

Syllabus

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Cambridge IGCSE Latin
Syllabus code 0480
For examination in June 2012



UNIVERSITY *of* CAMBRIDGE
International Examinations

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1. Introduction

1.1 Why choose Cambridge?

University of Cambridge International Examinations (CIE) is the world's largest provider of international qualifications. Around 1.5 million students from 150 countries enter Cambridge examinations every year. What makes educators around the world choose Cambridge?

Recognition

Cambridge IGCSE is internationally recognised by schools, universities and employers as equivalent to UK GCSE. Cambridge IGCSE is excellent preparation for A/AS Level, the Advanced International Certificate of Education (AICE), US Advanced Placement Programme and the International Baccalaureate (IB) Diploma. Learn more at **www.cie.org.uk/recognition**.

Support

CIE provides a world-class support service for teachers and exams officers. We offer a wide range of teacher materials to Centres, plus teacher training (online and face-to-face) and student support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from CIE Customer Services. Learn more at **www.cie.org.uk/teachers**.

Excellence in education

Cambridge qualifications develop successful students. They not only build understanding and knowledge required for progression, but also learning and thinking skills that help students become independent learners and equip them for life.

Not-for-profit, part of the University of Cambridge

CIE is part of Cambridge Assessment, a not-for-profit organisation and part of the University of Cambridge. The needs of teachers and learners are at the core of what we do. CIE invests constantly in improving its qualifications and services. We draw upon education research in developing our qualifications.

1. Introduction

1.2 Why choose Cambridge IGCSE Latin?

Cambridge IGCSE Latin is accepted by universities and employers as proof of knowledge and understanding. The syllabus aims to develop candidates' ability to understand Latin, as well as the influence of Latin on modern European languages.

By comparing the structure of Latin with other languages, candidates also develop an analytical approach to language learning.

Candidates study Latin prose and verse literature in its social and historical context, and are encouraged to develop a personal response to what they read. This will develop an awareness of a different time and culture, and an appreciation of Rome's legacy to the modern world.

1.3 Cambridge International Certificate of Education (ICE)

Cambridge ICE is the group award of the International General Certificate of Secondary Education (IGCSE). It requires the study of subjects drawn from the five different IGCSE subject groups. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of students who pass examinations in at least seven subjects, including two languages, and one subject from each of the other subject groups.

The Cambridge portfolio of IGCSE qualifications provides a solid foundation for higher level courses such as GCE A and AS Levels and the International Baccalaureate Diploma as well as excellent preparation for employment.

A wide range of IGCSE subjects is available and these are grouped into five curriculum areas. Latin (0480) falls into Group II, Humanities.

Learn more about ICE at **www.cie.org.uk/qualifications/academic/middlesec/ice**.

1. Introduction

1.4 How can I find out more?

If you are already a Cambridge Centre

You can make entries for this qualification through your usual channels, e.g. CIE Direct. If you have any queries, please contact us at **international@cie.org.uk**.

If you are not a Cambridge Centre

You can find out how your organisation can become a Cambridge Centre. Email us at **international@cie.org.uk**. Learn more about the benefits of becoming a Cambridge Centre at **www.cie.org.uk**.

2. Assessment at a glance

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Candidates take:

Paper 1

1 hour 30 minutes

There are two sections in this paper. In Section A candidates translate a passage of Latin prose into English. In Section B candidates answer comprehension questions on a passage of Latin prose.

50% of total marks

and

Paper 2

1 hour 30 minutes

Candidates answer questions on the prescribed texts. Questions test their comprehension, translation and appreciation of the literature.

50% of total marks

Availability

This syllabus is examined in the May/June examination session.

This syllabus is available to private candidates.

Centres in the UK that receive government funding are advised to consult the CIE website **www.cie.org.uk** for the latest information before beginning to teach this syllabus.

Combining this with other syllabuses

Candidates can combine this syllabus in an examination session with any other CIE syllabus, except:

- syllabuses with the same title at the same level

Please note that IGCSE, Cambridge International Level 1/Level 2 Certificates and O Level syllabuses are at the same level.

3. Syllabus aims and objectives

3.1 Aims

The aims of the Cambridge IGCSE Latin syllabus are to enable candidates to develop:

- an understanding of the Latin language
- the ability to read, understand, appreciate and respond to some Latin literature
- an understanding of some of the elements of Roman civilisation
- an analytical approach to language by seeing English in relation to a language of very different structure and by observing the influence of Latin on English
- an awareness of the motives and attitudes of people of a different time and culture, while considering Rome's legacy to the modern world
- a greater understanding of a range of aesthetic, ethical, linguistic, political, religious and social issues
- an excellent foundation for advanced study

3.2 Scheme of assessment

Paper 1

Candidates must answer Section A and Section B.

In Section A, candidates must translate into English a passage of Latin prose which gradually increases in difficulty.

In Section B, candidates answer comprehension questions on a passage of Latin prose. One question tests understanding of the derivation of English words from Latin.

Paper 2

Candidates must answer all the questions.

This paper contains two passages for each prescribed text. The questions test candidates' comprehension, translation and appreciation of the literature, with reference to its subject matter, presentation and background. There is one further question on each text, which asks candidates to express reasoned opinions on matters relating (i) to the social and historical context of the literature and/or (ii) to the literature itself.

3. Syllabus aims and objectives

3.3 Assessment objectives and their weighting in the exam papers

There are three separate assessment objectives.

A Linguistic knowledge with understanding

To pass Cambridge IGCSE Latin, candidates should be able to:

- express, according to context, the meaning of linguistic elements (vocabulary, morphology and syntax)
- express, according to context, the meaning of Latin sentences written in Latin word-order
- translate a passage of Latin into English
- understand the details and general meaning of a passage of Latin
- give English words which derive from given Latin words

B Literary knowledge with understanding

To pass Cambridge IGCSE Latin, candidates should be able to:

- describe character, action and context
- select details from the text
- explain meanings and references
- translate a portion of the text
- explain matters relating to the social and historical context

C Literary criticism with personal response

To pass Cambridge IGCSE Latin, candidates should be able to:

- analyse and evaluate style, tone and metre (where appropriate)
- select evidence to make judgements on the social and historical context
- make a reasoned personal response to the literature

Assessment Objective	Paper 1	Paper 2
A Linguistic knowledge with understanding	✓	✓
B Literary knowledge with understanding	-	✓
C Literary criticism with personal response	-	✓

4. Curriculum content

The Cambridge IGCSE Latin syllabus places equal emphasis on the study of the Latin language and the study of Latin prose and verse literature in its social and historical context. Teachers can either make use of a reading course or of a more traditional course.

4.1 Paper 1: Linguistic elements

Vocabulary

A detailed vocabulary list is available.

Morphology

Nouns	the five declensions and irregular nouns <i>deus, bos, vis, Iuppiter, domus</i>
Adjectives	of first, second and third declension
Comparison of adjectives	all regular examples, including those in <i>-illis</i> ; irregular adjectives <i>bonus, malus, magnus, parvus, multus, pauci</i>
Comparison of adverbs	all adverbial equivalents of regular adjectives and the irregular adjectives given above; also <i>diu, prope, saepe</i>
Pronouns (etc.)	<i>ego, tu, nos, vos, is, se, hic, ille, idem, ipse, qui, quidam, quis, aliquis, quisque, nullus, solus, totus, alius, alter, uter, neuter</i>
Verbs	all parts of regular and irregular verbs (except gerund, gerundive and the supine in -um and -u), including deponent, semi-deponent and defective verbs <i>odi, coepi, memini</i> , but only <i>inquit</i> from <i>inquam</i>
Prepositions	(a) those with the accusative: <i>ante, apud, ad, circa, circum, contra, extra, infra, inter, intra, iuxta, ob, per, post, praeter, prope, propter, supra, trans, ultra</i> (b) those with the ablative: <i>a (ab), cum, de, e (ex), prae, pro, sine</i> (c) those with the accusative and the ablative: <i>in, sub, super</i>
Numerals	cardinal: 1 to 1000; ordinal: 1 st to 10 th

4. Curriculum content

Syntax

- Case usage
- Agent and instrument
- Place, time and space
- Price and value
- Verbs used with dative and ablative
- Ablative absolute
- Partitive genitive
- Verbs used with prolative infinitive
- Direct questions, including *ne*, *nonne*, *num* and interrogative pronouns, adjectives and adverbs
- Direct command (2nd person)
- Prohibitions using *noli*, *nolite*
- Indirect statement
- Indirect command with prolative infinitive
- Conditional clauses with the indicative
- Common impersonal verbs
- Causal clauses with indicative (*quod*, *quia*, *quoniam*)
- Temporal clauses with indicative (including *dum* with the present)
- Concessive clauses with indicative (*quamquam*, *etiamsi*)
- Comparison clauses with indicative
- Indirect command with *ut* and *ne*
- Indirect question
- Purpose and result clauses
- Clauses of fearing
- Conditional sentences with subjunctive
- Causal clauses with subjunctive
- Temporal clauses with subjunctive
- Concessive clauses with subjunctive (*quamvis*, *licet*, *cum*, *etiamsi*)

4. Curriculum content

4.2 Paper 2: Verse and Prose literature

These are the prescribed texts for 2011:

Verse

The following sections from:

Two Centuries of Roman Poetry, eds E. C. Kennedy and A. R. Davis (Duckworth, July 2007)

Section 25: Virgil, The Shield of Aeneas (*Aeneid VIII*, ll 626–731)

Section 29: Ovid, Pyramus and Thisbe (*Metamorphoses IV*, ll 55–166)

Prose

Introducing Cicero, ed. The Scottish Classics Group (Bristol Classical Press, 2004)

Section 6: *Verres the General*

Section 7: *The Brilliance of Pompey*

Resources are also listed on CIE's public website at **www.cie.org.uk**. Please visit this site on a regular basis as the Resource lists are updated through the year.

Access to teachers' email discussion groups, suggested schemes of work and regularly updated resource lists may be found on the CIE Teacher Support website at **<http://teachers.cie.org.uk>**. This website is available to teachers at registered CIE Centres.

5. Appendix

5.1 Grade descriptions

The aim of these grade descriptions is to give a general indication of the standards of achievement that candidates who receive Grades A, C and F are likely to have shown or achieved.

Candidates may perform much better in some parts of the examination than others, and their final grade depends in practice on the extent to which the candidate has met the assessment objectives overall.

Grade A

To achieve a Grade A, candidates will be able to:

- demonstrate a good grasp of Latin vocabulary, morphology and syntax
- understand unseen passages of Latin and translate them into English accurately and clearly
- demonstrate a thorough knowledge of the prescribed texts and give an appreciative response to its literary qualities

Grade C

To achieve a Grade C, candidates will be able to:

- demonstrate an adequate grasp of the language
- make sense of unseen passages of Latin and show a reasonable knowledge of the prescribed texts
- make literary and background comments which usually have some relevance, although they may not remember material perfectly
- revive their knowledge of the language at a later date, with suitable assistance

Grade F

To achieve a Grade F, candidates will be able to:

- demonstrate some grasp of the basics of the language
- translate sections of simple unseen passages of Latin, or understand them in a way intelligibly related to the original
- show basic recall and understanding of prescribed texts and background questions

6. Additional information

6.1 Guided learning hours

IGCSE syllabuses are designed on the assumption that candidates have about 130 guided learning hours per subject over the duration of the course. ('Guided learning hours' include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, this figure is for guidance only, and the number of hours required may vary according to local curricular practice and the candidates' prior experience of the subject.

6.2 Recommended prior learning

Candidates beginning this course are not expected to have studied Latin previously.

6.3 Progression

IGCSE Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

Candidates who are awarded grades C to A* in IGCSE Latin are well prepared to follow courses leading to AS and A Level Latin, or the equivalent.

6.4 Component codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

6.5 Grading and reporting

IGCSE results are shown by one of the grades A*, A, B, C, D, E, F or G indicating the standard achieved, Grade A* being the highest and Grade G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for Grade G. 'Ungraded' will be reported on the statement of results but not on the certificate. For some language syllabuses CIE also reports separate oral endorsement grades on a scale of 1 to 5 (1 being the highest).

6. Additional information

Percentage uniform marks are also provided on each candidate's Statement of Results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains...
 - ... the minimum mark necessary for a Grade A* obtains a percentage uniform mark of 90%.
 - ... the minimum mark necessary for a Grade A obtains a percentage uniform mark of 80%.
 - ... the minimum mark necessary for a Grade B obtains a percentage uniform mark of 70%.
 - ... the minimum mark necessary for a Grade C obtains a percentage uniform mark of 60%.
 - ... the minimum mark necessary for a Grade D obtains a percentage uniform mark of 50%.
 - ... the minimum mark necessary for a Grade E obtains a percentage uniform mark of 40%.
 - ... the minimum mark necessary for a Grade F obtains a percentage uniform mark of 30%.
 - ... the minimum mark necessary for a Grade G obtains a percentage uniform mark of 20%.
 - ... no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade C and the minimum for a Grade D (and whose grade is therefore D) receives a percentage uniform mark of 55%.

The uniform percentage mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one session to another and from one subject to another) and it has been turned into a percentage.

6.6 Resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports are available on the Syllabus and Support Materials CD-ROM, which is sent to all CIE Centres.

Resources are also listed on CIE's public website at **www.cie.org.uk**. Please visit this site on a regular basis as the Resource lists are updated through the year.

Access to teachers' email discussion groups, suggested schemes of work and regularly updated resource lists may be found on the CIE Teacher Support website at **<http://teachers.cie.org.uk>**. This website is available to teachers at registered CIE Centres.

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