SITTING**

### **4.1 Qualification Titles**

The qualifications based on this specification have the following titles:

WJEC Level 1 Certificate in Latin Language & Roman Civilisation;  
WJEC Level 1 Certificate in Latin Language.

### **4.2 Grading System**

Level 1 Certificates award in the range from A\* to C. Awards are based on the aggregate UMS mark (see below) without any hurdle of achievement within individual units (i.e. weaker performance in one unit may be compensated by better performance in the other unit). Candidates who would be likely to achieve a grade A\* very comfortably should consider entering at Level 2. Candidates who are on the borderline of Level 1 and Level 2 may choose to enter both at Level 1 and at Level 2.

### **4.3 Assessment Opportunities**

Unit 9511 will be available in June and January, starting with June 2010. Units 9512 and 9514 will be available in January 2011 and thereafter in the June series only, starting with June 2011. Unit 9513 will be available in the June examination series, starting with June 2011.

### **4.4 External and Internal Assessment**

External assessment, in the form of written papers, will have a total weighting of 67%-100% and internal assessment, in the form of controlled assessment, a weighting of 0-33%.

### **4.5 Unitisation and Re-Sits**

Units may be re-taken once only (with the better result counting) before aggregation for the subject award.

Candidates are not advised to take Unit 9514 before Unit 9511.

Results for a unit have a shelf-life limited only by the shelf-life of the specification. A candidate may retake the whole qualification more than once.

Individual unit results are reported on a uniform mark scale (UMS) with the following grade equivalences:

GRADE	MAX.	A*	A	B	C
Unit 9511	100	80	70	60	50
Units 9512, 9513 and 9514	50	40	35	30	25
Award	150	120	105	90	75

## **5. ADMINISTRATION OF CONTROLLED ASSESSMENT**

### **Unit 9513: Roman Civilisation Study**

Regulations for controlled assessment are defined for the three stages of the assessment:

- task setting;
- task taking;
- task marking.

For each stage a certain level of control has been specified in order to ensure authenticity and reliability.

Teachers are advised to read the regulations below and email [latin@wjec.co.uk](mailto:latin@wjec.co.uk) if they have any queries.

### **5.1 Task Setting**

#### **Medium control**

There is a medium level of control in order to give teachers the flexibility to devise tasks to suit their students' interests.

Candidates will be required to produce one piece of written work of approximately 1,000 to 1,250 words.

The teacher selects an appropriate topic or number of topics [see Section 5.7].

**The proposed topics and draft questions must be submitted to WJEC for approval by 31 October in the year preceding entry for the Unit (Form L13A).**

The teacher teaches the material as if for the written paper.

The teacher and candidate then together confirm the question to be answered arising from the topic(s) studied.

It is preferable for candidates from the same Centre to choose different questions.

### **5.2 Task Taking**

#### **High control**

Candidates should be allowed approximately 10 hours of study time with primary and secondary sources (including the internet). This period can be all class work or a combination of class work and homework. There is no formal teaching at this time.

Candidates make notes and compile a bibliography (including internet sites).

At the end of this time, the candidates prepare one side of A4 paper to take to the controlled assessment. The one side of A4 paper may contain:

- primary sources in the form of images and texts
- an essay plan, of no more than 100 words
- further notes, of no more than 100 words.

The rest of the notes made by the candidate are collected by the class teacher and kept to be made available to the Moderator, if requested.

Candidates have up to 4 hours under direct supervision to answer their question in 1,000 – 1,250 words.

This time period can be split between sessions but any work produced must be kept safe by the teacher and no new material may be brought in to subsequent sessions.

The candidates have access only to their sources, plan and notes on one side of A4 paper.

The task can be hand-written or word-processed. If the latter, the spell-check and grammar-check functions may be used, but no other facilities of the machine.

### **5.3 Task Marking**

#### **Medium control**

Teachers will assess the written tasks using the Assessment Grid provided separately. Where possible internal moderation should be carried out within the Centre.

A sample of candidates' work (based on numbers in the group and following WJEC guidelines for all subjects) will be sent to WJEC for moderation.

The task submitted for moderation should contain the written answer, the A4 page of notes, the candidate's other notes and bibliography and the controlled assessment coversheet.

### **5.4 Assessment Criteria**

The controlled assessment must be marked according to the three Assessment Criteria given in the marking grid below. Each assessment column is divided into five bands. The number of marks available for each Assessment Criterion at each level is listed by the descriptors for that band. Approximately equal weight is given to AC2 (Knowledge) as to AC3 (Use of Primary Sources) and AC4 (Personal Response) combined.

Responses should initially be assigned to a band for each criterion on the basis of 'best fit' and then adjusted up or down within the band as appropriate. A brief comment on achievement in each AO should be made to support the overall assessment.

### Assessment Criteria

**AC2 Factual Knowledge** – 26 marks

Candidates should be able to select and organise relevant knowledge of the society and values of the Roman world.

**AC3 Use of Primary Sources** – 12 marks

Candidates should be able to select and organise simple primary source material which is relevant to the title.

**AC4 Personal Response** – 12 marks

Candidates should be able to respond personally to the factual information and sources they present.

	Mark range	<b>AC2 Factual Knowledge</b>
Band 5	20-26	<ul style="list-style-type: none"><li>• accurate knowledge relevant to the title</li><li>• classical terms used correctly.</li></ul>
Band 4	15-19	<ul style="list-style-type: none"><li>• sound knowledge, based on generally accurate and relevant factual information</li><li>• classical terms generally accurate.</li></ul>
Band 3	10-14	<ul style="list-style-type: none"><li>• some relevant knowledge based on factual information; some lack of detail or precision</li><li>• some classical terms used correctly.</li></ul>
Band 2	5-9	<ul style="list-style-type: none"><li>• limited relevant knowledge and factual information; lack of detail on many points and significant omissions</li><li>• few classical terms used.</li></ul>
Band 1	0-4	<ul style="list-style-type: none"><li>• minimal or no relevant knowledge</li><li>• frequent mistakes in the use of classical terms/none are used.</li></ul>

	Mark range	AC3 Use of Primary Sources	AC4 Personal Response
Band 5	10-12	<ul style="list-style-type: none"> <li>range of simple primary source material, appropriate to the title</li> <li>source material well organised and incorporated.</li> </ul>	<ul style="list-style-type: none"> <li>strong personal response to all the important issues, with sound conclusions</li> <li>clearly organised using fluent and appropriate expression and accurate SPG.</li> </ul>
Band 4	8-9	<ul style="list-style-type: none"> <li>simple primary source material, appropriate to the title</li> <li>source material generally well organised and incorporated.</li> </ul>	<ul style="list-style-type: none"> <li>personal response to most of the important issues raised by the title, with conclusions based on the evidence</li> <li>coherent and mainly well expressed with relatively few SPG errors.</li> </ul>
Band 3	6-7	<ul style="list-style-type: none"> <li>some relevant simple primary source material, appropriate to the title</li> <li>organisation and incorporation of source material not always clear.</li> </ul>	<ul style="list-style-type: none"> <li>some attempt to respond personally to the main issues raised by the title, with conclusions usually based on the evidence</li> <li>expression adequate to convey meaning, though with occasional lack of clarity and some SPG errors.</li> </ul>
Band 2	4-5	<ul style="list-style-type: none"> <li>limited primary source material, possibly with the inclusion of inappropriate material and significant omissions</li> <li>little attempt to organise and incorporate source material.</li> </ul>	<ul style="list-style-type: none"> <li>some attempt to respond personally to the main issues raised by the title, with conclusions usually based on the evidence</li> <li>expression adequate to convey meaning, though with occasional lack of clarity and some SPG errors.</li> </ul>
Band 1	0-3	<ul style="list-style-type: none"> <li>little or no primary source material relevant to the title</li> <li>poor/no attempt to organise and incorporate source material.</li> </ul>	<ul style="list-style-type: none"> <li>little or no personal response to the issues raised by the title, with few or no conclusions</li> <li>communication impeded by poor expression and pervasive SPG errors.</li> </ul>

## 5.5 Moderation

Centres must ensure that internal standardising is carried out where more than one teacher is responsible for the marking of the Controlled Assessments. This is necessary to ensure uniformity of standards within a Centre.

The external moderation of teacher assessment will be through inspection of a sample of the Controlled Assessment by WJEC. Centres will be informed of the submission date for the Controlled Task in the published Examinations Timetable and the name of their moderator will be issued in the spring term prior to the award.

Where there are 10 candidates or fewer, all work will be sent to the moderator. For entries of more than 10, the Moderation Sample Marksheet will be sent to the moderator, who will indicate the sample required.

As a result of moderation, the marks of candidates may be adjusted to bring the Centre's marks into line with the national standard. If required, the moderator will ask for additional samples of work and, if necessary, the work of all candidates may be called for and externally moderated regardless of entry numbers. In this case, all of the Controlled Assessments will be posted to the moderator.

## 5.6 Authentication of Controlled Assessment

Candidates are required to sign that the work submitted is their own and teachers/assessors are required to confirm that the work assessed is solely that of the candidate concerned and was conducted under the required conditions. A copy of the authentication form, which forms part of the cover sheet for each candidate's work (Form L13B), will be provided by WJEC. It is important to note that **all** candidates are required to sign this form and not merely those whose work forms part of the sample submitted to the moderator. Malpractice discovered prior to the candidate signing the declaration of authentication need not be reported to WJEC but must be dealt with in accordance with the Centre's internal procedures.

Requirements for the completion and authentication of controlled assessment will follow those for general qualifications as documented by the Joint Council for Qualifications. Centres are referred to the relevant documentation on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)): *Instructions for Conducting Coursework/Portfolios* (including Notice to Candidates) and *Plagiarism in Examinations: Guidance for Teachers/Assessors*.

## 5.7 Choosing a Topic

The focus should be on aspects of Roman life as exemplified in such courses as *The Cambridge Latin Course*, *Ecce Romani* and *The Oxford Latin Course*.

The topics listed for the alternative written unit make a good starting point: Daily Life in Ancient Rome, Entertainment and Leisure, Roman Britain and The Roman Army. Other areas of study might include aspects of Roman religion, the structure of Roman society, Pompeii, Roman women, Roman engineering and Roman medicine.

Comparisons between Roman times and more recent times can be a fruitful area of study.

The narrative and analysis of purely historical events (e.g. the battle of Actium, the life of Augustus) will not be an appropriate topic.

Sample controlled assessment titles are provided below as a guide for teachers and candidates.

**The proposed topics and draft questions must be submitted to WJEC for approval by 31 October in the year preceding entry for the Unit (Form L13A).**

Prior to this formal submission, teachers can receive advice on the suitability of their selection and of candidates' questions from the Subject Officer (email: [latin@wjec.co.uk](mailto:latin@wjec.co.uk)).

Before starting any work towards the Controlled Assessment option candidates should be made aware of the Authentication requirements and of the possible penalties for any malpractice.

- While the same topic may be studied in successive years, is not expected that questions will be repeated.
- Moderators will refer material to plagiarism checks such as 'Turnitin' where appropriate. However, such checks are best made at source: it is recommended that candidates are made aware of such facilities.

## 5.8 Sample Questions

The following list of sample titles is intended only as a guide to teachers and candidates and is in no way intended to be prescriptive.

- Imagine you are living in Rome. How comfortable is your life?
- Do you think that the advantages of being a freedman in Rome were greater than the disadvantages?
- How much freedom did Roman women have compared to women today?
- Imagine you are a soldier stationed on Hadrian's Wall. What do you like or dislike about your life?
- Imagine you are a Roman soldier and you have won an important battle. Why do you think the legions were so successful?
- Do you prefer to go to a show in the Colosseum or the Circus Maximus? Give your reasons.
- Imagine you are a British farmer living near a Roman town. How far have you benefited from the arrival of the Romans?
- Imagine a visit to a show in the Colosseum. How do the facilities and the atmosphere compare with a visit to your local football stadium?
- Compare a visit to a performance in the Roman theatre with a visit to a popular show or concert today.
- If you were ill in ancient Rome, how confident would you be that doctors could make you better?
- How good were Roman sculptors at making their statues look like real people?
- Imagine you are the governor of a Roman province. Is your job enjoyable or annoying?
- As the Roman Empire grew, the Romans came across new gods and goddesses. In what ways were these different from Roman gods and goddesses?
- Were the Romans more superstitious than people in Britain today?
- Imagine you are a voter in an election in Pompeii. What sorts of things would you take into account in deciding who to vote for? What would be the most important thing?

## **6. GRADE DESCRIPTIONS**

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Level 1 Certificates award in the range from A\* to C. No grade is awarded to candidates who fail to achieve a pass (Grade C). Candidates who would be likely to achieve a grade A\* very comfortably should consider entering at Level 2. Borderline candidates may choose to enter both at Level 1 and at Level 2.

### **Grade A\***

Pupils know a range of Latin vocabulary. They can use vocabulary support with some awareness of how nouns and verbs are listed. They are aware that word endings affect meaning. They can translate short Latin stories with reasonable accuracy and are beginning to develop a personal response to what they read.

Where applicable, they use their knowledge of Roman civilisation to describe a range of characteristic features of the period. They can use a range of primary sources to ask and answer questions about the Roman world. They give reasons for some of the similarities and differences between Roman and modern societies.

### **Grade C**

Pupils are familiar with a limited number of Latin words and can look up unfamiliar words in a glossary or vocabulary list. They can understand and translate simple sentences and answer simple comprehension questions. They are aware that Latin sentences do not always have the same word order as English. They are aware that some English words come from Latin.

Where applicable, they show knowledge of some common facts about Roman civilisation. They respond to primary sources of information to answer questions about the Roman world. They can recognise some similarities and differences between Roman and modern societies.

## 7. THE WIDER CURRICULUM

### 7.1 Development of Skills

The study of Latin language and Roman civilisation provides a rich environment for the development of communication skills and personal, learning and thinking skills.

An inductive approach to second language acquisition encourages candidates to develop as *independent enquirers*. In the inductive learning process, a student makes generalisations based on individual examples. In practical terms, the student examines examples of particular linguistic features in context in the target language and is encouraged to work out the underlying grammatical rule or pattern which unites the examples. A similar approach may also be taken in the study of Roman civilisation, where candidates may investigate a range of primary sources to uncover general concepts of Roman civilisation. Such an approach to teaching and learning encourages candidates to develop as *creative thinkers*, generating ideas and exploring possibilities, asking questions to extend their own thinking and trying out alternatives or new solutions as they follow their ideas through.

The degree to which candidates will develop as *reflective learners* will depend on the extent to which teachers employ appropriate teaching and learning strategies. Teachers can help candidates to monitor their own performance and progression through the provision of progress records at the end of each section of work (e.g. stage or chapter of course book). Candidates who review their progress and act on the outcomes, evaluate their experiences and learning to inform future progress and set goals with success criteria for their development and work are also engaging at a genuine level with the aims of the Assessment for Learning agenda.

Well-managed group activities, such as acting out a story or investigating a group of sources, and whole class discussions can develop students' skills as *team workers* and *communicators*, where they collaborate with others to work towards common goals, show fairness and consideration to others and adapt their behaviour to suit different roles and situations.

All students, in whatever curriculum area, benefit from good personal organisation. This specification places significant demands on candidates, who will need to demonstrate the skills of *self-managers* by organising themselves, showing personal responsibility and a commitment to learning. Many school age candidates study Latin outside the normal curriculum, requiring particular skills in organising time and resources and prioritising actions.

Following significant government investment in ICT in Latin, and through the work of the Cambridge School Classics Project, Latin is today one of the most highly resourced subjects at Key Stage 3 and 4 in terms of ICT. Candidates are therefore encouraged to make full use of the many e-learning materials available for Latin and should see Section 2.7 for further details.

## 7.2 Spiritual, moral, ethical, social and cultural issues

This specification is a doorway to the ancient world, the study of which is the study of an entire culture. As such, the opportunities to engage in investigations of a spiritual, moral, ethical, social or cultural nature are endless. Indeed, such investigations are the very essence of the study of the ancient world.

## 7.3 The European Dimension

WJEC has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen assessments. European examples should be used where appropriate in the delivery of the subject content.

The study of Latin and Roman civilisation is itself the study of a language and a society which have left their marks deeply within the languages and cultures of modern Europe. Where possible, candidates should be encouraged to consider similarities and differences between Latin and modern European languages and between the Roman Empire and the European Union.

## 7.4 Citizenship

The aims of the citizenship curriculum are that young people should become successful learners, confident individuals and responsible citizens. The development of personal, learning and thinking skills is an essential part of meeting these aims and we have seen, above, the extent to which the specification provides opportunities for the development of such skills.

Candidates who complete a course based on this specification will study in some detail the thoughts and values of people for whom citizenship might mean the difference between freedom and slavery, life and death. They will have opportunities to investigate in detail what it can mean not to have citizenship and to understand that for a society to function, its citizens must have *rights and responsibilities*.

The Roman world was one which was culturally extremely diverse, encompassing peoples from the northern areas of Africa, to the Middle East and Europe. Its study provides significant opportunities to investigate concepts of *identity and diversity* within a citizen body. When considering the interconnections between the UK and the rest of Europe and the wider world, an investigation of the impact of the Roman Empire on those connections is a *sine qua non* for genuine understanding.

Finally, the specification provides ample opportunities for investigating the concepts of *democracy and justice*, not least in considering how democracy, justice, diversity, toleration, respect and freedom were, and are, valued by people with different beliefs, backgrounds and traditions.

## 8. GRAMMATICAL STRUCTURES

### 8.1 Unit 9511: Core Latin Language

#### Accidence

Regular nouns of the first, second and third declensions

Regular verbs of all four conjugations:

- present, imperfect, perfect and pluperfect indicative active
- present infinitive active
- present participle
- imperative active: singular and plural

The above forms of the irregular verbs listed in the Defined Vocabulary List

Regular adjectives of all the standard types

Comparative and superlative forms of all the adjectives listed in the Defined Vocabulary List

Regular adverbs, excluding comparatives and superlatives

The forms of the pronouns and pronominal adjectives listed in the Defined Vocabulary List. With respect to *eum/eam/id, ille/illa/illud, hic/haec/hoc, qui/haec/quod* and *quis/haec/quid*, the following forms are prescribed:

- accusative, genitive and dative, singular and plural, of *eum, eam, id*
- nominative and accusative, singular and plural, of *ille, illa, illud*
- nominative and accusative, singular and plural, of *hic, haec, hoc*
- nominative and accusative, singular and plural, of *qui, quae, quod*
- nominative and accusative, singular and plural, of *quis, quae, quid*

#### Syntax

Standard uses of the cases, except for the locative; the ablative will be used only with prepositions

The use of all prepositions listed in the Defined Vocabulary List

The use of the dative taken by verbs listed in the Defined Vocabulary List

Direct statements, questions and commands

Prohibitions with *noli/nolite*

Relative clauses with the indicative

Temporal clauses introduced by the conjunctions listed in the Defined Vocabulary List

Causal clauses introduced by *quod*

Concessive clauses introduced by *quamquam*

## 8.2 Unit 9514: Additional Latin Language

### Accidence

Regular nouns of the first, second and third declensions

Regular verbs of all four conjugations:

- present, imperfect, perfect and pluperfect indicative active
- present infinitive active
- present participle
- imperative active: singular and plural

The above forms of the irregular verbs listed in the Defined Vocabulary List

Regular adjectives of all the standard types

Comparative and superlative forms of all the adjectives listed in the Defined Vocabulary List

Regular adverbs, excluding comparatives and superlatives

The forms of the pronouns and pronominal adjectives listed in the Defined Vocabulary List. With respect to *eum/eam/id*, *ille/illa/illud*, *hic/haec/hoc*, *qui/haec/quod* and *quis/haec/quid*, the following forms are prescribed:

- accusative, genitive and dative, singular and plural, of *eum*, *eam*, *id*
- nominative and accusative, singular and plural, of *ille*, *illa*, *illud*
- nominative and accusative, singular and plural, of *hic*, *haec*, *hoc*
- nominative and accusative, singular and plural, of *qui*, *haec*, *quod*
- nominative and accusative, singular and plural, of *quis*, *haec*, *quid*

### Syntax

Standard uses of the cases, except for the locative; the ablative will be used only with prepositions

The use of all prepositions listed in the Defined Vocabulary List

The use of the dative taken by verbs listed in the Defined Vocabulary List

Direct statements, questions and commands

Prohibitions with *noli/nolite*

Relative clauses with the indicative

Temporal clauses introduced by the conjunctions listed in the Defined Vocabulary List

Causal clauses introduced by *quod*

Concessive clauses introduced by *quamquam*

## **9. ROMAN CIVILISATION TOPICS**

### **9.1 Topic 1: Daily Life in Roman Society**

1. Town houses:  
plan, rooms, furniture, decoration and garden
2. Daily routine for men and women
3. Slaves and freedmen:  
work and treatment by their masters
4. Cooking and meals, including a dinner party (and its forms of entertainment)
5. The forum:  
shops, elections, temples and other public buildings
6. Schools:  
the different stages of education, equipment and subjects studied

### **9.2 Topic 2: Roman Britain**

1. The early years:  
from the conquest in 43 AD up to and including Boudica's rebellion in 60/61 AD
2. Bath:  
the development of the site, plan of the site, the temple of Sulis Minerva, the baths and archaeological finds, including *defixiones*
3. Cogidubnus and Fishbourne palace
4. Country villas and farming
5. Roads, travel and trade
6. Agricola:  
his military success and policy of Romanisation

### **9.3 Topic 3: The Roman Army**

1. Recruitment and training of the legionary soldiers and auxiliaries
2. Weapons and equipment
3. Daily duties
4. Pay and promotion
5. The legionary fortress e.g. Chester:  
plan, facilities
6. Military tombstones:  
candidates should be able to decipher a simple military tombstone

### **9.4 Topic 4: Entertainment and Leisure**

1. The baths:  
plan, rooms (and how they were used), heating and facilities
2. The theatre:  
design of the building  
the different productions: pantomime, vulgar farces, comedies
3. The amphitheatre:  
design of the building  
the different types of show: gladiators, wild animal hunts
4. The Circus Maximus:  
design of the building  
the teams and the races

### **9.5 Prescribed Topics for 2011 Onwards**

Candidates are required to answer questions on one of the following topics:

Topic 1: Daily life in Roman Society

Topic 2: Roman Britain

These topics will be available for three examination series.



**LEVEL 1 LATIN AND ROMAN CIVILISATION**  
**UNIT 9513: CONTROLLED ASSESSMENT**

**L13A**

Centre: \_\_\_\_\_ Centre No. \_\_\_\_\_

**Proposed Topic Area:**

**Draft Questions:**

**Proposed Topic Area:**

**Draft Questions:**

**Proposed Topic Area:**

**Draft Questions:**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's Name (please print): \_\_\_\_\_

**To be submitted to WJEC by 31 October in the year preceding submission of Controlled Assessment.**



**LEVEL 1 LATIN AND ROMAN CIVILISATION**

**L13B**

**UNIT 9513: CONTROLLED ASSESSMENT**

Centre: \_\_\_\_\_

Candidate's Name: \_\_\_\_\_

Centre No. \_\_\_\_\_

Candidate's No. \_\_\_\_\_

**Topic:**

**Question:**

Factual Knowledge	/26	
Use of Primary Sources	/12	
Personal Response	/12	
TOTAL	/50	

**NOTICE TO CANDIDATE**

The work you submit for assessment must be your own.

If you copy from someone else, allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.

**Declaration by candidate**

I have read and understood the **Notice to Candidate** (above). I have produced the attached work without assistance other than that which my teacher has explained is acceptable within the specification.

**Candidate's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

*Supporting comments linked to assessment criteria:*

**Declaration by teacher**

I confirm that the candidate's work was conducted under the conditions laid out in the specification. I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

**Teacher's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_



## **Appendix: Defined Vocabulary Lists for Units 9511 and 9514**

Candidates for Unit 9511 are expected to be familiar with the Defined Vocabulary List (DVL) for that Unit. Candidates also entered for Unit 9514 are expected to be familiar with the DVL for Unit 9511 only: there is no additional DVL for Unit 9514.

Words in the unprepared comprehension and translation passage in Unit 9511 and in the unprepared translation passage in Unit 9514 will be glossed if they do not appear in the DVL. In addition, if a word is used with a meaning not given in the DVL, it will be glossed.

### **Compound verbs**

Candidates are expected to be familiar with common compounds of simple verbs given in the DVL which are formed by adding one of the prefixes included in the DVL for Unit 9511. This includes regular vowel changes in the verb stem and consonantal changes in the prefix.

### **Adjectives**

Candidates are expected to be familiar with the comparative and superlative forms of all adjectives included in the DVLs.

### **Adverbs**

Candidates are expected to be familiar with the regular formation of adverbs from any of the adjectives which appear in the DVLs.

### **Numbers**

Those included in the DVL for Unit 9511 are expected to be known: all others will be glossed on the examination paper.

### **Electronic support**

The Defined Vocabulary List will be available in Microsoft Excel format. In addition, interactive vocabulary testers will be provided by the Cambridge School Classics Project.

## Unit 9511: Defined Vocabulary List

accipio	accipere, accepi	accept, take in, receive
ad	+ acc (also used as prefix with verbs)	to, towards, at
advenio	advenire, adveni	arrive
alius	alia, aliud	other, another, else
ambulo	ambulare, ambulavi	walk
amicus	amici, m.	friend
amo	amare, amavi	love, like
ancilla	ancillae, f.	slave-girl, maid
appropinquo	appropinquare, appropinquavi	approach, come near to
aqua	aquae, f.	water
audio	audire, audivi	hear, listen to
bene	indecl.	well
bonus	bona, bonum	good
capio	capere, cepi	take, catch, capture
caput	capitis, n.	head
celer	celere	quick, fast
cena	cenae, f.	dinner, meal
cibus	cibi, m.	food
civis	civis, m.f.	citizen
clamo	clamare, clamavi	shout
conspicio	conspicere, conspexi	catch sight of, notice
consumo	consumere, consumpsi	eat
credo	credere, credidi + dat	believe, trust, have faith in
crudelis	crudele	cruel
cum	+ abl (as prefix con-)	with
cur?	indecl.	why?
curro	currere, cucurri	run
de	+ abl (also used as prefix with verbs)	from, down from; about
dea	deae, f.	goddess
debeo	debere, debui	owe, ought, should, must
decem	indecl.	ten
deinde	indecl.	then
deus	dei, m.	god
dico	dicere, dixi	say
difficilis	difficile	difficult
discedo	discedere, discessi	depart, leave
do	dare, dedi	give
domina	dominae, f.	mistress
dominus	domini, m.	master
domus	domus, f.	home
donum	doni, n.	gift, present
dormio	dormire, dormivi	sleep
duco	ducere, duxi	lead, take

duo	duae, duo	two
e, ex	+ abl (also used as prefix with verbs)	from, out of
eam	eas (pl.)	her, them
ego	me (acc.), mihi (dat.)	I, me
eo	ire, i(v)i	go
epistula	epistulae, f.	letter
et	indecl.	and
etiam	indecl.	also, even
eum	eos (pl.)	him, them
exspecto	exspectare, exspectavi	wait for
facilis	facile	easy
facio	facere, feci	make, do
femina	feminae, f.	woman
fero	ferre, tuli	bring, carry
ferox	ferocis	fierce, ferocious
festino	festinare, festinavi	hurry
filia	filiae, f.	daughter
filius	filii, m.	son
fortis	forte	brave
fugio	fugere, fugi	run away, flee
habeo	habere, habui	have
habito	habitare, habitavi	live
heri	indecl.	yesterday
hic	haec, hoc	this
hodie	indecl.	today
homo	hominis, m.	man, human being
hortus	horti, m.	garden
iam	indecl.	now, already
ianua	ianuae, f.	door
ille	illa, illud	that, he, she, it
in	+ acc (also used as prefix with verbs)	into, onto
in	+ abl (also used as prefix with verbs)	in, on
ingens	ingentis	huge
inquit		say, said
intellego	intellegere, intellexi	understand, realise
inter	+ acc	among, between
intro	intrare, intravi	enter
iratus	irata, iratum	angry
itaque	indecl.	and so, therefore
iter	itineris, n.	journey, route, way
iuvenis	iuvenis (m.)	young; young man
laboro	laborare, laboravi	work
laetus	laeta, laetum	happy
laudo	laudare, laudavi	praise
lego	legere, legi	read, choose
lente	indecl.	slowly

libero	liberare, liberavi	free, set free
magnus	magna, magnum	big, large, great
maneo	manere, mansi	remain, stay
maritus	mariti, m.	husband
mater	matris, f.	mother
medius	media, medium	middle, middle of
meus	mea, meum	my
minime	indecl.	very little, least, no
mitto	mittere, misi	send
mors	mortis, f.	death
mox	indecl.	soon
multus	multa, multum	much, many
nam	indecl.	for
narro	narrare, narravi	tell, relate
neco	necare, necavi	kill
nihil	indecl.	nothing
nolo	nolle, nolui	not want, refuse
non	indecl.	not
nonne?	indecl.	surely?
nos	nos (acc.), nobis (dat.)	we, us
noster	nostra, nostrum	our
novem	indecl.	nine
novus	nova, novum	new
nullus	nulla, nullum	not any, no
num ... ?	indecl.	surely not?
numquam	indecl.	never
nunc	indecl.	now
octo	indecl.	eight
olim	indecl.	once, some time ago
omnis	omne	all, every
paro	parare, paravi	prepare
pars	partis, f.	part
parvus	parva, parvum	small
pater	patris, m.	father
pauci	paucae, pauca	few, a few
pecunia	pecuniae, f.	money
per	+ acc	through, along
perterritus	perterrita, perterritum	terrified
peto	petere, petivi	make for, attack, seek, beg, ask for
pono	ponere, posui	put, place, put up
porta	portae, f.	gate
porto	portare, portavi	carry
possum	posse, potui	can, be able
postquam	indecl.	after, when
primus	prima, primum	first
prope	+ acc	near

puella	puellae, f.	girl
puer	pueri, m.	boy
pugno	pugnare, pugnavi	fight
pulcher	pulchra, pulchrum	beautiful, handsome
quaero	quaerere, quaesivi	search for, look for, ask
quam	indecl.	than, how ... ? how ... !
quamquam	indecl.	although
quattuor	indecl.	four
-que	indecl.	and
qui	quae, quod	who, which
quinque	indecl.	five
quis?	quid?	who? what?
quod	indecl.	because
quoque	indecl.	also, too
reddo	reddere, reddidi	give back, restore
redeo	redire, redii	go back, come back, return
respondeo	respondere, respondi	reply
rideo	ridere, risi	laugh, smile
rogo	rogare, rogavi	ask, ask for
saepe	indecl.	often
saluto	salutare, salutavi	greet
scribo	scribere, scripsi	write
sed	indecl.	but
sedeo	sedere, sedi	sit
semper	indecl.	always
senex	senis (m.)	old; old man
septem	indecl.	seven
servus	servi, m.	slave
sex	indecl.	six
simulac, simulatque		as soon as
solus	sola, solum	alone, lonely, only, on one's own
specto	spectare, spectavi	look at, watch
statim	indecl.	at once, immediately
sto	stare, steti	stand
stultus	stulta, stultum	stupid, foolish
subito	indecl.	suddenly
sum	esse, fui	be
supero	superare, superavi	overcome, overpower
tamen	indecl.	however
taberna	tabernae, f.	shop, inn
taceo	tacere, tacui	be silent, be quiet
tandem	indecl.	at last, finally
teneo	tenere, tenui	hold
terra	terrae, f.	ground, land
terreo	terrere, terrui	frighten
timeo	timere, timui	fear, be afraid

trado	tradere, tradidi	hand over
traho	trahere, traxi	drag, draw, pull
tres	tria	three
tu	te (acc.), tibi (dat.)	you (singular)
tum	indecl.	then
ubi	indecl.	where, when, where?
unus	una, unum	one
urbs	urbis, f.	city
uxor	uxoris, f.	wife
venio	venire, veni	come
verto	vertere, verti	turn
via	viae, f.	street, road, way
video	videre, vidi	see
vir	virī, m.	man
vivo	vivere, vixi	live, be alive
voco	vocare, vocavi	call
volo	velle, volui	want
vos	vos (acc.), vobis (dat.)	you (plural)
vox	vocis, f.	voice, shout

## **Unit 9514: Defined Vocabulary List**

The Defined Vocabulary List for Unit 9514 is the same as that for Unit 9511.