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Latin for Language Lovers

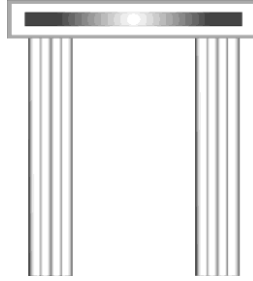
**Ancient Languages, the New
Curriculum and GCSE**

Series Editor
Sheila Lawlor

POLITEIA

A FORUM FOR SOCIAL AND ECONOMIC THINKING





POLITEIA

A Forum for Social and Economic Thinking

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POLITEIA

2013

First published in 2013
by
Politeia
33 Catherine Place
London SW1E 6DY
Tel. 0207 799 5034

E-mail: info@politeia.co.uk
Website: www.politeia.co.uk

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Policy Series No. 87

ISBN 978-0-9926340-0-1

Cover design by John Marenbon

Politeia gratefully acknowledges support for this publication from

Foundation for Social and Economic Thinking (FSET)

We are grateful to OCR for permission to reproduce extracts of past exam papers.

Printed in Great Britain by:
Plan – IT Reprographics
Atlas House
Cambridge Place
Hills Road
Cambridge CB2 1NS

Foreword: An open message to the Secretary of State for Education

In these pages, a distinguished Cambridge Classicist considers the influence of the Roman world on this country and its enduring heritage, including the Latin language. Few languages, he suggests, are more rewarding to study and he explains the benefits.

Three experienced teachers consider the challenges already faced by a variety of schools in including Latin in the curriculum, some of which, despite the shortage of curriculum time set aside for ancient languages, have enthusiastically and successfully encouraged the teaching of Latin. They suggest how the new GCSE can cater for as many needs as possible under the umbrella of a single examination, while giving teachers the option to decide on the emphasis each judges best. In particular they propose that as well as the cultural, historical and literary emphases in Latin GCSE, there should be a clear examinable option of the opportunity, for those who wish to take it, to translate from English into Latin. They suggest how this could be accommodated within the proposed framework for reform.

In addition, they ask that the official plan for foreign language teaching at secondary school should be broadened so that Latin remains within the National Curriculum as a permissible choice of language, as it is for primary school.

We welcome and support the authors' calls. We ask the Secretary of State for Education to allow the new GCSE to include such an option for those teachers who wish to use it and also to give Latin the same opportunity and official blessing as other foreign languages in the curriculum for 11-14 year olds at secondary schools.

Signed:

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Stephen Anderson has taught Classics at Winchester College since 1980. He was Head of Classics there from 1984 to 2008 and is currently Senior Tutor. He is an experienced public examiner and is co-author of a number of textbooks, including *Greek Unseen Translation*, *Advanced Latin* and *Writing Greek* (all published by Bloomsbury Academic). He was a Fellow Commoner of St John's College, Cambridge during the academic year 2009-10.

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Dominic Sullivan has been head of Classics at the London Oratory School since 1990.

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I

Latin GCSE: Aims and Means

Sheila Lawlor

The Coalition's proposals to reform England's school curriculum will shortly be finalised, for introduction by schools in September 2014. Ministers have all along made clear that their aim is to raise academic and intellectual standards here to the level of higher-achieving countries.

Less prominent has been the complementary goal: to reduce official prescription to a minimal outline of essential knowledge and liberalise the system for greater professional freedom, so that good teachers can aspire as high as they wish without being held back by the bounds imposed by bureaucratic rules.

The same aims – higher standards, greater rigour, more academic freedom – also apply to the new GCSEs.

This proposal, for the Latin examination at GCSE, is the third in Politeia's curriculum and exam series, the aim of which is to provide independent specialist analysis on how these twin aims of higher standards and greater freedom for teachers can best be met in some of the important individual subjects. The Latin GCSE, which is already pitched at a high standard, could be improved by the liberalisation at which the Education Secretary aims.

In particular, as the authors (who include three experienced teachers and one academic) propose, the Latin GCSE should offer, as a clear examinable option, the opportunity to translate from English into Latin. Such an option would be welcomed by those teachers and pupils who find such work valuable and enriching. But it should be for teachers to decide the emphasis they judge best taking account of the different circumstances, including timetabling, under which Latin is taught and for the examination to facilitate that. The proposal would not be a mandatory requirement as is proposed for GCSE in modern foreign languages, merely an option. David Butterfield, a Cambridge classicist, explains the advantages and emphasises that for many pupils, who do not have the chance to continue with Latin after GCSE, such an option would give the opportunity to enjoy the long-term benefits of this exercise.

In terms of the official GCSE reforms, all that is required is to make clear that when 'understanding and interpretation' of ancient languages are specified, they include active as well as merely passive understanding. Another point raised by the consultation is the balance between what are called linguistic and cultural competence. Valuable though it is for pupils to learn about the cultural background of Latin which embraces not only Ancient Rome, but Europe until the end of the eighteenth century, more time and weighting should be given to teaching the language.

More generally, it is widely acknowledged that all aspects of learning Latin have great benefits. The evidence was considered in Politeia's initial *Latin for Language Learners*, which urged successfully that Latin should be included as a permissible language option for the national curriculum at primary school.¹ It is therefore disappointing to see that, whilst the draft

¹ Following the publication of *Latin for Language Learners* in 2010 (bit.ly/18OWJY8), the then Schools Minister Nick Gibb MP announced that Latin would be included as an option in the National Curriculum for primary schools. See www.gov.uk/government/speeches/nick-gibb-to-the-politeia-conference.

curriculum does indeed permit primary schools to offer Latin as an option for the National Curriculum, permission is not given for secondary schools. The subject is no longer part of the secondary National Curriculum, although ancient languages, including Latin, can of course be offered for GCSE.² This position should be changed. Because of the classroom time schools need to meet legal obligations, subjects which are not included in the National Curriculum tend to be neglected by schools, and it becomes difficult for pupils to study them in addition to the subjects legally required. If Latin is not an option within the National Curriculum, fewer students are likely to study it. It is wrong to penalise pupils who prefer to keep up Latin as their main language in secondary school (or who would like to start it there). The evidence is that such study benefits their whole education and equips them to learn a whole range of other languages.

This proposal therefore urges that:

(1) There is a clear option for translation from English into Latin in the final specification for the GCSE examination in Latin, bringing it more into line with other foreign languages and ensuring there is active as well as passive understanding.

(2) At Key Stage 3 (ages 11-14) Latin remains within the National Curriculum as a permissible choice of language. The existing programme of study for foreign languages could be adapted with minor changes to accommodate Latin.

Sheila Lawlor,
Politeia

² The languages requirement is for ages 7 – 14 or key stages two and three; the framework explains ‘At key stage 2 the subject title is ‘foreign language’; at key stage 3 it is ‘modern foreign language’. *The national curriculum in England – Framework document*, DfE, July 2013, p.6, www.gov.uk/government/uploads/system/uploads/attachment_data/file/210969/NC_framework_document_-_FINAL.pdf

II

Why Learn Latin?

David Butterfield

The influence of the Roman world upon British history is undeniable: most of our island was under Roman rule for four centuries, our legal system was built upon Roman Law, our curriculum took its earliest origins from mediaeval extensions of Roman practice, and our literature has been deeply imbued with classical Roman themes. However, the legacy of that empire's greatest achievement, the Latin language, is no less ineluctable: the majority of our vocabulary consists of words that boast Latin roots, whether transmitted via the Romance languages, taken up directly into English in the Early Modern period, or coined afresh to serve the ever-growing spheres of science and technology. Even the contemporary deployment of English has consciously Latinate aspects: the stylistic *bêtes noires* of split infinitives, divided perfects and sentence-final prepositions *inter alia* originate – for better or worse – from conscious comparison with the practice of Latin. Look at an English dictionary, at polished English style, at italicised tags interspersing written English – even at coins in the pocket – and the inference is clear: the Latin language, to say nothing of its literature, has left an indelible mark on the fabric of British life.

Yet, even if we set aside the immense importance of this enduring inheritance, it remains the case that there are few languages – and indeed few subjects – more rewarding to study than Latin: not only does a good grasp of the language allow direct access to a remarkable corpus of ancient literature, philosophy, history, science and myriad other subjects that transmit the spirit of the Roman world intact to the present day, but proper understanding of its intricacies *per se* also introduces its students afresh to a rigorous grammatical framework, hones their logical thought processes, and in turn enriches their comprehension of the mother tongue.

In the twenty-first century, however, Latin finds itself the subject of frequent attacks – as an outmoded dead language with nothing to tell the modern world, as a dispiritingly difficult subject to master, and as a bastion of anachronistic privilege and elitism. All of these criticisms are entirely devoid of truth, and are typically levelled by those without direct contact with the present-day status of the subject and its teaching.

This is not the place to rehearse the many and varied advantages of learning Latin at length. It will suffice to record only what is uncontroversial. Latin enriches one's English vocabulary, aiding the acquisition of new words and the analysis of unfamiliar terms. It allows one's knowledge of English grammar to grow (and in many cases to begin), which in turn bolsters and elucidates the understanding of the language: English is too familiar to its native speakers to make this process of grammatical and syntactical scrutiny feasible without the aid of a foreign tongue. Latin provides invaluable aids, most notably precision and clarity, to the formation of good English style. Lastly, and most importantly, it allows the accurate and intimate appreciation of ancient literature – directly in the case of Roman thought and culture and indirectly in the case of Greek – to say nothing of the countless Latin tags, phrases and mottoes that still permeate contemporary life. To broaden the picture, Latin provides the most direct route into the rich and varied tapestry of the Roman world, which allows the edifying – and in many senses incomparable – experience of comparing and contrasting a different culture from

our own with the society in which we now live.³ Insofar as is possible, it should be a duty of the national curriculum both to introduce the Romans to school pupils and to give them the opportunity to engage meaningfully and directly with their unique and astonishing achievements.

Interest in the classical world is no less keen and genuine among the younger generations in Britain than it was in the previous century: fascination about how the ancient Romans lived and thought, spoke and fought, whether first instilled by visual media, books or the primary school curriculum, continues to pervade the school classroom. Despite a period of decline in the late twentieth century (motivated by a complicated nexus of factors), the number of students taking Latin at GCSE has remained above 10,000 for the last decade and there are many signs that the subject is set to grow steadily in future years. Although GCSEs in Classical Civilisation and Ancient History also allow engagement with the ancient world (with towards 5,000 and 500 takers respectively at present), the desire to learn the Latin language remains fervent: roughly a thousand secondary schools offer Latin, of which the slight majority are in the state sector;⁴ there is no doubt that many more schools would enthusiastically embrace the subject if resources allowed.

³ It would be to trivialise the enduring value of learning Latin to record once more the very high value placed upon knowledge of the classical languages by prospective employers across an extremely broad spectrum of sectors, or to mention that the richest person in the world under 40 regards his training in Latin as a major factor in his success, ultimately leading to his creating the tool that has revolutionised how people interact and exchange information.

⁴ Of course the proportion of secondary schools in the state sector offering Latin is markedly smaller than the proportion of those in the independent sector that do (about four times less). Enhanced clarity about what is to be known, taught and examined at GCSE should help encourage the increase of Latin within the state sector.

III

A Proposal for the New GCSE

Much Continuity, Some Change

Here, three teachers with long-standing and varied experiences in teaching Latin in secondary schools present a set of proposals as an illustration of how a Latin examination in the new GCSE might be structured in order to support and abet the subject's growth. The proposals offer freedom to schools in how to construct their course and allow its linguistic elements to be taught and examined in as unmediated a form as possible. Their proposals are in no sense radical but rather rational. They accept the current scope and content of the GCSE syllabus in the main: of five papers one is left unchanged, two are given minor tweaks, one has been modified to allow the possibility of wider reading in Latin, and one has been reworked in part to give greater focus upon the linguistic aspects that lie at the core of the subject. This last change is with good reason: the value and importance of a precise understanding of Latin are undeniable. For a heavily inflected language that encodes so much meaning in the very form of its words – often in categories not readily comparable with those surviving in English – an accurate grasp of what such variations in form denote, and of how and to what effect the many syntactical constructions can be implemented, is essential. This need not be a case of bombarding learners (and teachers) with bewildering terminological jargon; on the contrary, in certain instances, the exact term to be deployed may be neither here nor there. What essentially matters, however, is the ability of students to recognise the appropriate form or structure and to appreciate the significance of its particular category. So logically subdivided a language as Latin requires from its instructors and students a logically subdivided approach – in declension, inflection, grammar and syntax. Acknowledging the efficacy of this methodology facilitates, rather than impedes, the lucid exposition of precisely how Latin operates: as the introduction to these new proposals argues, such careful analysis will liberate teachers in their exegesis rather than introduce unwelcome obstacles or irrelevancies. The proposal to reintroduce a compulsory grammatical element to one of the linguistic papers (Paper 2 Section A) at GCSE should therefore provide a genuinely rewarding incentive for teachers to dispense and for pupils to absorb an accurate grammatical understanding of the nuts and bolts of how Latin worked.

The myriad inflections of the Latin language, and the concomitant freedom it enjoys in its word order and syntax, provide an appealing and rewarding challenge to speakers of any modern language when they come to translate and manipulate Latin. The task of translating out of and into this ancient language is one that requires careful thought and, where appropriate, cautious rethinking. The latter direction of conversion, from English into Latin, is another important element of the ensuing proposals, and deserves closer attention and consideration.

The fact cannot be escaped that real facility (let alone fluency) in a foreign language demands the ability to translate into it from one's native language, as well as to convert it into the mother tongue. This obvious principle is accepted and explored (to varying degrees) in the study of modern languages within the present national school curriculum, both at GCSE and beyond. However, the task of turning English into Latin is a particularly interesting and informative exercise. Latin and English have little in common as languages beyond their obvious relationship in vocabulary. Yet even with this lexical connection, translation from one to the other is very rarely a case of word-for-word substitution. Instead, the task of conversion demands a focus not upon the simple words alone but upon the underlying *thought* of the

English passage. It is this fundamental sense that is first to be unearthed, by analysing and dissecting the structure of the English, a notoriously inexact, inconsistent and vague language. One must then rework this sense so as to satisfy the peculiarities and idioms of the target language, selecting from the many ways in which Latin may allow the expression of the same essential idea.

Latin is at all points simple in its arrangement, clear in its thought and direct in its expression. It gives particular attention to structuring its clauses neatly, logically and (where applicable) chronologically. Its freedom of word order allows the most salient facts to be deployed in positions of emphasis – typically the beginning and end of sentences – and the less important aspects to form the backdrop of the utterance. The prospective translator is therefore also beholden to comb the English original diligently and to decide which elements carry especial importance, a task often rendered difficult by its loose and woolly arrangement. In lieu of the often imprecise, prolix and abstract English, the resultant Latin should at all costs be accurate, concise and concrete.

Latin is rightly famed and admired for its concision, being able to pack within a brief compass a great deal of information, an asset which requires the careful consideration of English speakers. A particularly well-known example may be cited from that most laconic of historians, Tacitus, whose damning judgment on the unfortunate rule of the Emperor Galba (A.D. 68-69) was dished out in four words: *capax imperii, nisi imperasset*. To do this full justice in passable English, many more words are required: ‘(and he would have been thought by all) capable of being Emperor, if he had not (actually) been Emperor.’ If we reverse the direction of translation, the same movement towards concision is evident: a standard fifteen-word request in English such as the notice ‘When you have finished reading the book, please can you return it to the shelf’ may be reduced to a four-word utterance in Latin: *librum perlectum forulis reponas*, literally ‘may-you-return (the) having-been-read-through book to-the-shelves’.

Another important aspect of translating English into Latin is the necessary replacement of the abstract and vague with the concrete and tangible. If we consider a sentence such as ‘I was in a position to offer help to those who had fallen into ill health’, there are two possible responses. The first would be to approach a dictionary – or perhaps an automatic translation tool online – and to obtain without further thought the appropriate form for each word in Latin: the resultant phrase would be grammatical but bordering upon the nonsensical – *in tali positione eram ut auxilium ad eos qui in aegritudinem cecidissent afferrem*. At thirteen words there has been no appreciable concision; however, more regrettably, the preservation of various abstract Anglicisms – *positione* (‘position’), *auxilium* (‘help’), *aegritudinem* (‘ill health’), *cecidissent* (‘had fallen’) – creates a most ambiguous and improbable picture in Latin. The second response is instead to cleave through the slack verbiage of the original and to seek the underlying sense; from this would emerge the critical point that ‘I was able – to help – the ill’. Accordingly, these sixteen words may be boiled down into three Latin words that fulfil the sense: *aegrotis auxiliari poteram*, ‘I was able to help those that had become ill.’ Once the sense of the passage has been weighed and considered, it will be seen that nothing of value has been lost.

Perhaps most importantly, to write Latin prose is an art built upon a science, the free expression of personal style and tone in accordance with a fixed set of rules: in any instance there is no single correct answer, but many that are right to varying degrees, and very many that must be wrong. Of course, the task of translation does not end once the transference has been completed:

the precise selection of vocabulary and syntax may be based upon imitation of certain authors, upon pursuit of euphony or good prose rhythm or upon the avoidance at all costs of ambiguity. Despite all of this, the task is always manifestly achievable: no element or concept in the modern world, however alien to the Romans, debars translation into intelligible Latin terms.

The task of Latin prose composition (more accurately ‘prose translation’) therefore demands careful consideration, lateral thinking and diligent revision – each an invaluable virtue in all areas of education. Yet the exercise is by all accounts enjoyable and stimulating for pupils and for teachers, corroborating linguistic knowledge and offering welcome opportunities for creative expression; pupils delight in the hands-on process of manipulating Latin according to their own needs, without falling back on hackneyed phrasebook lingo. The potential difficulty of the task should not be considered an obstacle, for it may range, like all aspects of translation, from the easiest to the most testing degree. The questions for prose composition offered amidst the GCSE proposals that follow (Paper 2, Section C) are designed to be feasible: the individual sentences for translation, each clearly expressing its classical content, are built upon the vocabulary, grammar and syntax which the examinations already treat as required knowledge.

It may be objected that reintroducing prose composition to GCSE examinations will overburden the workload of Latin teachers. This need not be so: the teaching of composition should and would be pursued in tandem with the teaching of the linguistic aspects of Latin, providing exercises to reinforce the understanding of various grammatical and syntactical structures. Given the major role that prose composition played over the previous two centuries, there already exist a surfeit of manuals to aid the teaching of the subject, invariably devoted to those still in the course of learning and improving their Latin. As is the case for the many Latin grammars that already exist, composition manuals are readily available for all ranges of experience and ability.

To close these remarks on prose composition, three points from the proposals that follow deserve particular emphasis:

- (i) The proposals seek to bring GCSE teaching and examination in line with the current practice at AS and A2 (and Pre-U): at AS an unseen Latin passage may be replaced with a set of English sentences for translation into Latin, and at A2 (and Pre-U) a Latin comprehension with grammatical questions may be replaced with a continuous passage for prose composition. There is no obvious reason to exclude this practice from GCSE examinations.
- (ii) The teaching and examination of prose composition would be optional and at the discretion of the school, since the examination provides equal allowance for both routes.
- (iii) The possibility for teachers to tackle prose composition at GCSE with a view to subsequent examination would offer their pupils the opportunity to obtain a higher level of linguistic familiarity and facility in Latin, which will deepen their appreciation of the texts they encounter.

Rigour and its rewards

To conclude, these proposals seek to maintain a close focus, both in the classroom and the examination hall, upon the linguistic aspects of the Latin GCSE. This should help deter two practices that are tempting but debilitating when learning Latin: first, the translation of texts primarily from a cursory sense of their vocabulary, since a sufficiently precise appreciation of the language and its literature is possible only via a sound understanding of vocabulary, grammar and syntax; second, the regurgitation of rote-learned points of comprehension or translation, which informs neither candidate nor examiner. By contrast, questions devoted to grammatical points (and potentially also to prose composition) unequivocally test a candidate's command of how the Latin language operates.

Of course, Latin can be a demanding subject, which by requiring rigour and form in its study presents a real but rewarding academic challenge. Nevertheless, the full range of academic abilities for prospective Latin candidates at GCSE is covered in the proposals by supporting the existence of a short course, for which two of the five papers (involving at least one of the language papers) are taken, the combination being tailored to the appropriate needs of the cohort.

One final advantage offered by these proposals is the possibility they allow for schools to read more widely than the preordained confines of the syllabus and for that broader reading to be rewarded under examination (Paper 4 Section B). In cases where the course of study allows it, or where the ability of a group of students encourages it, more Latin literature can be read, analysed and appreciated.

Language lies at the heart of education, and the Latin language at the heart of the Latin GCSE. The fact that these proposals appreciate the importance of these principles ensures that they will give long-term benefit to all who take the subject at GCSE, regardless of whether their study of Latin and the ancient world will end at that stage or continue, within or without the school – or university – curriculum. Latin is well into its third millennium of being taught, utilised and enjoyed: with schools free to pursue their own course within the proposed bounds, the language may be confident of its future survival.

IV One Examination, Many Needs

Stephen Anderson, Katharine Radice and Dominic Sullivan

Introduction

Devising an effective structure for GCSE Latin in the twenty-first century may seem an almost impossible task. Latin at school these days is studied in many different sets of circumstances. All bring with them their own bewildering variables: sometimes there is a generous allowance of timetabled lessons, sometimes whatever time can be found must be squeezed into break or lunch-times; some schools have highly qualified classics graduates to shoulder the teaching; in others History, English or Modern Languages teachers do their best to help enthusiastic students on their way; some teachers, and their pupils, will favour a heavily linguistic and literary diet; others will prefer a syllabus which gives Roman Civilisation a more central role; some will take the subject no further than GCSE, while others will have their sights set on A Level and beyond; some will learn from ‘traditional’ style textbooks, others from modern inductive type courses; etc., etc., etc.

In the draft structure offered here the aim is to cater for as many needs as possible under the umbrella of a single examination. We want to ensure that all who study Latin, in whatever circumstances, are offered a course which is not only demanding, rigorous and academic, but realistic, enjoyable and capable of integration into more than one type of modern school curriculum.

Fundamentally we do not perceive a need for wholesale changes to the present system, and have therefore accepted as givens both the existing grammar and vocabulary syllabus and current arrangements on the length of set book prescriptions. Our aim is rather to provide a degree of fine-tuning so that a) some grammar questions are included on one of the language papers; b) the opportunity of translating into Latin is restored for those who want it; and c) the possibility of reading more widely rather than doing a second set book is opened up.

⁵ Studying Latin to GCSE brings many benefits, but at the forefront, and well reflected in formal Assessment Objectives, are the following:

- an increased understanding of linguistic structures, gained by studying a language whose inflected forms make grammatical structures clearly apparent;
- the inspiring experience of coming into contact with world-class literature;
- an increased understanding of human civilisation, gained by studying an ancient culture different from our own.

The current GCSE syllabus caters well for the last two of these: verse literature (sometimes prose as well) is set in unadapted form (and it is always possible to take a Virgil option), and the Roman Sources paper offers the opportunity to study various aspects of the Roman world in reasonable depth, while at the same time helping to boost pupils’ analytical skills. For some years, however, the testing of language skills has been solely through comprehension and translation into English, with no possibility of either translating into Latin or answering any grammatical questions. Conscious that in these circumstances a number of pupils try to learn Latin through vocabulary alone, treating any grammar they come in contact with as a sort of optional extra, we are suggesting that some grammar questions are included on one of the language papers, and that the option of translating sentences into Latin is re-instated. Those not taking this option will instead do an unseen translation and answer some more grammatical questions. The choice between answering grammatical questions and translating into Latin is well established at both A Level and Pre-U, so it seems sensible to us to provide the bottom rung of this ladder and offer something similar at GCSE. We believe that such a proposal is likely to prove less contentious than any attempt to re-introduce compulsory composition for all. It’s worth observing, too, that when both pupils and teachers have an easy facility with

What follows is [A] the outline for a GCSE in Latin which attempts to fulfil these aims, [B] a note on the provision of Latin for all ability ranges, and [C] a set of specimen questions for four of the five proposed papers. These are based closely on recent actual papers and we are grateful to OCR for permission to reproduce them in slightly modified form.

A Outline Structure

Our aims will best be served by an examination structured as follows:

- the examination is based on the grammar, vocabulary and set text lengths from the current prescription.
- the full examination consists of five papers as below. Two of these are compulsory (Language 1 and Language 2); candidates then choose TWO of three optional papers (Verse Literature, Prose Literature, and Roman Civilisation [currently called Sources for Latin]). Each paper consists of 25 per cent of the total.
- Paper 1 in combination with any ONE other could provide a Short Course Latin GCSE for those with limited time at their disposal.

Paper 1: Language 1

Comprehension and unseen translation, essentially as at present.

Paper 2: Language 2⁵

A passage for comprehension (including some grammar questions), followed by either an unseen translation + grammar questions or sentences for translation into Latin.

Paper 3: Verse Literature

A set book paper with questions more or less as at present.

Paper 4: Prose Literature⁶

Either a prose set book as currently; or the possible opportunity of studying a specified author by reading as widely as possible in his works in both Latin and English.

Paper 5: Roman Civilisation⁷

As the current ‘Sources for Latin’.

grammar and grammatical terminology, the whole business of language teaching becomes easier rather than more complicated. This may well be particularly so for those teachers who aren’t themselves classical language specialists.

⁶ Aware that set-book study at GCSE can all too readily become simply the parroting of learned translations and the regurgitation of dictated notes, we are keen to offer, as an alternative to a Prose Set Book paper, an option which encourages the more general study of an author through wider but less detailed reading of his work. Our proposal, which is based on an option formerly available at GCSE, is, of course, just one way in which this might be put into effect: we are more concerned to suggest the possibility than to be prescriptive about its realisation. We hope, too, that such an option could prove helpful for those with only limited time to prepare for GCSE.

In our proposal one author – we have chosen the younger Pliny – is prescribed. Relevant topics are then specified, each with a list of suggested passages, and candidates are encouraged to read as widely as they can in these, both in Latin and in English. Possible topics for Pliny could be: Life and Career, the eruption of Vesuvius, Pliny in Bithynia etc., etc.

The examination would then consist of an adapted passage from the author for unseen translation, followed by questions on his life, works and style.

⁷ Our specimen is the unchanged OCR paper from Summer 2012. See www.ocr.org.uk/Images/134438-question-paper-unit-a405-02-sources-for-latin-higher-tier.pdf/ and www.ocr.org.uk/Images/134439-question-paper-unit-a405-02-sources-for-latin-higher-tier-insert.pdf

B A subject for all ability ranges

At present the needs of less able pupils are catered for by the provision of a so-called Foundation Tier which offers language papers with a reduced vocabulary list and shorter, simpler passages for translation and comprehension, and literature papers with shorter prescriptions, and fewer, and generally simpler, questions. At present only a tiny minority of candidates is entered for the Foundation Tier, most opting for the Higher Tier. A revised GCSE maintaining this two-tier system would certainly be a reliable way of keeping Latin accessible to the whole range of academic ability, while still providing a challenging examination for the large majority of pupils who currently find the Higher Tier well within their grasp: we would support maintaining this flexible approach. Should, however, the division into two tiers be abolished in the reform of GCSE, we suggest that our proposal still allows Latin to remain a feasible subject for at least a wide spread of academic abilities through:

- the availability of Full and Short Courses within a specification which allows widely differing teaching methods and degrees of differentiation in the preparation for the examination.
- the generous provision of optional papers and options within papers.
- the continued use of momentum testing in the language papers.
- the continued use of questions of differing levels of difficulty in the literature papers, ranging from short and simple comprehension questions to more extended, but precisely focused, literary analysis.

In summary, in order to make Latin available to the whole ability range, we propose that the current division into Foundation and Higher Tiers is retained; but we are confident that if it is not, our proposals – which are essentially for the Higher Tier – will still allow Latin to be studied over a wide range of academic abilities.

C Specimen Papers

The following four papers are closely based on recent GCSE papers set by OCR.

In **Paper 1** (based on the OCR Summer 2012 paper) we have made no substantial changes. Such tweaks as have been made are simply to the vocabulary, and, in one or two places, to the Latin text itself.

The biggest changes come in **Paper 2** (based on OCR Paper 2 from January 2012). Here we have restructured the questions so that half the marks for the first comprehension are awarded for answering simple grammatical questions. Then there is a choice for candidates between Section B, the original unseen but with some additional grammar questions, and a new Section C, six simple sentences to be translated into Latin (based on those set at GCSE in 2008).

In **Paper 3** (based on the OCR Summer 2012 paper) we have made only one tiny change: our questions 3 and 4 were originally a single question.⁸

Similarly in **Paper 4**, Section A (based on the OCR Summer 2012 paper) only one tiny change has been made: our questions 11 and 12 were originally a single question. Section B, however, suggests a different approach to the examining of Prose Literature (see footnote 6 on page 11), one which we hope can in some way counter the current trend for the regurgitation of dictated translations and notes learned off by heart. Our specimen questions are based on a Midland Examining Group paper from 1992.

⁸ In both Papers 3 and 4 we provide, *exempli gratia*, questions for one prescription only; but it is our intention that in both papers a choice of two prescriptions continues to be offered, as at present.

(a) Paper 1 – Language 1 (closely based on OCR Summer 2012 paper)

Answer all questions

Read passage A and answer all the questions.

Passage A *Neptune and Apollo offer to help Laomedon; but he cheats them.*

Laomedon erat rex Troianus. olim Apollo invenit eum muros novos aedificantem. itaque, ‘si nobis pecuniam vinumque dabis,’ inquit, ‘Neptunus hos muros aedificabit et ego oves tuas custodiam.’ Laomedon tamen, cum muri aedificati essent, dona promissa deis non tradidit. Neptunus igitur regem punire constituit et serpentem ingentem misit ut omnes puellas Troianas consumeret. perterritus Laomedon ceteros deos rogavit quid facere deberet; illi regi suaserunt ut filiam suam, Hesionam nomine, quam maxime amabat, serpenti sacrificaret. cum tamen rex hoc facere primo nollet, Neptunus iratus multum aquae Troiam misit.

Names

<i>Laomedon, Laomedontis (m)</i>	Laomedon
<i>Troianus, -a, -um</i>	Trojan
<i>Apollo, Apollinis (m)</i>	Apollo
<i>Neptunus, -i (m)</i>	Neptune
<i>Hesiona, ae (f)</i>	Hesione

Vocabulary

<i>murus, -i (m)</i>	wall
<i>ovis, -is (f)</i>	sheep
<i>suadeo, -ere, suasi, suasum + dat.</i>	I advise

1. *olim Apollo invenit eum muros novos aedificantem* (line1): what did Apollo find Laomedon doing? [2]
2. *‘si nobis pecuniam vinumque dabis,’ inquit, ‘Neptunus hos muros aedificabit et ego oves tuas custodiam’* (lines 1-3): Apollo says that he and Neptune will help Laomedon.
 - (a) What rewards does Apollo ask for? [2]
 - (b) What does Apollo say he himself will do? [2]
3. *Laomedon tamen, cum muri aedificati essent, dona promissa deis non tradidit* (line 3): what did Laomedon fail to do when the walls were completed? [3]
4. *serpentem ingentem misit ut omnes puellas Troianas consumeret* (lines 4-5): for what purpose did Neptune send the snake ? [2]
5. *Laomedon ceteros deos rogavit quid facere deberet* (line 5): what did Laomedon ask the rest of the gods? [2]
6. *illi regi suaserunt ut filiam suam, Hesionam nomine, quam maxime amabat, serpenti sacrificaret* (lines 5-6): which **two** of the following statements are correct?
 - A The gods advised Laomedon to sacrifice Hesione.
 - B The gods advised Laomedon to sacrifice the snake.
 - C The gods advised Neptune to sacrifice Hesione.
 - D The king loved Hesione very much.
 - E The kings advised sacrificing Hesione. [2]
7. *cum tamen rex hoc facere primo nollet* (lines 6-7): which **one** of the following statements is correct?
 - A Neptune did not want to do this to the king.
 - B Neptune did not want to do this with the king.
 - C The king did not want to do this
 - D The king wanted to do this. [1]
8. *Neptunus iratus multum aquae Troiam misit* (line 7): What did Neptune do in his anger? [4]

Passage B *Laomedon agrees to the sacrifice, but Hercules comes to the rescue.*

tandem rex cessit et filiam lacrimantem prope mare reliquit. tum Hercules, fortior leone, regi appropinquavit. 'si mihi equos pulcherrimos dabis', inquit, 'promitto me serpentem saevum necaturum esse.' sed, puella e periculo servata, rex Herculi equos non dedit. Hercules igitur ipse tam iratus erat ut Telamonem auxilium rogaret, eique persuasit ut secum Troiam rediret et urbem deleret.

Names

<i>Hercules, Herculis</i> (m)	Hercules
<i>Telamon, Telamonis</i> (m)	Telamon (a friend of Hercules)
<i>Troia, -ae</i> (f)	Troy

Vocabulary

<i>cedo, cedere, cessi, cessum</i>	I give way
------------------------------------	------------

9. Translate Passage B into good English.

[20]

Passage C *Hercules and Telamon attack Troy.*

amicis aliis deinde collectis, Hercules Telamonque Troiam navigaverunt. Telamon primus portas urbis intravit; Hercules ad regiam Laomedontis festinavit, ubi regem et paene omnes filios eius interfecit. Priamus tamen, unus filiorum, patri suo dixerat equos Herculi dari debere; itaque solus mortem effugit. Hercules laetus amico suo Hesionam uxorem dedit et Priamum regem fecit. ille tamen, quamquam multos annos vixit, senectutem miseram habebat; Troiam enim a Graecis superatam et igne deletam vidit.

Names

<i>Hercules, Herculis</i> (m)	Hercules
<i>Telamon, Telamonis</i> (m)	Telamon (a friend of Hercules)
<i>Troia, -ae</i> (f)	Troy
<i>Laomedon, Laomedontis</i> (m)	Laomedon
<i>Priamus, -i</i> (m)	Priam
<i>Hesiona, -ae</i> (f)	Hesione
<i>Graeci, -orum</i> (m.pl)	the Greeks

Vocabulary

colligo, -ere, -legi, -lectum	I collect
<i>regia, -ae</i> (f)	palace
<i>senectus, -utis</i> (f)	old age

10. *Telamon primus portas urbis intravit* (lines 1-2): what was Telamon the first to do? [3]

11. *Hercules ad regiam Laomedontis festinavit, ubi regem et paene omnes filios eius interfecit* (lines 2-3): whom did Hercules kill as well as the king? [3]

12. *Priamus tamen, unus filiorum, patri suo dixerat equos Herculi dari debere* (line 3): what had Priam said to his father? [4]

13. *ille tamen, quamquam multos annos vixit, senectutem miseram habebat; Troiam enim a Graecis superatam et igne deletam vidit* (lines 5-6):

(a) How long did Priam live? [1]

(b) What did he see when an old man that made him miserable? Give **two** details. [2]

14. What can we learn about the character of Hercules from Passages B and C? You should make **three** points, giving a reason for each. [3]

15. For each of the following Latin words, give an English word derived from it, and then the meaning of the English word.

e.g.	multos	multitude	a crowd of people
	mare	--	--
	primus	--	-- [4]

60 marks > 25

(b) **Paper 2 – Language 2** (Sections A and B closely based on OCR Paper 2 from January 2012; Section C sentences modelled on those from the 2008 GCSE.)

All candidates should do Section A and either Section B or Section C.

SECTION A – Comprehension and grammar

An incident in battle shows Caesar's leadership qualities.

Caesar erat imperator audacissimus qui omnium ducum Romanorum virtutem maximam habebat. periculum enim numquam timebat; semper pugnare quam fugere malebat. olim in proelio **aquiliferum** conspexit periculo perterritum atque fugere parantem. quem ubi vidit Caesar, manum suam ad hostes **tendens**, clamavit 'quo tu abis? **illic** sunt cum quibus pugnamus!' tum aquiliferum **iugulo** rapuit ut eum in proelium contra hostes remitteret. hoc modo, cum unum militem minis verbisque monuisset, toti exercitui spem victoriae reddidit.

Names

Caesar, Caesaris (m)

Caesar

Vocabulary

aquilifer, aquiliferi (m)

standard-bearer (officer who carried a legion's standard into battle)

tendo, tendere, tetendi, tentum

I stretch

illic

over there

iugulum, iuguli (n)

throat

1. *Caesar erat imperator audacissimus qui omnium ducum Romanorum virtutem maximam habebat. periculum enim numquam timebat; semper pugnare quam fugere malebat* (lines 1-2). Caesar is described as the boldest commander who had the greatest courage of all the Roman leaders: what reason is given for this? [3]
2. *olim in proelio **aquiliferum** conspexit periculo perterritum atque fugere parantem* (lines 2-3). What did he once catch sight of? [2]
3. *quem ubi vidit **Caesar**, manum suam ad hostes **tendens**, clamavit 'quo tu abis? **illic** sunt cum quibus pugnamus!'* (lines 3-5). What did Caesar shout? [2]
4. *tum **aquiliferum** **iugulo** rapuit ut eum in proelium contra hostes remitteret* (line 5). Why did Caesar grab the standard-bearer by the throat? [2]
5. *hoc modo, cum unum militem minis verbisque monuisset, toti exercitui spem victoriae reddidit* (lines 5-6). How did Caesar's treatment of the standard-bearer affect the rest of the army? [1]
6. Identify and explain the case of the following words:
line 3: *proelio*
line 6: *verbis*
line 6: *exercitui* [6]
7. Give from the passage an example of:
a verb in the imperfect tense
a present infinitive
a present participle
a verb in the pluperfect subjunctive [4]

[20 marks]

SECTION B – Unseen translation and grammar

When his men are under attack, Caesar inspires them with his bravery.

illo tempore milites Romani virtutem Caesaris adeo mirabantur ut eum libenter sequerentur. olim, in bello quod Caesar contra Gallos gerebat, Galli copias Romanas ferocissime opprimebant. Caesar, cum conspexisset nonnullos centuriones occisos esse atque ceteros tam gravibus vulneribus confectos esse ut armis hostium iam resistere non possent, ipse in primam aciem audacissime procedere ausus est. tum centuriones nominatim vocatos vehementer hortatus est ut hostes repellerent. hoc viso, milites antea perterriti nunc fortius pugnare coeperunt. sic Caesar saepissime legiones vinci paratas vincere docuit.

Names

Caesar, Caesaris (m)

Caesar

Galli, Gallorum (m pl)

the Gauls

Vocabulary

centurio, centurionis (m)

centurion

acies, aciei (f)

line of battle

nominatim

by name

8. Translate the passage. [35]

9. From Passage B find an example of each of:

an indirect command

a result clause

an indirect statement

an ablative absolute

a deponent verb

[5]

[40 marks]

SECTION C – Composition

1. After Troy had been captured, Ulysses was sailing home.
2. But a god sent fierce winds to kill all the sailors.
3. At last the ship reached an island on which a giant lived, called Polyphemus.
4. Polyphemus was so cruel that he wanted to eat Ulysses and his friends.
5. That night, while Polyphemus was sleeping, Ulysses ordered his men to put a stake into the giant's eye.
6. In this way Ulysses overcame Polyphemus and escaped to his ship.

Troy

Troia, -ae (f.)

Ulysses

Ulixes, -is (m.)

giant

gigas, gigantis (m.)

Polyphemus

Polyphemus, -i (m.)

stake

stipes, stipitis (m.)

[40 marks]

60 marks > 25

(b) Paper 3 – Verse Literature – Aeneid II (closely based on OCR Summer 2012)

Passage 1

tempus erat quo prima quies mortalibus aegris
incipit et dono divum gratissima serpit.

Aeneid 2, lines 268 – 269

1. *tempus erat*: approximately what time of day was it? [1]
2. *dono divum*: what gift is this? [1]

Passage 2

in somnis, ecce, ante oculos maestissimus Hector
visus adesse mihi largosque effundere fletus,
raptatus bigis ut quondam, aterque cruento
pulvere perque pedes traiectus lora tumentis..

Aeneid 2, lines 270 – 273

3. *in somnis...tumentis*: discuss how such stylistic features as choice, sound or position of words add emphasis to the picture of Hector's disfigured and pitiable appearance. You must refer to the **Latin** in your answer and make **two** points. [4]

Passage 3

ei mihi, qualis erat, quantum mutatus ab illo
Hectore qui redit exuvias indutus Achilli
vel Danaum Phrygios iaculatus puppibus ignis!
squalentem barbam et concretos sanguine crinis
vulneraque illa gerens, quae circum plurima muros
accepit patrios.

Aeneid 2, lines 274 – 279

4. *ei mihi...patrios*: how do these lines make the reader feel sorry for Hector?
In your answer you must refer to the Latin and discuss both content and style. You must make **three** points. [6]

Passage 4

diverso interea miscentur moenia luctu,
et magis atque magis, quamquam secreta parentis
Anchisae domus arboribusque oblecta recessit,
clarescunt sonitus armorumque ingruit horror.
excutior somno et summi fastigia tecti
ascensu supero atque arrectis auribus asto:

Aeneid 2, lines 298 – 303

5. *quamquam secreta parentis Anchisae domus arboribusque oblecta recessit*: give **two** pieces of information about Anchises' house. [1]
6. What noise wakes Aeneas up? [1]
7. Where does Aeneas go after he has woken up? [1]

Passage 5

in segetem veluti cum flamma furentibus Austris
incidit, aut rapidus montano flumine torrens
sternit agros, sternit sata laeta boumque labores
praecipitisque trahit silvas; stupet inscius alto
accipiens sonitum saxi de vertice pastor.
tum vero manifesta fides, Danaumque patescunt
insidiae.

Aeneid 2, lines 304 – 310

8. Pick out **two** details from this simile and explain how they relate to what Aeneas is doing, or help us to understand it better. [4]

Passage 6

iam Deiphobi dedit ampla ruinam
 Volcano superante domus, iam proximus ardet
 Ucalegon; Sigea igni freta lata relucent.
 exoritur clamorque virum clangorque tubarum.

Aeneid 2, lines 310 -313

9. Translate Passage 6

[5]

Passage 7

hinc ferro accingor rursus clipeoque sinistram
 insertabam aptans meque extra tecta ferebam.
 ecce autem complexa pedes in limine coniunx
 haerebat, parvumque patri tendebat Iulum:

Aeneid 2, lines 671 – 674

10. What is Aeneas preparing to go off and do?

[1]

11. How does his wife try to stop him leaving? Make **two** points.

[2]

Passage 8

Iuppiter omnipotens, precibus si flecteris ullis,
 aspice nos, hoc tantum, et si pietate meremur,
 da deinde auxilium, pater, atque haec omina firma.'

Aeneid 2, lines 689 – 691

12. What does Anchises ask Jupiter to do? Make **two** points.

[2]

13. How does Anchises try to persuade Jupiter to answer his prayer? Make **two** points.

[2]

14. In the lines which follow Passage 7, how does Jupiter answer Anchises' prayer?

[2]

Passage 9

hic vero victus genitor se tollit ad auras
 adfaturque deos et sanctum sidus adorat.
 'iam iam nulla mora est; sequor et qua ducitis adsum,
 di patrii; servate domum, servate nepotem.
 vestrum hoc augurium, vestroque in numine Troia est.
 cedo equidem nec, nate, tibi comes ire recuso.'

Aeneid 2, lines 699 – 704

15. *hic vero victus genitor se tollit ad auras*: write down and translate the Latin word which shows that Anchises has changed his mind.

[2]

Latin word	
English translation	

16. *hic...nepotem* (lines 1 – 4): what does Anchises do here?

Put a tick in the **two** correct boxes.

[2]

A He kneels on the ground.	
B He addresses the gods.	
C He worships the sacred star.	
D He asks the gods to follow him.	
E He begs the gods to protect his master.	

17. '*iam...recuso.*' (lines 1 – 3): how do Anchises' words emphasise the urgency of the situation? Make two points. You must refer to the **Latin** in your answer.

[4]

18. How does Virgil prevent Aeneas from seeming like a coward in fleeing from Troy?

In your answer you may refer to the passages in this question paper, but you should refer to the other parts of *Aeneid 2* you have read.

[8]

(d) Paper 4 – Prose Literature (closely based on OCR Summer 2012 paper)

Section A Extracts from Cambridge Latin Anthology

Germanicus et Piso

Clodia

Pythius

Passage 1

saevam vim morbi augebat persuasio veneni a Pisone accepti; et reperiebantur solo ac parietibus erutae humanorum corporum reliquiae, carmina et devotiones et nomen Germanici plumbeis tabulis insculptum, cineres semusti ac tabo obliti aliaque malefica quibus creditur animas numinibus infernis sacrari. Tacitus, *Germanicus et Piso: lines 11 – 16*

1. *persuasio veneni a Pisone accepti*: what did Germanicus believe Piso had done? [1]
2. *Pisone*: which province did Piso govern? [1]
3. *reperiebantur solo ac parietibus erutae humanorum corporum reliquiae*: where were the human remains found? [2]
4. *nomen Germanici plumbeis tabulis insculptum*: why might Germanicus have been scared by this? [2]
5. *numinibus infernis*: what were the *numina inferna*? [1]

Passage 2

interim adventu eius audito multi amici et plurimi milites qui sub Germanico stipendia fecerant ruerunt ad portum. simulac visa est navis, complentur non solum portus sed etiam moenia ac tecta turba maerentium et rogantium inter se, silentione an voce aliqua egredientem exciperent. navis lente appropinquat, non celeriter, ut solet, sed cunctis ad tristitiam compositis. postquam duobus cum liberis, feralem urnam tenens, egressa e nave defixit oculos, idem fuit omnium gemitus. Tacitus, *Germanicus et Piso: lines 60 – 69*

- 6.(a) *interim...portum*: how do friends and soldiers react when they hear of Agrippina's arrival? [2]
- (b) *simulac...exciperent*: how does Tacitus, by his style of writing, emphasise the excitement caused by Agrippina's arrival? Make **two** points. You must refer to the Latin in your answer. [4]
- (c) *navis lente...gemitus*: how does the arrival of the ship and of Agrippina arouse the reader's sympathy? Make four points. [4]

Passage 3

defensio in ceteris criminibus trepidavit; nam neque ambitio militum neque iniuria in provinciam, ne contumeliae quidem adversum imperatorem, negari poterant: solum veneni crimen potuit Piso diluere. at simul populi ante curiam voces audiebantur: non temperatos manibus si Piso sententias patrum evasisset. Tacitus, *Germanicus et Piso: lines 85– 90*

7. *defensio in ceteris criminibus trepidavit*: where did the defence falter?

Put a tick in the correct box.

[1]

A on all charges	
B on none of the charges	
C on one of the charges	
D on the rest of the charges	

8. *nam neque...negari poterant*: name one charge that the defence was not able to deny. [2]
 9. *at simul populi ante curiam voces audiebantur*: what disturbed the proceedings of the senate? [2]
 10. *non temperaturos manibus si Piso sententias patrum evasisset*: what did the people threaten to do if the senators let Piso off? [2]

Passage 4

vicinum iuvenem conspexisti; candor eius te et proceritas, vultus oculique pepulerunt; saepius videre voluisti; fuisti non numquam in eisdem hortis;

Cicero, *personae non gratae*: Clodia

11. Discuss how such stylistic features as choice, sound or position of words are used to emphasise the effect Caelius had on Clodia . You must refer to the Latin in your answer and make **two** points. [4]

Passage 5

tu, femina nobilis, vis illum filium patris parci ac tenacis habere tuis divitiis devinctum; non potes; calcitrat, respuit, non putat tua dona esse tanti; confer te alio. emisti hortos prope Tiberim, in eo loco quo omnes iuvenes natandi causa veniunt. hinc licet condiciones cotidie legas; cur huic, qui te spernit, molesta es?

12. What makes these lines an effective attack on Clodia? In your answer you must refer to the Latin and discuss both content and style. You must make **three** points. [6]

Passage 6

quod cum percrebuisset, Pythius quidam, qui argentariam faciebat Syracusis, ei dixit se hortos habere, non venales quidem sed quibus Canius uti posset, si vellet, ut suis: et simul ad cenam hominem in hortos invitavit.

Cicero, *personae non gratae*: Pythius, lines 3 –7

13. Translate Passage 6 [5]

Passage 7

ante pedes Pythii pisces deiciebantur. tum Canius “quaeso” inquit “quid est hoc, Pythi? quare tot pisces, tot cumbae?”

Cicero, *personae non gratae*: Pythius, lines 12 – 13

14. *ante pedes Pythii pisces deiciebantur*: where were the fish being thrown? [1]
 15. “*quaeso*” inquit “*quid est hoc, Pythi? quare tot pisces, tot cumbae?*”: how do Canius’ words reflect his surprise at what he was seeing? [2]
 16. How does Cicero make the story of Pythius interesting for the reader? In your answer you should give evidence from the lines you have studied. You may refer to the lines printed on the question paper. [8]

50 marks > 25

Section B (Unseen and Questions – Pliny the Younger) (based on a MEG paper from 1992)

Read the following passage and answer questions 1, 2, 3, 4 and 5, and any two others.

Pliny is reminded that it is when we are ill that we are most virtuous and free from human vices; he urges us to remember this when we are well again.

nuper amicus quidam aegrotabat. hoc me memorem fecit nos optimos esse dum aegri sumus. quis enim aeger aut avaritia aut cupiditate sollicitatur? non amori servit, non petit honores, divitias negligit. tum deos esse meminit, tum se hominem esse scit; invidet nemini, neminem contemnit. balinea solum ante oculos habet, et fontes frigidus unde remedium quaerat; et promittit se, si convalescat, vitam innoxiam laetamque acturum esse. itaque, quod philosophi multis verbis dicere conantur, ego paucis nos docere possum, ut eidem velimus esse sani, quos nos futuros esse aegri promissimus.

Pliny, VII, 26 (adapted)

<i>cupiditas, -atis</i> 3f	desire
<i>sollicito</i> (1)	I trouble
<i>balineum, ei</i> 2n	bath
	<i>innoxius, -a, -um</i> blameless
<i>quod</i>	something that
<i>sanus, -a, -um</i>	healthy

1. On **alternate lines** translate the passage from the beginning to *acturum esse* (lines 5-6). [26]
2. Read carefully the last sentence of the passage (*itaque ... aegri promissimus*) and say which two of the following statements are correct:
 - A People try to say many words about philosophers.
 - B Pliny can teach only a few of us.
 - C What philosophers say in many words, Pliny can teach us in just a few.
 - D When healthy we should wish to be the same as when sick we promised we would be
 - E The same people who promise that we will be sick themselves wish to be healthy.[4]
3. From lines 2-4 (*non amori ... contemnit*) pick out **two** characteristic features of Pliny's language or style. You should quote from the Latin in support of your answer. [4]
4. Briefly outline Pliny's public career up to his appointment as a provincial governor. [6]
5. Of what Roman province was Pliny made governor, and in what modern country is this today? Briefly discuss one of the problems Pliny had to deal with there. [2 + 2]

Answer **two** of questions 6, 7 and 8.

6. Pliny wrote a number of letters to Tacitus. Say for what Tacitus is famous and briefly indicate the subject matter of **one** of the letters. [1 + 2]
7. With **one** example taken from the letters illustrate Pliny's attitude towards slaves. [3]
8. Illustrate from your reading **one** feature of Pliny's character or personality which you find particularly attractive. [3]

50 marks > 25

V Two Proposals

The Latin GCSE Examination

We propose that one of the two language papers at GCSE should have (a) some compulsory grammar questions, and (b) a choice between an unseen translation with grammar questions and the translation of some simple sentences into Latin. We further propose that Latin Prose Literature should be examined by a choice between (a) a standard set book paper, or (b) the more general study of a specified author.

Languages in the New Curriculum

We also propose that the new curriculum permit secondary schools to offer Latin as an option for the National Curriculum. In particular we propose that Latin be included as a permissible option for the languages requirement for Key Stage 3, and that the subject continues to be called 'Foreign Languages' as at primary, with the small consequential additions this would mean for the final document.

Such a change would allow for continuity between the primary and GCSE years for secondary schools, an express goal of the new curriculum. It would also mean that Latin teaching, with the proven benefits it brings to pupils' whole education, would not be disadvantaged. This change is necessary because there is strong evidence that subjects which are not included in the National Curriculum tend to be neglected by schools, and it becomes difficult for pupils to study them.

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The rewards of learning Latin are great. Not only does it give an exhilarating knowledge of the Roman world and its legacy to our own. It also enriches the study of the mother tongue, facilitates the learning of other languages and brings further benefits to learning across the whole curriculum. While more schools are offering Latin lessons to more pupils, some struggle to find time to offer as many lessons as for other GCSE subjects. How then can the new GCSE be framed to take account of different teaching arrangements and amounts of time allotted? How, at the same time, can it continue to require high standards and allow teachers freedom to choose the methods they judge best for their pupils?

In *Latin for Language Lovers: Ancient Languages, the New Curriculum and GCSE*, three experienced teachers propose a structure for the new GCSE. Their outline exam builds on, and keeps, much in the current arrangements, but with one significant, optional, inclusion. They propose greater choice *within* the exam questions, to reflect the emphases different teachers judge best. In particular they propose that an option within one of five papers allows for some translation into Latin.

These proposals are prefaced with an explanation by David Butterfield, a leading classicist, of why studying Latin is valuable, and why the skill of translating into Latin is an important one, which should not be squeezed entirely out of the syllabus.

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