

**GCSE Subject Level  
Conditions and  
Requirements for  
Ancient Languages**  
March 2015

Ofqual/15/5647



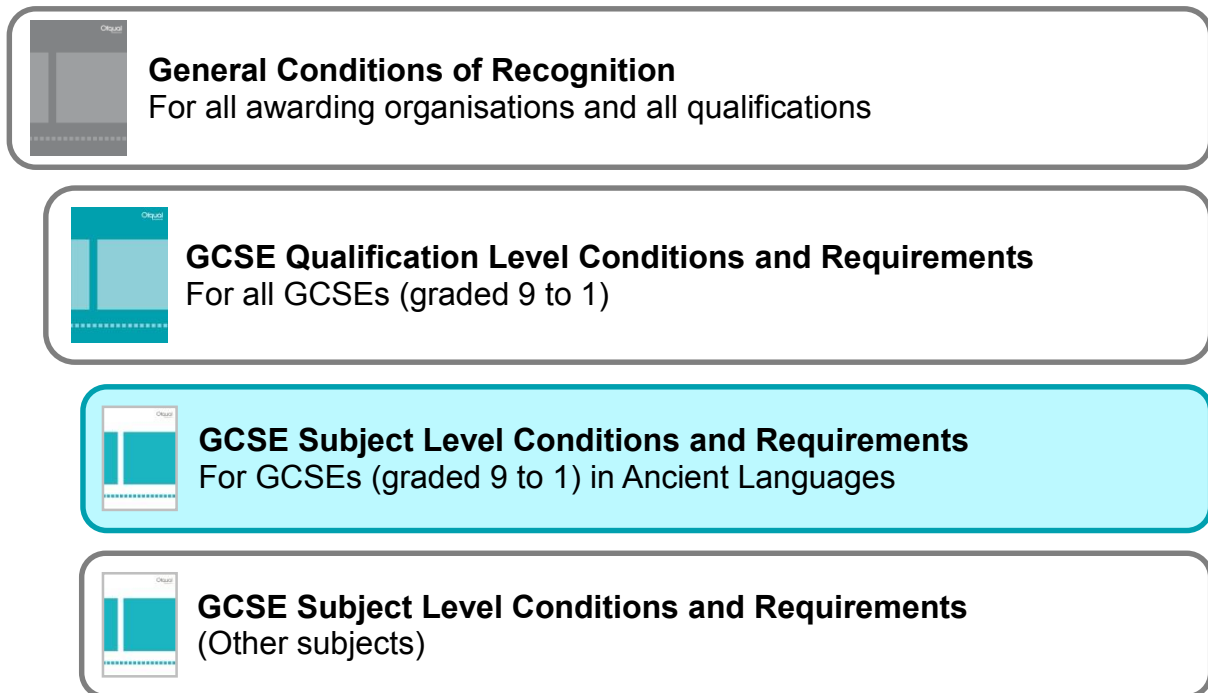
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# Introduction

## About this document

This document (highlighted in the figure below) is part of a suite of documents which sets out the regulatory requirements for awarding organisations offering GCSE qualifications (graded from 9 to 1).



We have developed these requirements with the intention that GCSE qualifications (graded from 9 to 1) should fulfil the following purposes:

- To provide evidence of students' achievements against demanding and fulfilling content;
- To provide a strong foundation for further academic and vocational study and for employment; and
- To provide (if required) a basis for schools and colleges to be held accountable for the performance of all of their students.

## Requirements set out in this document

This document sets out the GCSE Subject Level Conditions for Ancient Languages. These conditions will come into effect at 12.01am on Friday 20 March 2015 for all GCSE qualifications (graded from 9 to 1) in Ancient Languages.

It also sets out our requirements in relation to assessment objectives. Awarding organisations must comply with these requirements under Condition GCSE(Ancient Languages)1.2.

Appendix 1 reproduces the requirements in relation to subject content for GCSE Ancient Languages,<sup>1</sup> as published by the Department for Education. Awarding organisations must comply with these requirements under Condition GCSE(Ancient Languages)1.1.

With respect to GCSE qualifications (graded from 9 to 1) in Ancient Languages, awarding organisations must also comply with:

- our *General Conditions of Recognition*,<sup>2</sup> which apply to all awarding organisations and qualifications;
- our *GCSE Qualification Level Conditions*,<sup>3</sup> and
- all relevant Regulatory Documents.

With respect to GCSE qualifications graded from A\* to G, awarding organisations must continue to comply with the General Conditions of Recognition, and the relevant Regulatory Documents.<sup>4</sup>

## Summary of requirements

Subject Level Conditions	
<a href="#">GCSE(Ancient Languages)1</a>	<a href="#">Compliance with content requirements</a>

Assessment objectives
<a href="#">Assessment objectives – GCSE Qualifications in Ancient Languages</a>

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<sup>1</sup> [www.gov.uk/government/publications/gcse-ancient-foreign-languages](http://www.gov.uk/government/publications/gcse-ancient-foreign-languages)

<sup>2</sup> [www.gov.uk/government/publications/general-conditions-of-recognition](http://www.gov.uk/government/publications/general-conditions-of-recognition)

<sup>3</sup> [www.gov.uk/government/publications/gcse-9-to-1-qualification-level-conditions](http://www.gov.uk/government/publications/gcse-9-to-1-qualification-level-conditions)

<sup>4</sup> [www.gov.uk/government/publications/regulatory-documents-list](http://www.gov.uk/government/publications/regulatory-documents-list)

**Appendix 1 – Subject content (published by Department for Education)**

[GCSE Ancient Languages: subject content](#)

# Subject Level Conditions

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## GCSE Subject Level Conditions for Ancient Languages

### Condition GCSE(Ancient Languages)1

### Compliance with content requirements

GCSE(Ancient  
Languages)1.1

In respect of each GCSE Qualification in Ancient Languages which it makes available, or proposes to make available, an awarding organisation must –

- (a) comply with the requirements relating to that qualification set out in the document published by the Secretary of State entitled ‘Ancient languages GCSE subject content’,<sup>5</sup> document reference DFE-00347-2014,
- (b) have regard to any recommendations or guidelines relating to that qualification set out in that document, and
- (c) interpret that document in accordance with any requirements, and having regard to any guidance, which may be published by Ofqual and revised from time to time.

GCSE(Ancient  
Languages)1.2

In respect of each GCSE Qualification in Ancient Languages which it makes available, or proposes to make available, an awarding organisation must comply with any requirements, and have regard to any guidance, relating to the objectives to be met by any assessment for that qualification which may be published by Ofqual and revised from time to time.

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<sup>5</sup> [www.gov.uk/government/publications/gcse-ancient-foreign-languages](http://www.gov.uk/government/publications/gcse-ancient-foreign-languages)

# Assessment objectives

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## Assessment objectives – GCSE Qualifications in Ancient Languages

Condition GCSE(Ancient Languages)1.2 allows us to specify requirements relating to the objectives to be met by any assessment for GCSE Qualifications in Ancient Languages.

The assessment objectives set out below constitute requirements for the purposes of Condition GCSE(Ancient Languages)1.2. Awarding organisations must comply with these requirements in relation to all GCSE Qualifications in Ancient Languages they make available or propose to make available.

	Objective	Weighting
<b>AO1</b>	Demonstrate knowledge and understanding of the language.	<i>50% (10–20% of this AO should be attributed to translation into the ancient language (or the permitted alternative))</i>
<b>AO2</b>	Demonstrate knowledge and understanding of literature and/or other ancient sources.	25%
<b>AO3</b>	Analyse, evaluate and respond to literature and/or other ancient sources.	25%

# Subject content (published by Department for Education)

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Department  
for Education

# Ancient languages

**GCSE subject content**

**March 2015**

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# The content for ancient languages GCSEs

## Introduction

1. The GCSE subject content sets out the knowledge, understanding and skills common to all GCSE specifications in a given subject. Together with the assessment objectives it provides the framework within which awarding organisations create the detail of their specifications, so ensuring possibilities for progression to A level.

## Subject aims and learning outcomes

2. GCSE specifications in ancient languages should provide a strong foundation in linguistic and cultural competence, enabling students to break the boundaries of time and space and access knowledge and understanding of the ancient world directly through reading and responding to its language and literature. They should prepare students to make informed decisions about further learning opportunities in school and higher education and career choices.

3. GCSE specifications in an ancient language should enable students to:

- develop and deploy their knowledge of vocabulary, morphology and syntax in order to read, understand and interpret the ancient language
- develop their knowledge and understanding of ancient literature, values and society through the study of original texts, adapted and abridged, as appropriate
- select, analyse and evaluate evidence to draw informed conclusions from the literature studied to:
  - demonstrate knowledge and understanding of the historical, literary and cultural context of a text and
  - identify and appreciate its literary form and impact on the reader
- develop and apply their critical, analytical and reflective skills to evaluate evidence from a range of sources

4. A GCSE in an ancient language should also encourage students to:

- develop insights into the relevance of an ancient language and of ancient literature and civilisation to our understanding of our modern world of diverse cultures
- deploy their knowledge and understanding of the ancient language to deepen their understanding of English and other languages
- relate their knowledge and understanding of the ancient world to other disciplines
- develop research and analytical skills which will empower them to become independent students and enquirers, equipping them for further study in arts, humanities and sciences.

## Subject content

5. This content sets out the full range of content for GCSE specifications in ancient languages. Awarding organisations may, however, use any flexibility to increase depth, breadth or context within the specified topics or to consolidate teaching of the subject content.

6. The content of the GCSE specifications in ancient languages must fully reflect the aims and learning outcomes.

## Scope of study

### Knowledge and understanding of the language

7. GCSE specifications in ancient languages should require students to:

- translate accurately into English an unseen passage of the ancient language either confected, or adapted from an original source
- demonstrate their understanding of a narrative passage or passages of unseen confected or adapted ancient language by answering a variety of comprehension questions in English

EITHER:

- recognise, analyse and explain syntax and accidence as prescribed in the specification within the context of a narrative passage or passages<sup>1</sup> of unseen confected or adapted ancient language

OR

- translate short sentences from English into the ancient language

### Knowledge and understanding of literature, society and values through analysis, evaluation and response

8. GCSE specifications in ancient languages should require students to:

- read a range of ancient literature, including at least one selection of prose and/or verse texts in the original language, adapted and abridged, as appropriate, along with either a further selection of prose and/or verse texts in the original language or at least two different types of ancient sources (these ancient sources can be in translation and can include non-literary sources)

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<sup>1</sup> These passages can be the same narrative passage or passages as used for comprehension or can be designed for the purpose.

- read original and adapted literature and answer questions in English on aspects of content, culture, social practices and values, translating and explaining key words and phrases
- understand and evaluate verse and/or prose literature, deploying knowledge of the ancient language to focus on explaining their literary style and impact on the reader
- identify, explain and respond to the use of common literary effects appropriate to the text
- demonstrate understanding of the cultural, historical and literary context in which the literature was composed, appropriate to the text
- select, analyse and evaluate evidence from ancient literature and/or other ancient sources, drawing informed conclusions to make a reasoned evidence-based response to the material studied, including, for ancient sources, comparing and contrasting ideas, values and social practices from the ancient and modern worlds

## Appendix: Accidence, syntax and vocabulary

Awarding organisations must ensure that their specifications include details of the accidence, syntax and vocabulary for developing knowledge and understanding of the language in appendices for each of the ancient languages to ensure smooth transition to Advanced Level study.

These must include, as a minimum:

### Vocabulary

- A defined vocabulary list of at least 400 words and in addition regular compounds of these words

### Accidence

- Declension of all regular<sup>2</sup> nouns and adjectives, and of some common pronouns
- Conjugation of regular<sup>2</sup> and deponent verbs in all moods, tenses and voices, with appropriate exceptions<sup>3</sup>
- Formation of regular adverbs
- Comparison of adjectives and adverbs

### Syntax

- Standard uses of all cases, including time expression and the use of particular cases after certain verbs and prepositions in the defined vocabulary list
- Sufficient common syntactical constructions, for example:
  - Direct and indirect statement
  - Direct and indirect question
  - Direct and indirect command
  - Relative clauses
  - Common uses of participles
  - Common types of conditional sentence
  - Common temporal, concessive and causal clauses
  - Purpose clauses
  - Result clauses

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<sup>2</sup> Knowledge of some irregular forms for words prescribed in the defined vocabulary list would be expected, but forms to be known should be stipulated.

<sup>3</sup> Examples of exceptions might be the gerund, the future perfect and the perfect subjunctive in Latin, and -mi verbs and omicron contraction verbs in Greek, and the equivalents in other languages.







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