



# Who is Latin for? Access to KS4 Latin qualifications

An investigation into the viability of the DfE's proposed  
Ancient languages GCSE subject content (April 2014)

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University of Cambridge School Classics Project - January 2015.

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## 1. Executive Summary

- The teaching of Latin within English non-selective state secondary schools has seen considerable growth since 2000. There are now more non-selective state schools offering Latin than selective state and independent schools combined.<sup>1</sup>
- Two significant factors in the growth of Latin in non-selective state schools have been (i) £10 million investment in Latin in schools (£5 million by the DfE in 2000-2005, £5 million by the University of Cambridge School Classics Project in 2000-2014); and (ii) WJEC's development of Latin qualifications which can be delivered in approx. two years to a broad ability range.
- According to the DfE's own regulations, a single Latin GCSE ought to be able to be taught in two years (120-140 hours) to the full ability range.
- The only existing provider of a GCSE in Latin is OCR. Our analysis indicates that **schools require at least 240 hours (4 years) to deliver the OCR Latin GCSE** specification to students in the top third of the national ability range.<sup>2</sup> This volume of content equates to a triple GCSE (235-324 hours).<sup>3</sup>
- The subject content proposed by the DfE for new Latin GCSEs is modelled on OCR's current specification.<sup>4</sup>
- The DfE further intends to end accreditation of all Level 2 qualifications (other than GCSEs) such as the WJEC Level 2 Certificates in Latin, used by 62% of non-selective schools offering Latin.
- The DfE's current proposals will result in a 240-hour, triple Latin GCSE, being the only qualification available to schools. While some schools may welcome the opportunity to prepare students for a 'triple Latin' qualification, the failure to provide a 120-hour, single Latin GCSE will be a significant barrier to offering Latin for many schools.
- **97%** of candidates for the current OCR Latin GCSE appear to be in the **top third of the national ability range**. There is considerable evidence to suggest that the qualification fails to adequately provide access for the wider ability range. The regulation of new Latin GCSEs should pay particular attention to ensuring that the qualifications are genuinely accessible to all students.
- Unless changes are made to the current proposals, **53% of existing Latin departments in non-selective state schools will either close or decline.**<sup>5</sup>

<sup>1</sup> Based on continuous data gathering by the Schools Classics Project there are 553 non-selective state schools offering Latin, and 515 in the independent and selective state sector combined.

<sup>2</sup> See section 6.d.

<sup>3</sup> The average teaching time that schools expend to deliver the OCR Latin GCSE is currently 342 hours (5 years). This equates to a quadruple GCSE (325-414 hours): *Performance Points: A practical guide to key stage 4 and 5 performance points, DfE, January 2012* [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/160734/performance\\_points.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/160734/performance_points.pdf).

<sup>4</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/302153/GCSE\\_ancient\\_languages.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/302153/GCSE_ancient_languages.pdf)

<sup>5</sup> Based on an extrapolation from the comments received in a survey undertaken in December 2014, see section 9.g.

## 2. Research base

This report is based on data gathered through research undertaken between May 2007 and December 2014.

- In 2007, the Cambridge School Classics Project contacted every secondary school in the UK to establish whether it offered Latin at any level. 966 schools were found to be offering Latin.
- In 2008 a hardcopy survey was sent to 963<sup>6</sup> schools offering Latin across the UK to investigate the state of Latin teaching at KS4 in different school sectors. Teachers were asked about their own experience as teachers (of Latin and other subjects), the teaching time available to them, their cohort size and their views on the relative difficulty and grading of Latin compared to other GCSE subjects. 340 responses were received, of which independent: 169, state selective: 48, state non-selective: 123. The overall response rate for the survey was 35.3% (independent: 37.5%, state selective: 41.7%, state non-selective: 31.0%).
- In June 2014 a questionnaire was given out to 59 teachers at a University of Cambridge conference for Classics teachers. The questionnaire asked about the ability range of their pupils and what qualifications they felt could be taught in 2 years to various ability bands. Teachers also commented on the impact they envisaged the DfE's proposals would have on their departments. The respondents came from a range of schools: 78% had taught in the non-selective sector and 44% had taught in both selective and non-selective schools.
- An online survey of Latin teachers was undertaken in December 2014 - January 2015 to investigate the qualifications being offered by schools at KS4, the teaching time available to the schools, teachers' perceptions on required teaching time, their views on the suitability of the available qualifications and what the impact would be on their department if the only qualification available would require at least 3 years' teaching. This survey was sent out to 1,382 teachers across the UK. Responses were received on behalf of 266 individual schools, of which 223 offered a Level 2 qualification (OCR or WJEC) at KS4. The overall response rate from those schools offering Latin qualifications at KS4 was 30.4%, (independent: 34.9%, state selective: 25.8%, state non-selective: 26.1%).<sup>7</sup> Not all respondents answered every question in the survey.
- Data about exam entries for the OCR GCSE and the WJEC qualifications were provided by the DfE, JCQ, OCR and the WJEC and retrieved from the Office for National Statistics.
- This report also references research carried out at the Centre for Evaluation and Monitoring in 2006 by Robert Coe.<sup>8</sup>

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<sup>6</sup> Between 2007 and 2008, 3 of the 966 schools had stopped offering Latin.

<sup>7</sup> The total number of schools offering KS4 Latin was taken from data gathered continuously by the School Classics Project.

<sup>8</sup> Coe, R. (2006) 'Relative difficulties of examinations at GCSE: an application of the Rasch model'. University of Durham.

### 3. Which qualifications do schools use now?

#### 3.a Qualification use in 2014/2015

At present two awarding organisations between them offer 4 Latin qualifications at Level 2: OCR offers GCSE Latin and WJEC offers Level 2 certificates in Latin Language & Roman Civilisation, Latin Language<sup>9</sup> and Latin Literature. 76% of exam entries in 2014 were for the OCR Latin GCSE, and 24% of entries were for WJEC Level 2 qualifications:

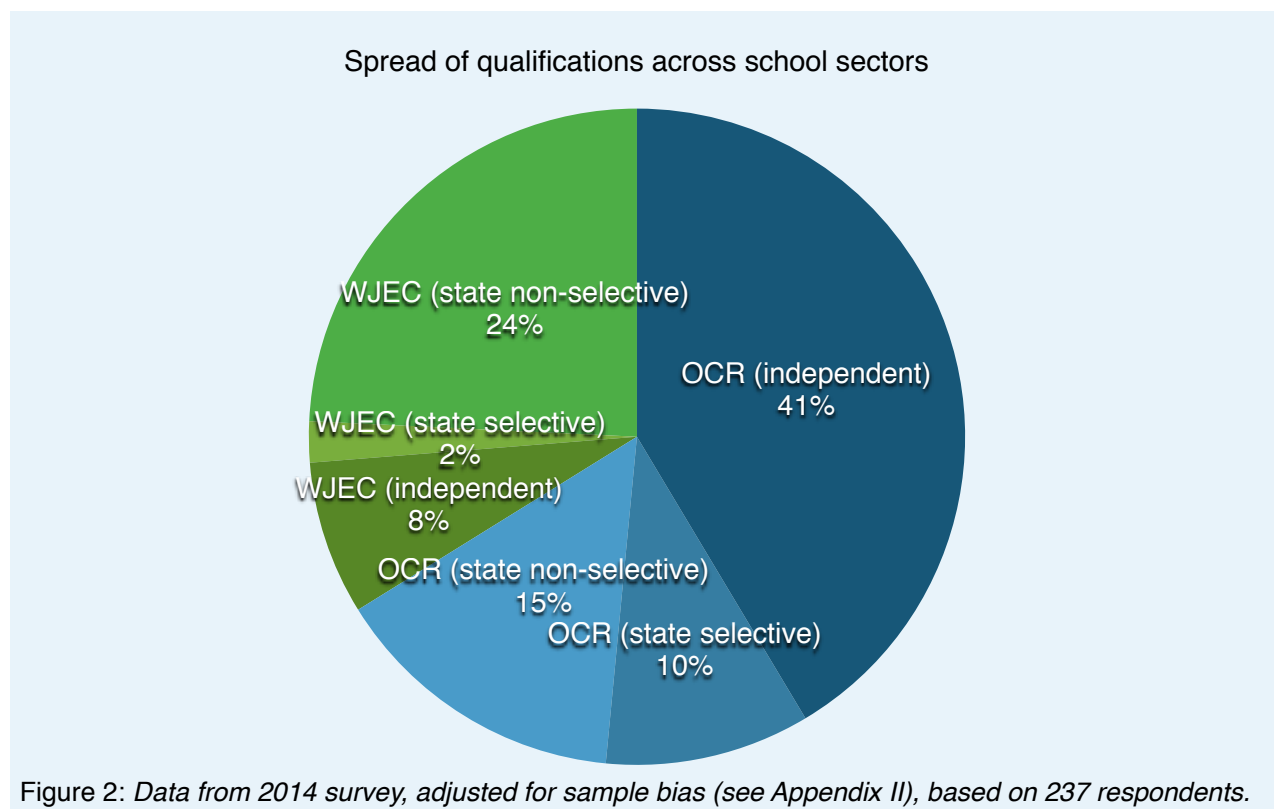
#### Exam entries 2014 (candidate numbers)

	Total entries	OCR entries	% of total	WJEC Level 2 entries	% of total
All schools	11,699	8,854	76%	2,845	24%
Independent schools	7,388	6,203	84%	1,185	16%
State schools	4,307	2,649	62%	1,658	38%
... of which non-selective	2,463	1,222	50%	1,241	50%
... of which selective	1,844	1,427	77%	417	23%

Figure 1: Data from DfE (Jan 2015), based on 11,699 exam entries.

#### Exam entries 2015 (school numbers)

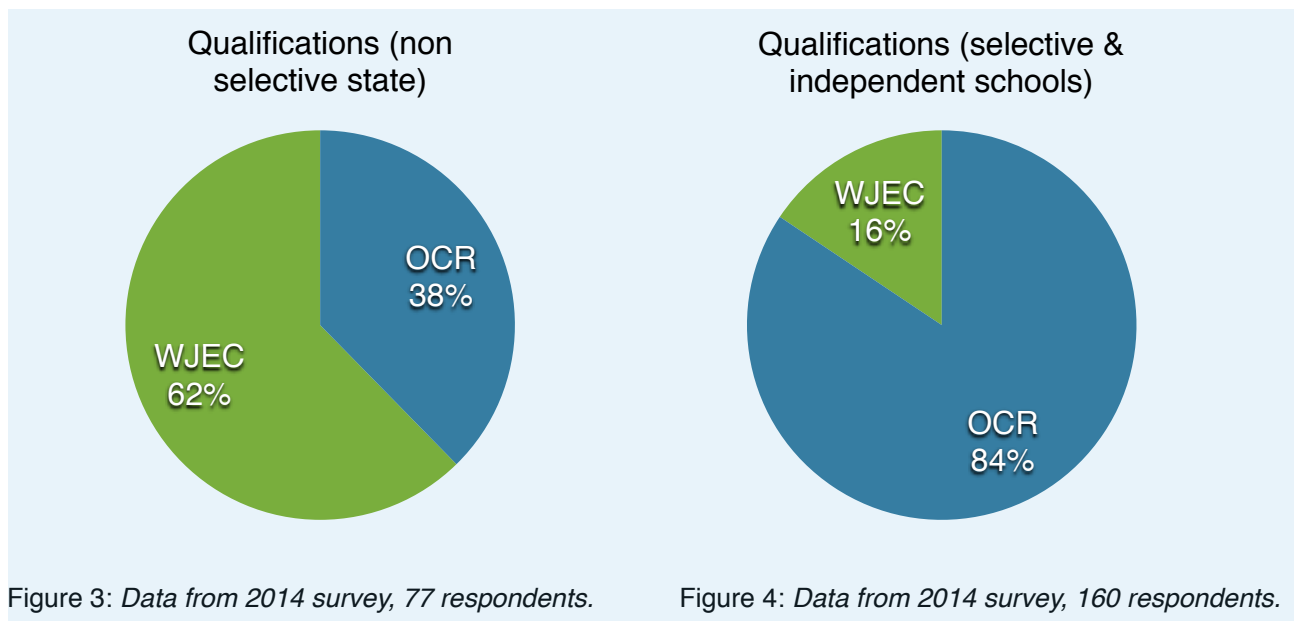
Data from the 2014 survey suggest that in June 2015, 66% of schools will offer the OCR GCSE, and 34% of schools will offer WJEC qualifications:



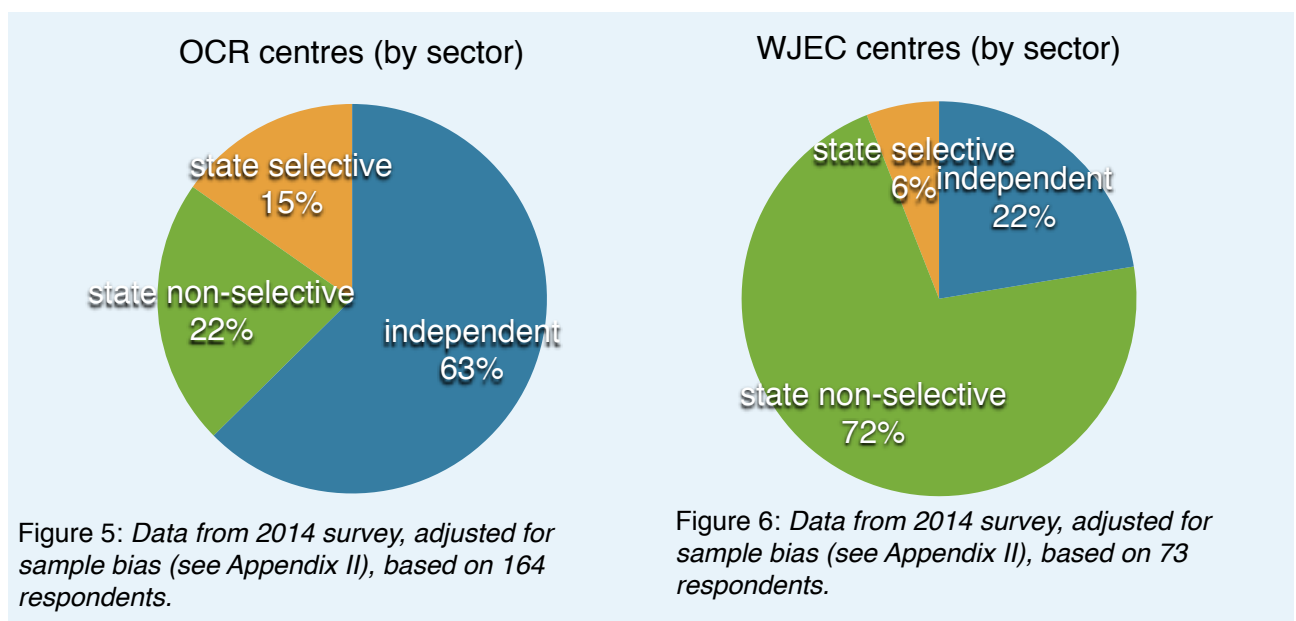
<sup>9</sup> In this report referred to as 'Additional Language'.

These data suggest that while a quarter of all candidates sit the WJEC qualifications, a third of all schools offering Latin use them. This is predominantly because cohort sizes in the selective sectors (independent and state) are considerably larger than in the non-selective sector (as discussed in section 5), and the non-selective schools, particularly those whose teaching hours do not exceed twice the recommended maximum, are more likely to use the WJEC qualifications. The average cohort size for non-selective schools with up to 240 hours is 10 pupils, while cohort size of those with over 240 hours is 17 (see Section 9.e).

Currently the majority of non-selective state schools offer the WJEC qualifications, while OCR's market is predominantly made up of selective schools:



The WJEC qualifications are a more representative reflection of the size of the country's education sectors, suggesting that they are more successful at meeting a range of needs:

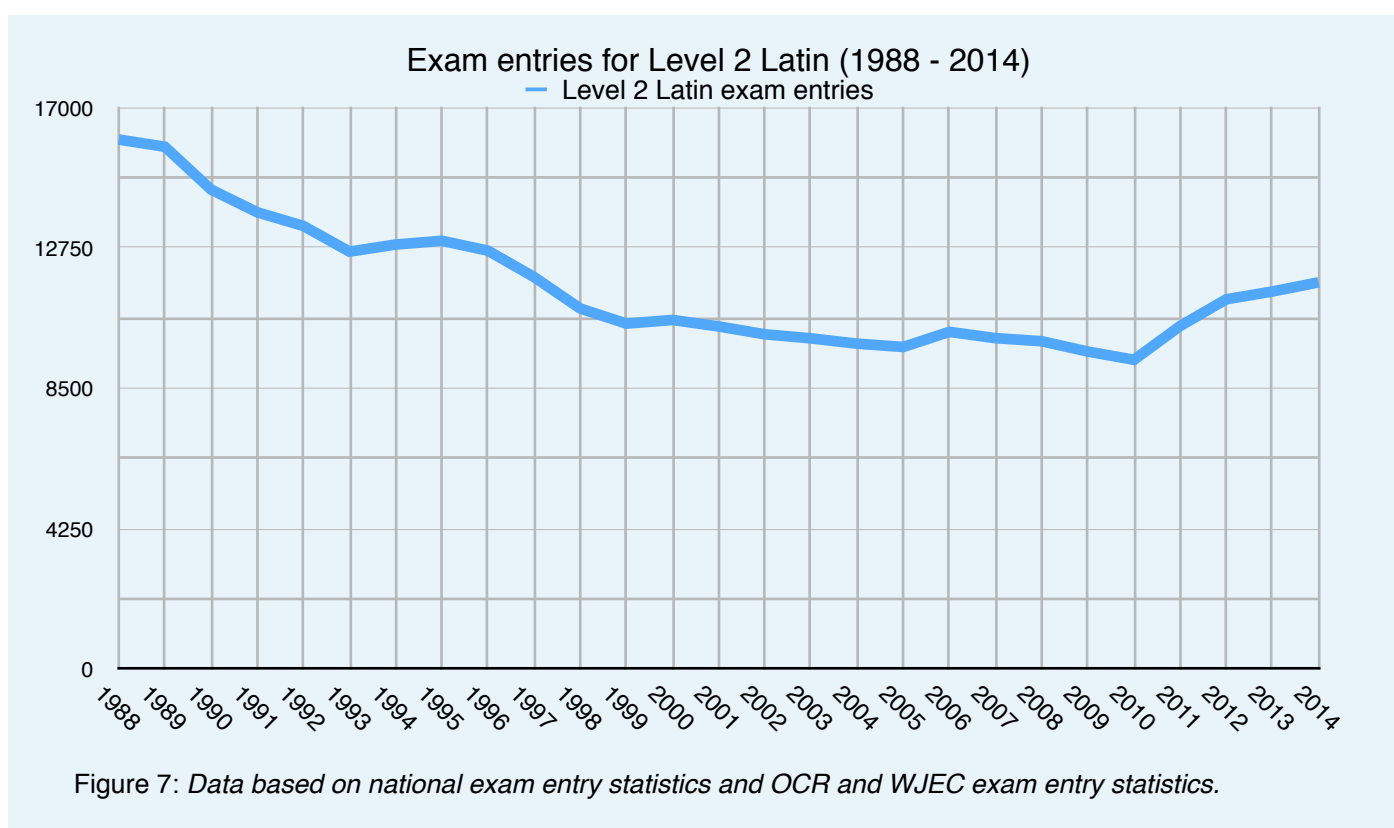


### 3.b Exam entries when only OCR GCSE was available

In 2010, only one Level 2 qualification in Latin was offered (the OCR GCSE). It was undertaken by 532 schools, by a total of 9,355 candidates.<sup>10</sup> 86% of candidates were from selective schools, and 14% from non-selective schools.<sup>11</sup>

When only one qualification was available, **89% of teachers stated that they felt the GCSE was not accessible to the full ability range** of pupils in secondary schools and 68% of teachers stated that they considered the content of the Latin GCSE to be more than that found in the majority of other subjects.<sup>12</sup> The high volume of content was typically only possible for schools with many years' teaching time (see section 6.a), and those schools attempting to offer the OCR GCSE in two years were facing decline or closure.

### 3.c The impact of the introduction of the WJEC qualifications



From 1988 the introduction of the National Curriculum brought about a steady decline in the number of exam entries for Latin at Level 2. Starting in 2011, a rise in numbers commenced.

**In 2014, exam entries were higher than they had been in 17 years.**

In 2011 the WJEC began to offer a set of Level 2 qualifications which, through a more flexible set of options, aimed to suit the needs of all schools. Comparing the number of candidates entering Level 2 qualifications (whether OCR or WJEC) in 2010 and 2014 shows the impact of these qualifications:

<sup>10</sup> Based on 2010 exam entry data: <https://www.gov.uk/government/statistics/gcse-and-equivalent-results-england-academic-year-2009-to-2010-revised>.

<sup>11</sup> Discounting schools with one or two candidates on the grounds that these are very often private candidates.

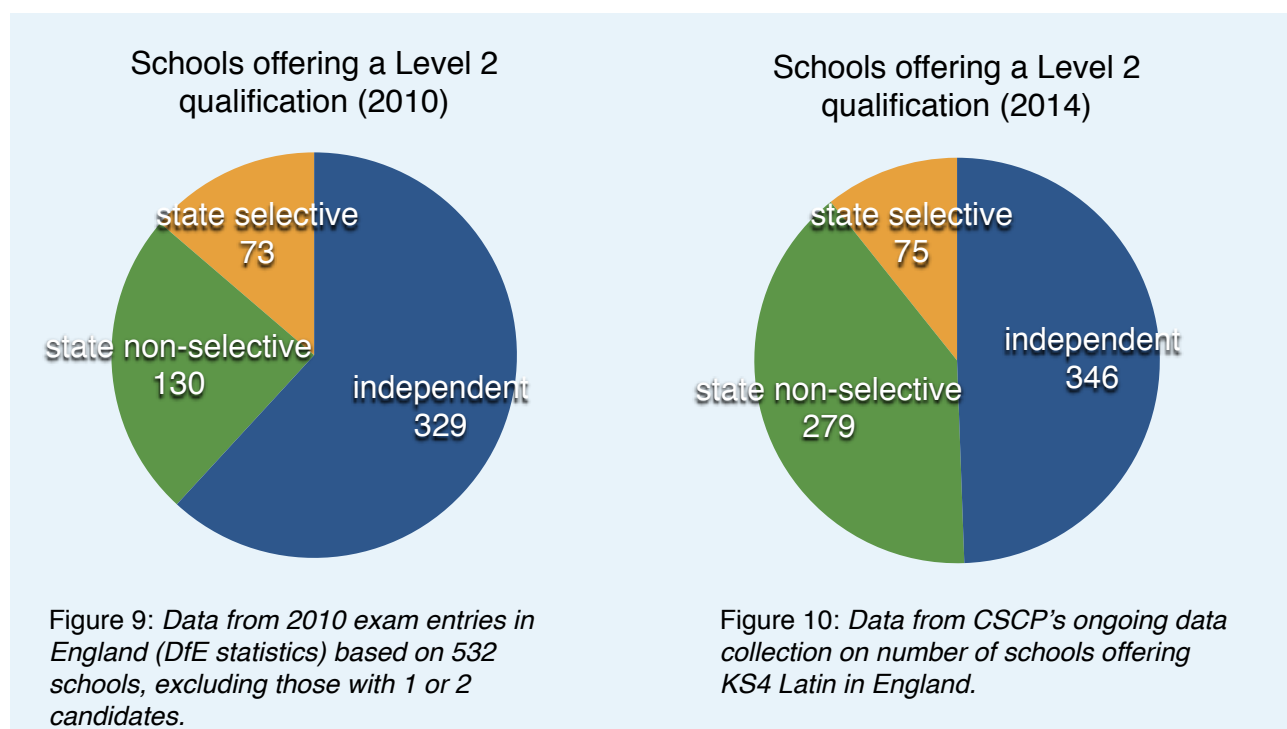
<sup>12</sup> Data from 2008 survey, based on responses from 282 schools.

	Exam entries 2010	Exam entries 2014
OCR GCSE	9,355	8,854
WJEC Level 2	0	2,845
Total entries	9,355	11,699

Figure 8: Data from 2010 OCR exam statistics,<sup>13</sup> and DfE 2014 exam statistics.

Between 2010 and 2014 **there has been a 25% growth** in the total number of exam entries.

In addition to bringing about an overall growth, the introduction of the WJEC qualifications has also changed the diversity of schools offering Latin qualifications:



The 149 non-selective state schools which have started offering a Level 2 qualification since 2010 correspond to a growth of 115% in this sector.

<sup>13</sup> 152 candidates entered the first offering of the WJEC Level 2 core language paper, but as other papers were not yet available, these candidates were not able to cash in until the following year.



## 4. How accessible are the existing KS4 Latin qualifications?

This section of the report indicates that:

- OCR Latin GCSE is taught almost exclusively to students in the top third of the national ability range;
- many teachers want to teach Latin to a broader ability range, but do not find the OCR Latin GCSE accessible to these students;
- when Latin qualifications are accessible to the full ability range, the ability range of students entering Latin qualifications more accurately reflects the national ability range;
- the failure of the OCR Latin GCSE to assess the full ability range creates a significant barrier to non-selective schools required to use it to offer Latin.

### 4.a What is the ability range of students currently entering the OCR Latin GCSE?

	A*	A	B	C	D	E	F	G
Average % of candidates	44%	28%	14%	8%	4%	2%	1%	0%
Cumulative average	44%	71%	85%	93%	97%	99%	100%	100%
Maths cumulative average	7%	18%	37%	68%	80%	86%	91%	95%

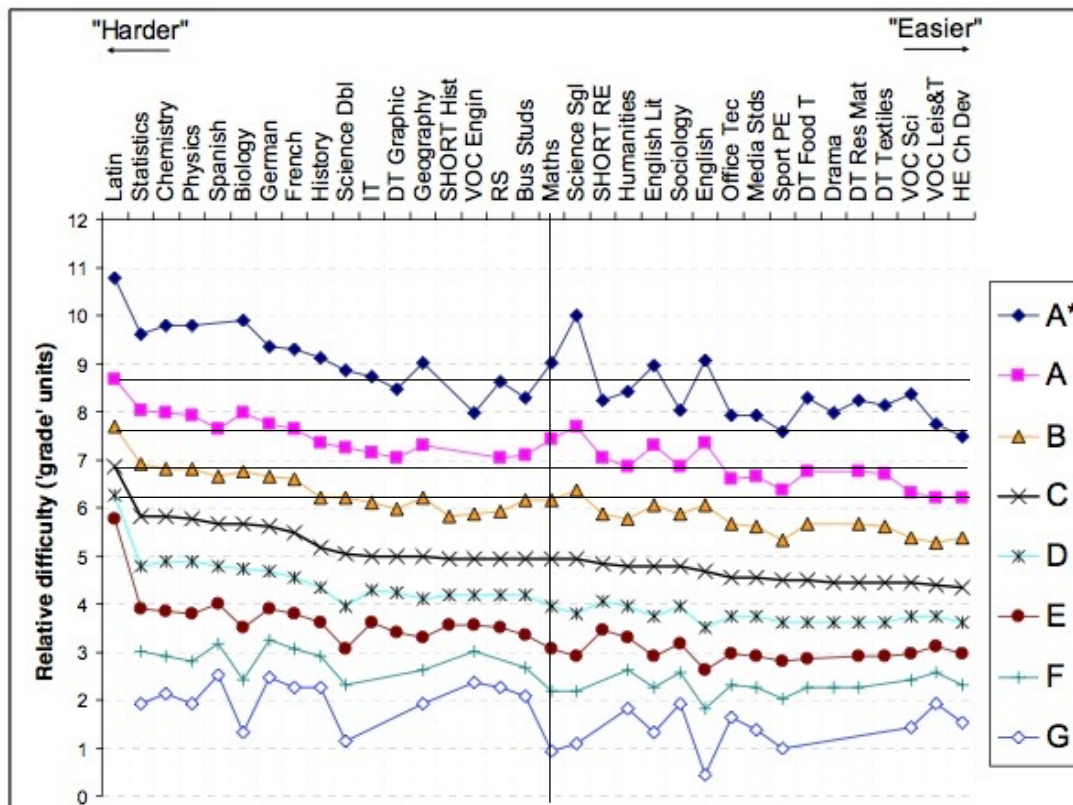
Figure 11: Data from 2010 - 2014 Latin OCR GCSE exam results, and 2014 Maths results (DfE's national statistics).

### Is the exam very easy, or are the students very able?

While the grades achieved on the OCR Latin GCSE are predominantly high, this is not a consequence of the exam being relatively easy compared to other GCSEs. The OCR Latin GCSE is only undertaken by a small number of extremely able pupils. Coe (2006) shows that Latin is the most severely graded GCSE subject.<sup>14</sup>

<sup>14</sup> Coe, R. (2006) 'Relative difficulties of examinations at GCSE: an application of the Rasch model'. University of Durham.

Figure 1. Relative difficulties of grades in 34 GCSE subject, ordered by grade C difficulty.



Coe compared the GCSE results of 615,800 candidates across 34 subjects nationally. In the analysis Latin was found to be the subject with the highest relative difficulty. Coe’s report states:

*‘There are some striking results in Figure 1. Overall, the differences in difficulty of a particular grade across different subjects are substantial. At grade C, for example, Latin is about a grade harder than the next hardest subject, but even the next few subjects (statistics, chemistry, physics, Spanish) are about a grade harder than those at the other end of the scale (textiles, vocational science, vocational leisure and tourism, child development).’*

Coe’s research is reflected in teachers’ perceptions. In the 2008 survey, 65.6% of schools stated that the OCR Latin GCSE was graded more severely than the majority of other subjects studied at GCSE by their pupils (data based on 282 schools). Teachers in the 2014 survey state:

*‘There is no correlation between Latin and, for example, Maths. All [our] pupils take Maths and achieve grade B or above. If all pupils had to take Latin, about half would get C or lower.’*

*‘Latin pupils generally achieve one grade lower in Latin than in other subjects.*

*Latin is perceived to be one of the most challenging GCSE subjects at present (along with Greek).’*

*‘It is much harder to achieve the top grades in Latin than in other subjects.’*

*‘Those who achieve B or lower invariably achieve a higher average grade in their other subjects. This gives Latin an elitist tag that we would prefer it did not have. Those with a potential for Grade B in Latin are discouraged from opting, even if they enjoy the subject, because statistics show they can get a higher grade in other subjects. This is no reflection on the quality of the Latin teaching they receive.’*

*‘They all find Latin the most difficult qualification.’*

*‘Latin is definitely one grade harder than other subjects. Pupils who get an A\* in Latin do so in all other subjects. Pupils who get an A in Latin usually get A\*s in other subjects.’*

*‘Latin comes out at about one grade harder than other subjects.’*

*‘Some do as well in Latin, but most are about a grade lower than other subjects.’*

Both Coe’s research and teachers’ comments suggest that the OCR Latin GCSE is very severely graded, and that the high proportion of top grades awarded in this qualification are a consequence of only very able students entering the exam.

If the Latin GCSE results were normalised to Maths using Coe’s metric, we can see that **97% of all candidates taking Latin would be graded B or above in Maths**. This puts them in the top third of the national ability range.

	A*	A	B	C	D	E	F	G
Average % of candidates	44%	28%	14%	8%	4%	2%	1%	0%
Cumulative average	44%	71%	85%	93%	97%	99%	100%	100%
Cumulative average normalised to Maths	71%	85%	97%	99%	100%	100%	100%	100%

Figure 12: Data from 2010-2014 Latin OCR GCSE exam results, normalised to Maths based on Coe (2006).

The ability range of candidates entering the OCR Latin GCSE does not reflect the national ability range:

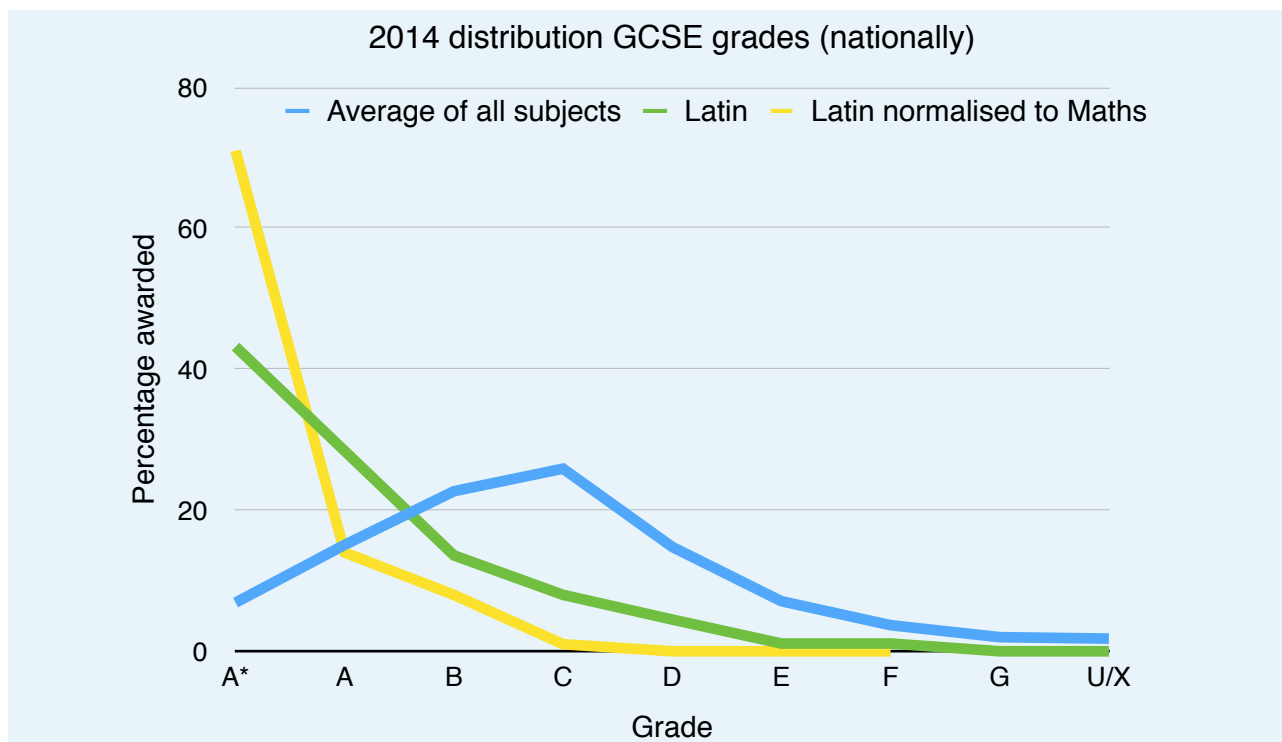
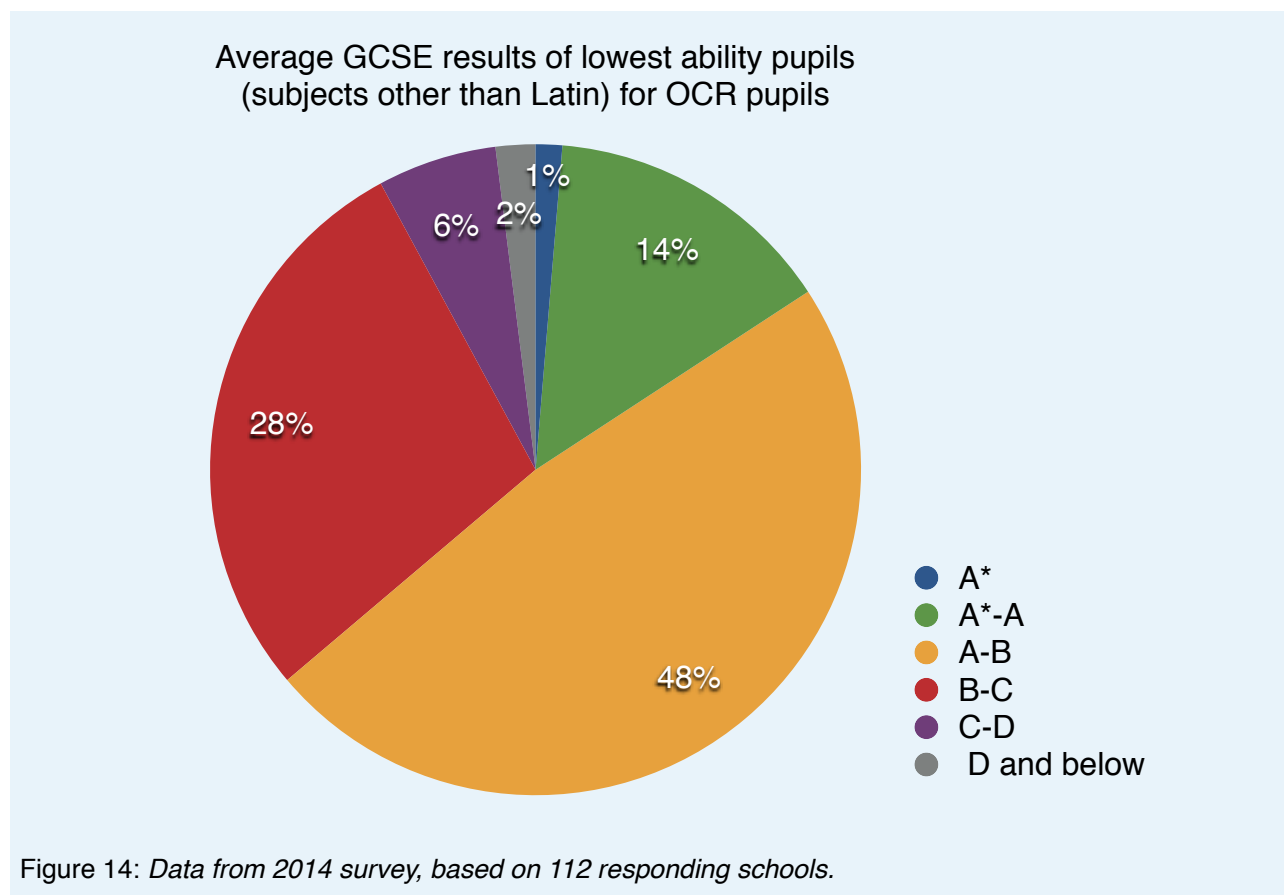


Figure 13: Data from 2014 provisional GCSE result statistics based on 607.7 thousand candidates (all subjects) and 8.8 thousand candidates (Latin GCSE). Note: candidates failing the paper (obtaining a U) and those not sitting the exam (denoted by an X in the national tables have been grouped here for convenience). Graph normalised to Maths as in Appendix I.

In the 2014 survey teachers were asked to give an assessment of their pupils' (anticipated) grades in their other GCSEs, giving an estimate of the average grades of both their strongest and weakest pupils. Of the strongest pupils, 90% were predicted A-A\*s in their other GCSEs.

For those entering the OCR GCSE, the weakest pupils' average GCSE grades are shown below:



The lowest ability pupils taking the OCR Latin GCSE are clustered at the top end of the national ability range. In 15% of schools, there are no pupils studying Latin who will achieve below A grades in their other GCSEs. **In 63% of schools no Latin student will average below a B in their other subjects.** The weakest OCR Latin students are thus achieving considerably higher grades than the national average.

The reason that the Latin GCSE is currently undertaken by only the most able students is explained by teachers as a result of the demanding nature of the qualification. Teachers state:

(from a teacher in an independent school with 400 hours of teaching time) *'Very able students have enough time to prepare for the OCR GCSE, but more average students need more time.'*

(from a teacher in an independent school with 400 hours of teaching time) *'For the top ability pupils the time available is sufficient, but the moderate to lower ability pupils need more time to go through the set texts for the literature papers, and it is a struggle for them to do the memorising of the material in the time, when they have so much pressure from coursework in other subjects.'*

(from a teacher in a non-selective school with 320 hours of teaching time) *'The GCSE is unteachable from scratch in two years except with a very few students.'*

(from a teacher in a non-selective school with 280 hours) *'It is sufficient for KS 4 only because I teach selected students and I start in year 9. With my current allocation I would not be able to teach lower ability students and take them into a successful GCSE level. Even with selected students I don't feel I could teach them properly in less than three years.'*

#### 4.b Do Latin teachers want to teach the full ability range?

In 2008 teachers were asked: *'Is it your view that GCSE Latin ought to be accessible to the full ability range of students in all secondary schools?'* Of the 282 respondents, 40% said that they believed Latin should be accessible to the full ability range.

In 2014 a questionnaire at a University of Cambridge Classics conference for Latin teachers asked: *'Should Latin GCSE should be accessible to the same ability range as every other GCSE?'* Of the 54 teachers who responded to this question, 80% stated that they felt it should be.

These responses show that there are significant numbers of teachers who do want to offer Latin to the same ability range as every other GCSE is available to.

#### 4.c The WJEC's impact on creating access to a wider ability range

Teachers at schools offering the WJEC Level 2 qualification in Latin Language & Roman Civilisation also commented on the average GCSE results of their weakest pupils in their other subjects. As a Level 2 qualification it is aimed at pupils achieving A\*-C grades in their GCSEs, and candidates therefore should be expected to be distributed fairly evenly within this range. Schools' weakest candidates should therefore be expected to be clustered in the C-D grouping.

Average GCSE results of lowest ability pupils  
(subjects other than Latin) for WJEC  
Language and Roman Civilisation pupils

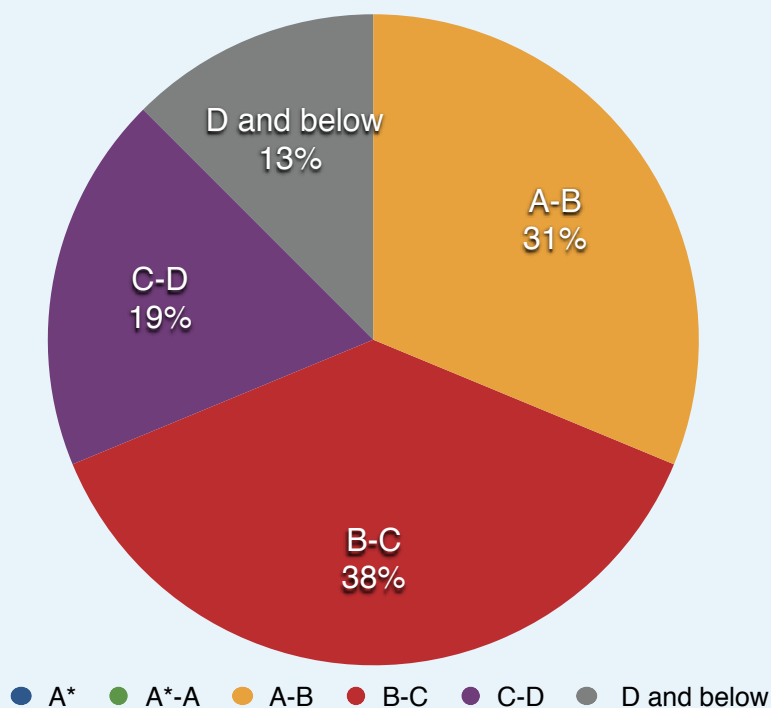
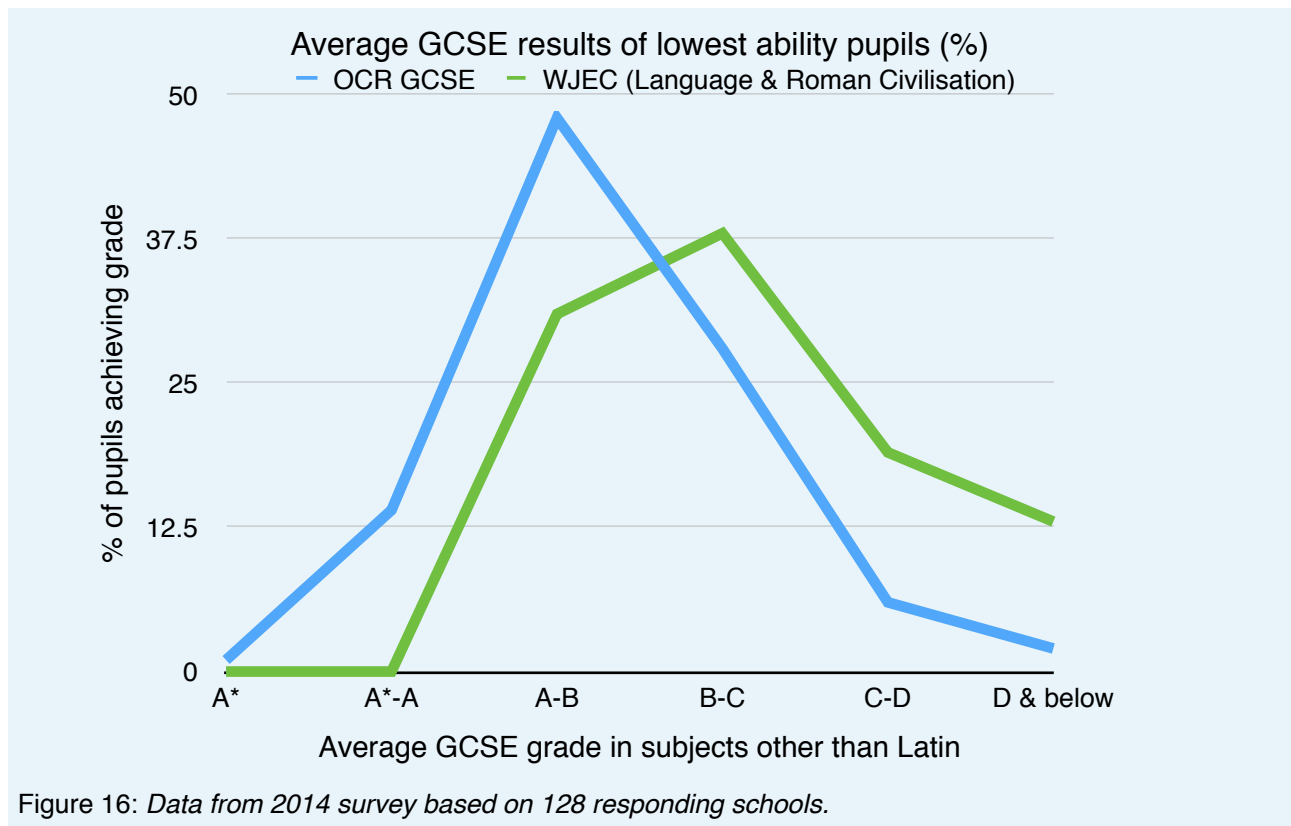


Figure 15: Data from 2014 from 2014 survey, based on 16 responding schools.

It is surprising to see that for this qualification **in a third of schools even the weakest students are achieving A and B grades in their other GCSEs**. However, while of schools' weakest WJEC candidates 31% expect at least B grades in their other GCSEs, 63% of the weakest OCR pupils expect to do so. The WJEC qualifications have a better spread within their target ability range.



Teachers offering the WJEC qualifications comment on its accessibility to a wider range of abilities:

(from a teacher in a non-selective school with 320 hours) *'All pupils can access the exam - not just the brightest. There is flexibility in the options available. We can respond better to the pupils we have each year in both level of examination they take and the controlled assessment literature we study.'*

(from a teacher in a non-selective school with 280 hours) *'I have been able to accept more students into KS4. With the old GCSE I had to be selective, even with an already selected cohort.'*

(from a teacher in an independent school with 180 hours) *'Uptake in Latin candidates for Level 2 has increased - we no longer have to advise weaker candidates that they would be better off choosing another subject. A greater spread of ability - yet all getting good grades.'*

(from a teacher in an independent school with 350 hours) *'The feeling that the Latin qualification is accessible to the majority of girls. It seems less daunting than the old OCR we did. It is more realistic.'*

(from a teacher in an independent school with 180 hours) *'More students want to take Latin for GCSE and with WJEC this looks more achievable.'*

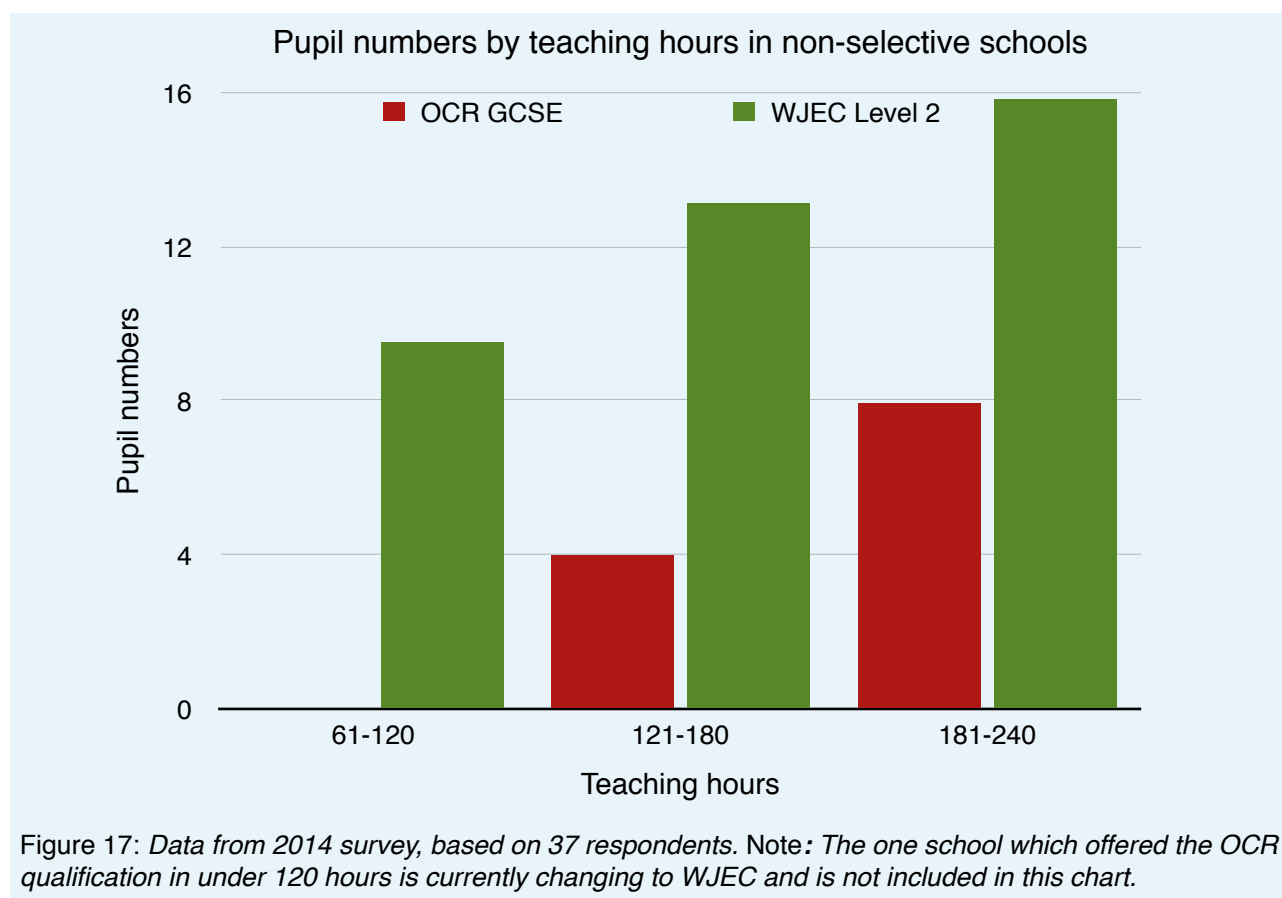
It is clear from the ability range of the pupils sitting the qualifications, as well as from comments of teachers, that the WJEC has been successful in creating access to KS4 Latin for a greater ability range.

## 5. What impact do qualifications have on cohort size?

This section of the report indicates that:

- the average Year 11 Latin cohort size for selective schools is 24 pupils, while the average cohort size in non-selective schools is 13 pupils;
- in schools with no more than 240 teaching hours, OCR cohort sizes are two to three times smaller than WJEC cohort sizes.

In general, Latin departments are small (particularly in non-selective schools). This is to be expected if a subject can only be offered to the top of ability range (see section 4): if schools do not select their intake by ability, they can only offer Latin to a small number of students. Additionally, within the group of schools with up to 240 teaching hours (approximately 4 years), OCR GCSE cohorts are significantly smaller than WJEC cohorts:



Class sizes in non-selective schools where up to 240 teaching hours are available are twice or three times the size in those schools offering the WJEC qualifications.

It can therefore be concluded that in schools with less than four years' teaching, the proposal to remove accreditation of the WJEC qualifications and provide only GCSE qualifications which in reality require more than 240 hours is likely to **reduce cohort sizes by half or two thirds**. Such a significant reduction in student numbers will threaten the survival of these departments.

## 6. How long does it take to deliver the existing qualifications?

This section of the report indicates that:

- the majority of schools use four or more years to deliver the GCSE to the top end of the ability range, and make available two to four times more teaching hours than the qualification’s stated 140 hours;
- 50% of teachers feel that 240 hours is not enough time to deliver the OCR GCSE;
- the majority of schools with no more than 240 teaching hours available opt for the WJEC qualifications.

### 6.a How many years do existing centres have available?

The survey undertaken in 2008 showed that very few schools completed the OCR syllabus in the prescribed two years.

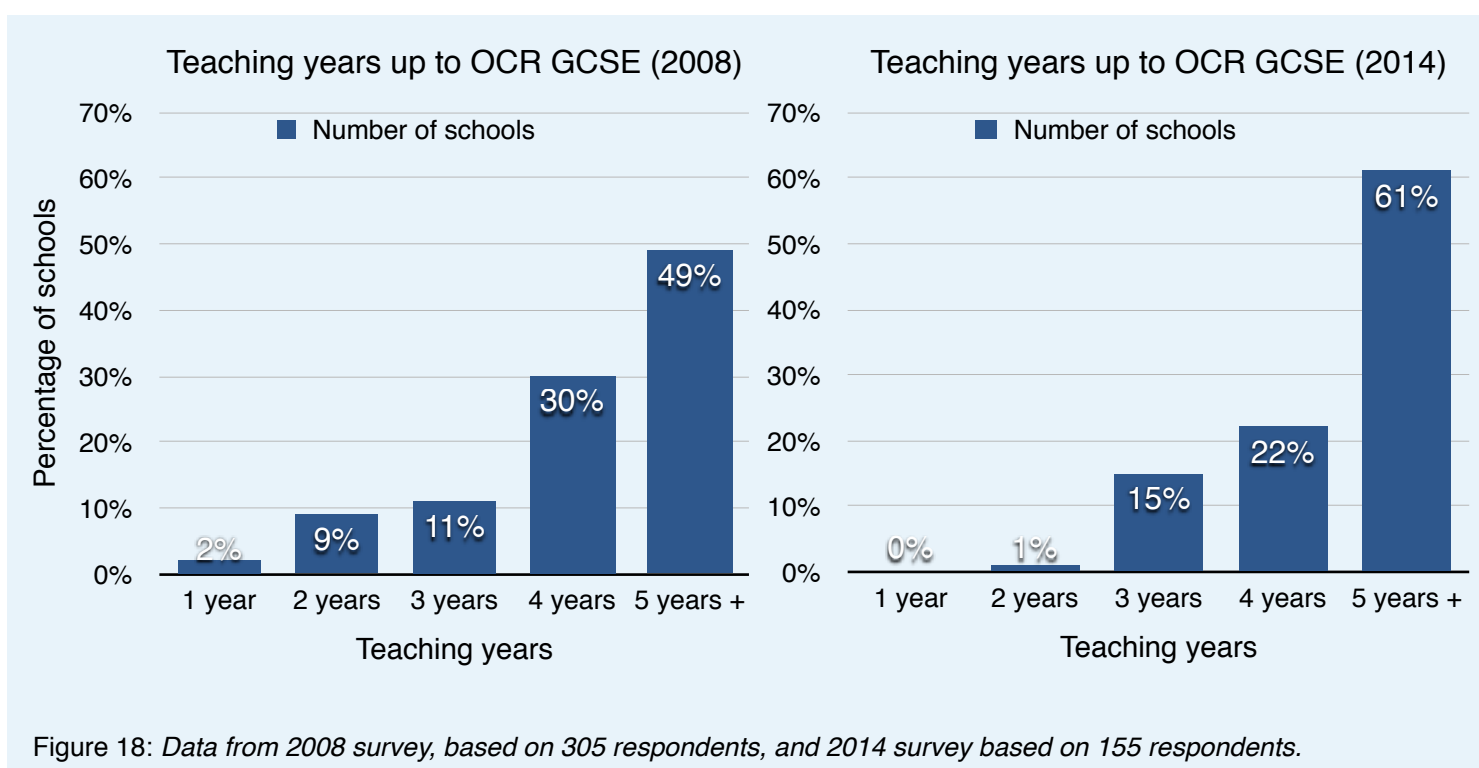


Figure 18: Data from 2008 survey, based on 305 respondents, and 2014 survey based on 155 respondents.

The schools which had up to 2 years’ teaching time to deliver the OCR GCSE in 2008 have nearly all disappeared in the 2014 data; this can be explained by departments closing down, no longer offering KS4 qualifications, increasing their teaching hours, or switching to offer the WJEC qualifications.



### 6.b Teaching hours by qualification

	Average teaching hours for OCR GCSE	Average teaching hours for WJEC Level 2
Independent	355 (105 schools)	335 (19 schools)
State selective	330 (18 schools)	320 (3 schools)
State non-selective	299 (27 schools)	217 (45 schools)

Figure 19: Data from 2014 survey, based on 217 schools.

Within selective schools the difference in teaching time available for the WJEC and OCR qualifications is negligible. Within the non-selective state sector however, there is a marked difference in teaching time (82 hours) between the two qualifications, which equates to more than a year’s teaching.

This suggests that non-selective schools with lower teaching hours tend to opt for the WJEC qualifications:

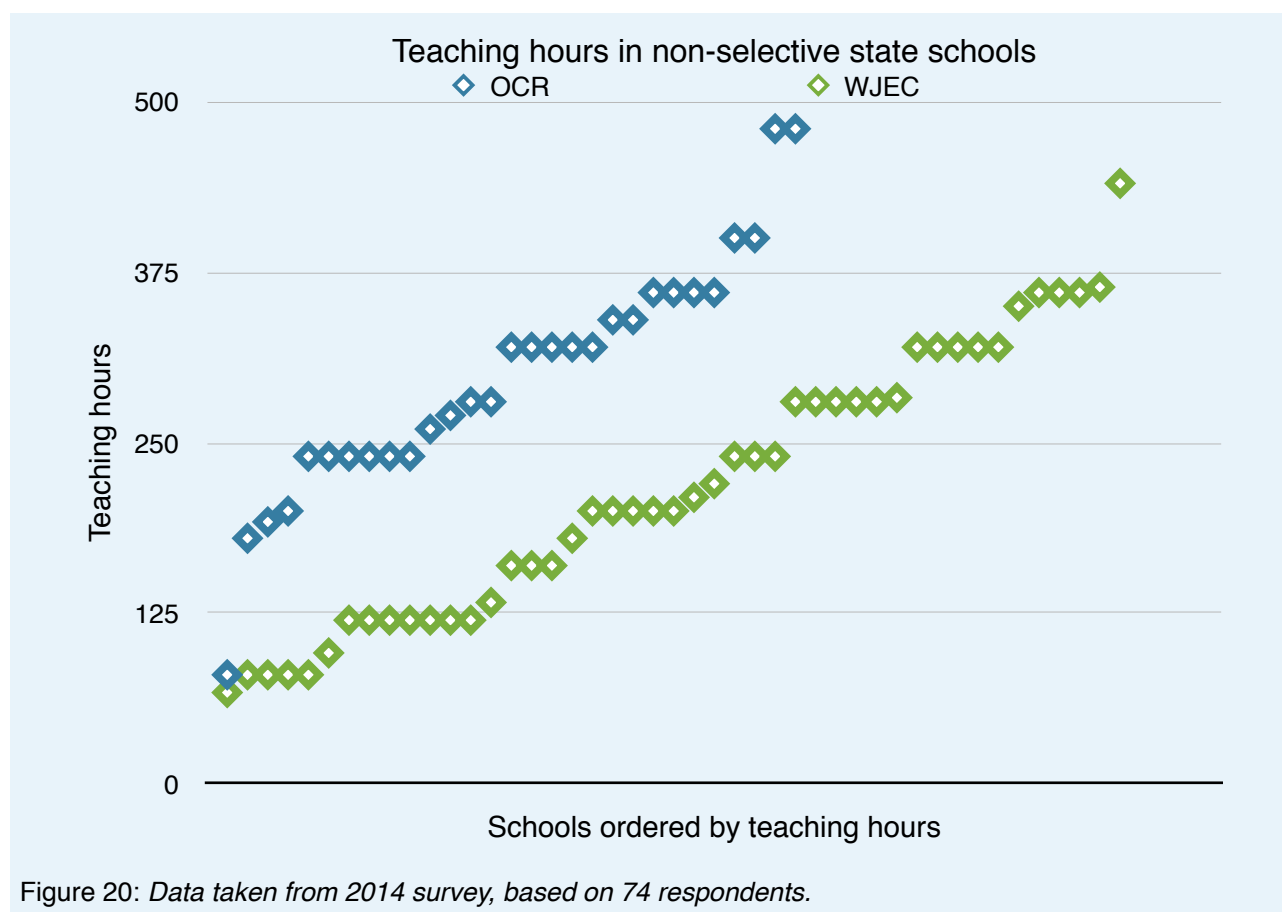


Figure 20: Data taken from 2014 survey, based on 74 respondents.

For the schools with fewer teaching hours available it is clear that the WJEC qualifications present a more viable option, though the time used to deliver them still exceeds the DfE’s guided teaching hours for a GCSE qualification (120-140 hours).

### 6.c How many teaching hours do schools have available for the OCR Latin GCSE?

The 2008 survey showed that on average schools made 272 teaching hours available to deliver the OCR Latin GCSE. Again, it should be noted that this was the teaching time required to teach highly able students.

	Average teaching hours
Total	272
... of which independent	288
... of which state	239
... of which non-selective	212
... of which selective	290

Figure 21: Data from 2008 survey, based on 305 respondents.

The 2014 data show that schools with fewer teaching hours have largely abandoned the OCR GCSE (whether this is because they stopped offering any Level 2 qualifications, their department closed, or they switched to offering the WJEC qualifications):

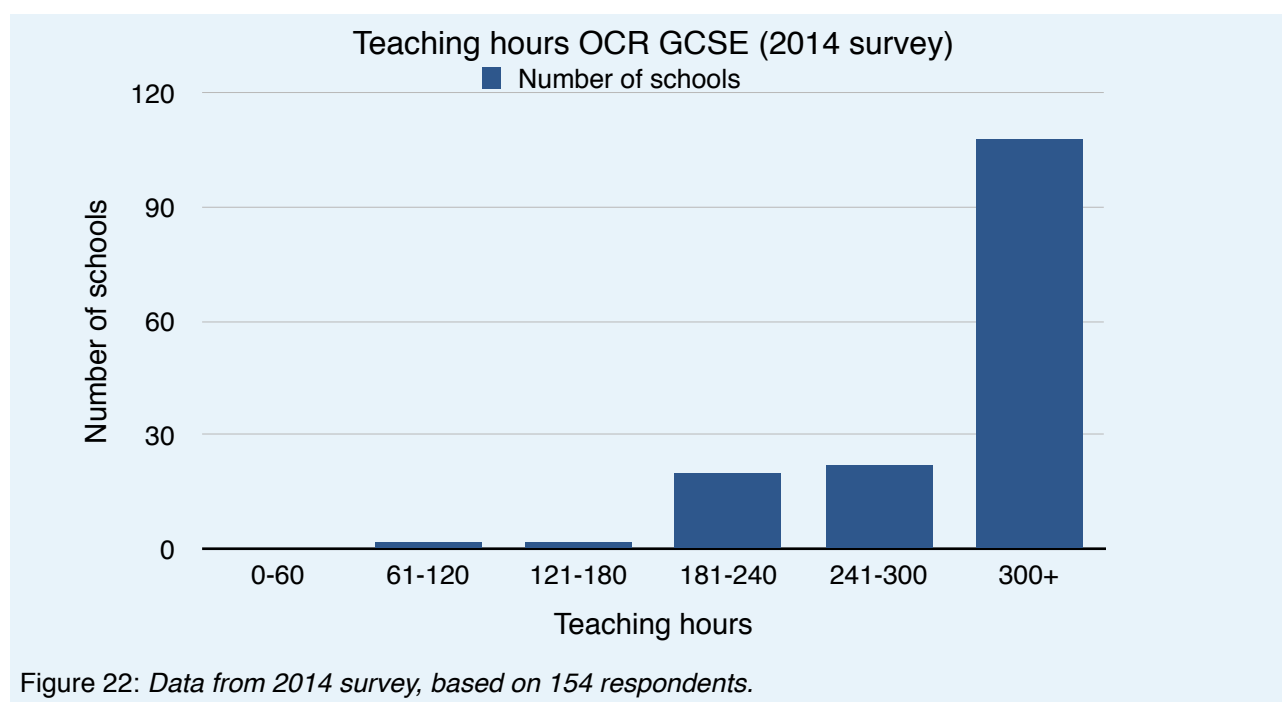


Figure 22: Data from 2014 survey, based on 154 respondents.

Both selective and non-selective schools make a high number of teaching hours available to deliver the OCR GCSE: **the average number of teaching hours made available by these schools is 342 hours.**<sup>15</sup> While in 2008 there was a marked difference between the average teaching time of selective and non-selective schools, in 2014 their teaching hours are very similar. This change can be explained by schools with lower teaching hours ceasing to offer the OCR GCSE:<sup>16</sup>

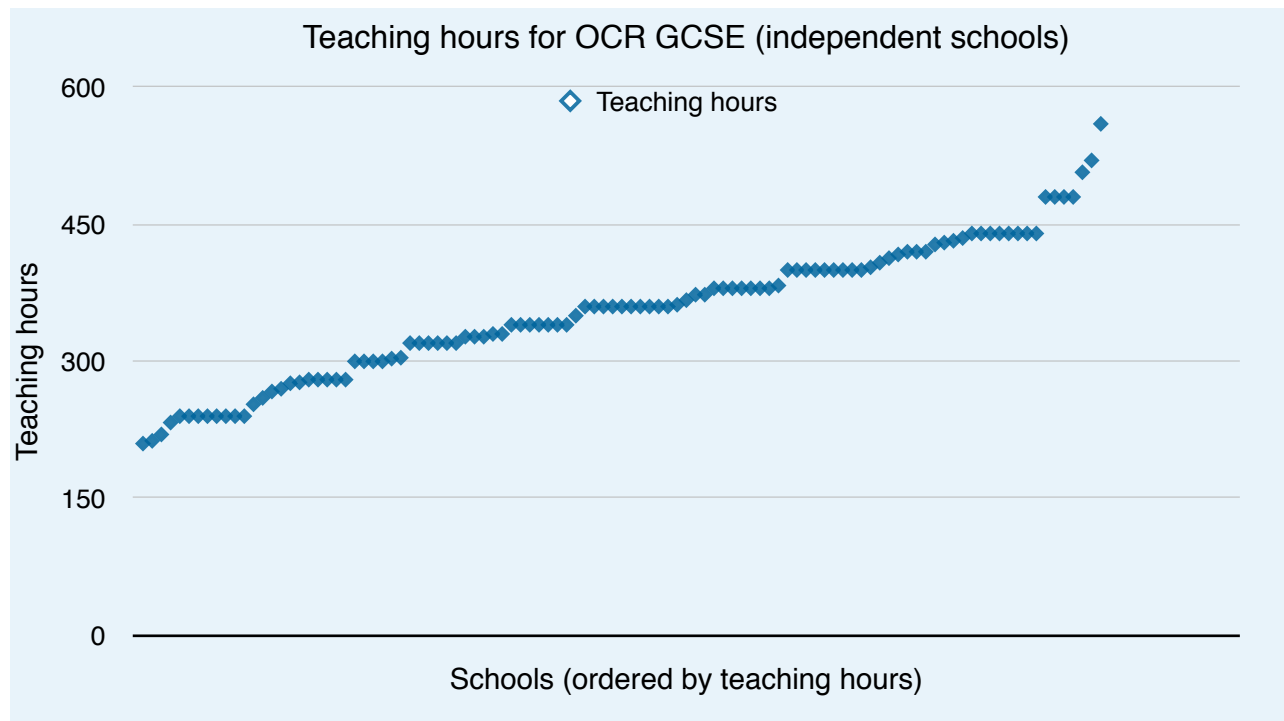


Figure 23: Data from 2014 survey, based on 105 respondents.

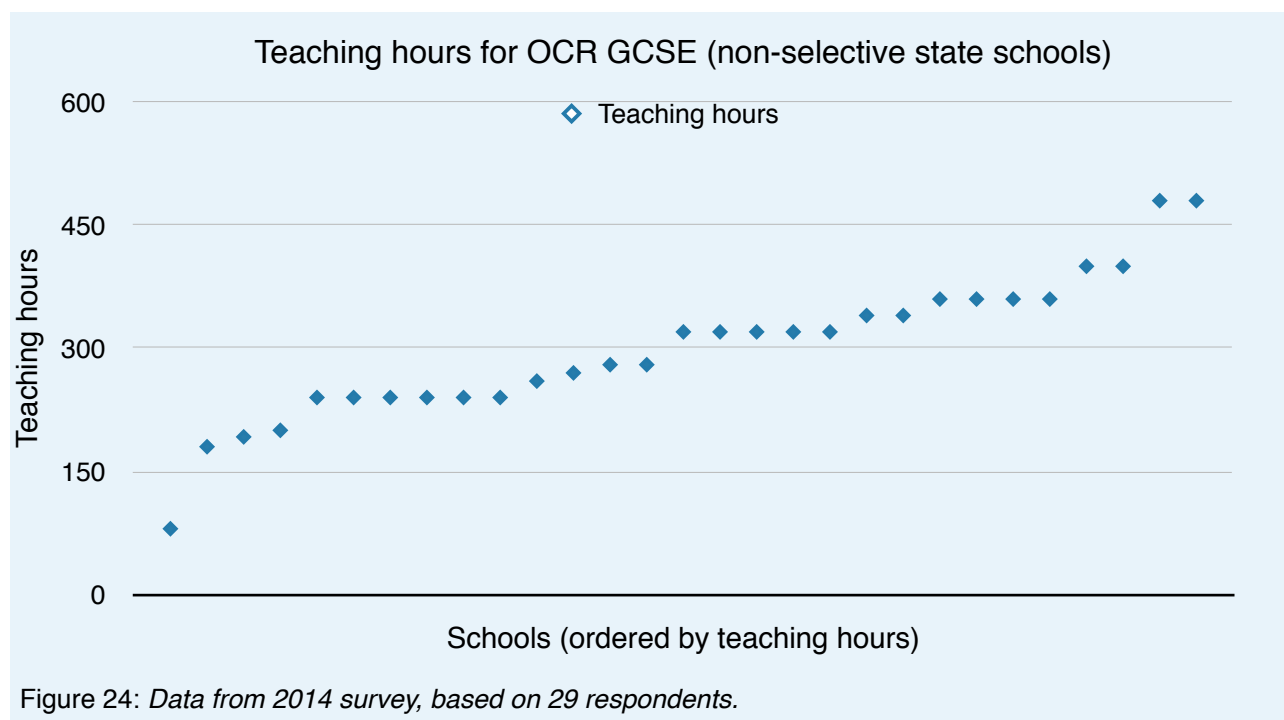


Figure 24: Data from 2014 survey, based on 29 respondents.

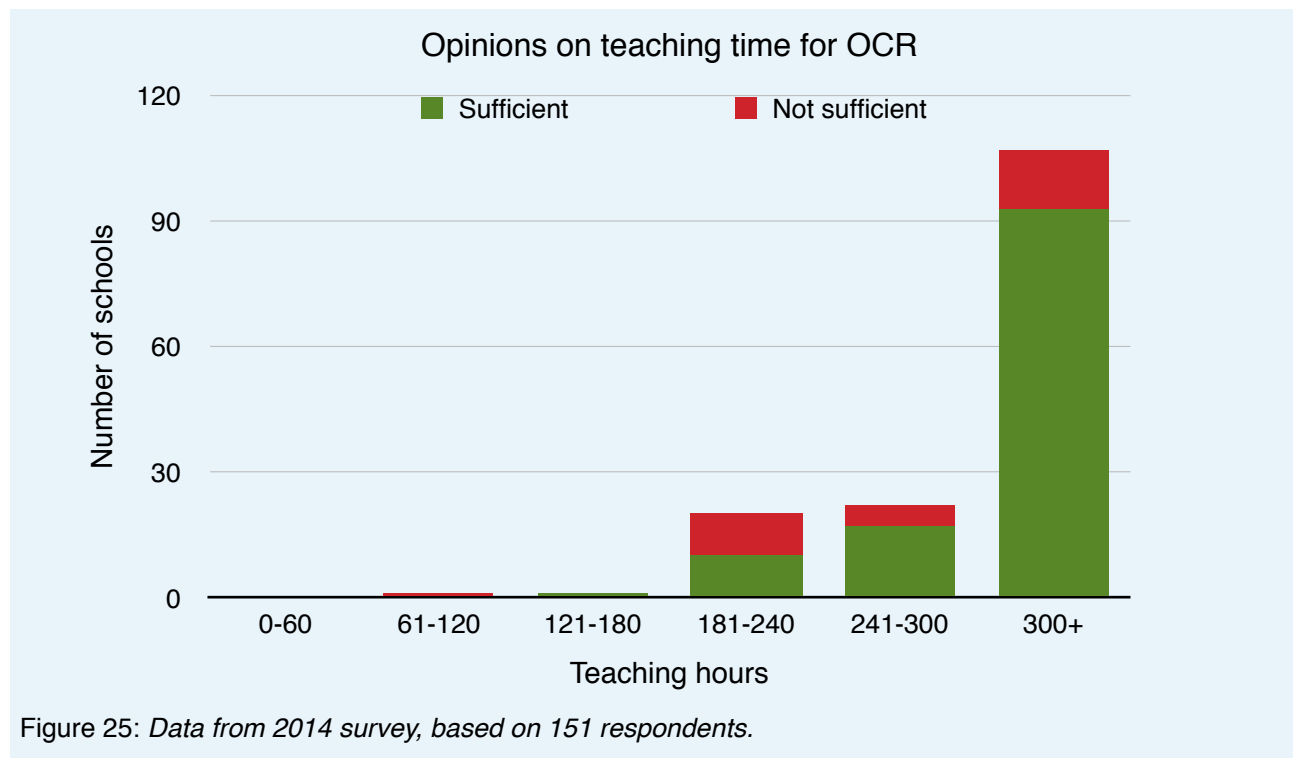
<sup>15</sup> This is equivalent to 4 GCSEs according to the DfE’s guidelines: *Performance Points: A practical guide to key stage 4 and 5 performance points, DfE, January 2012* [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/160734/performance\\_points.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/160734/performance_points.pdf).

<sup>16</sup> The independent and selective state sector’s hours follow the same pattern.

## 6.d How much time is sufficient to teach the OCR Latin GCSE?

The question can be raised whether the high number of teaching hours available to schools offering the OCR GCSE is due to the GCSE requiring this much time, or whether schools have more teaching time than they need.

The 2014 survey asked teachers whether they felt the time they had available to them was sufficient to cover the content of the OCR GCSE and adequately prepare their students for the exam.



Responses from teachers show that the high number of teaching hours is felt to be necessary. **Only 50% of teachers with between 181 and 240 hours available think that this is sufficient** for their very able students. Between 241 and 300 hours is felt by most to be necessary (77% of teachers think this is sufficient).

The high teaching hours are thus necessitated by the GCSE's content. It is worth bearing in mind that these numbers apply to the teaching of pupils at the top end of the ability range only.

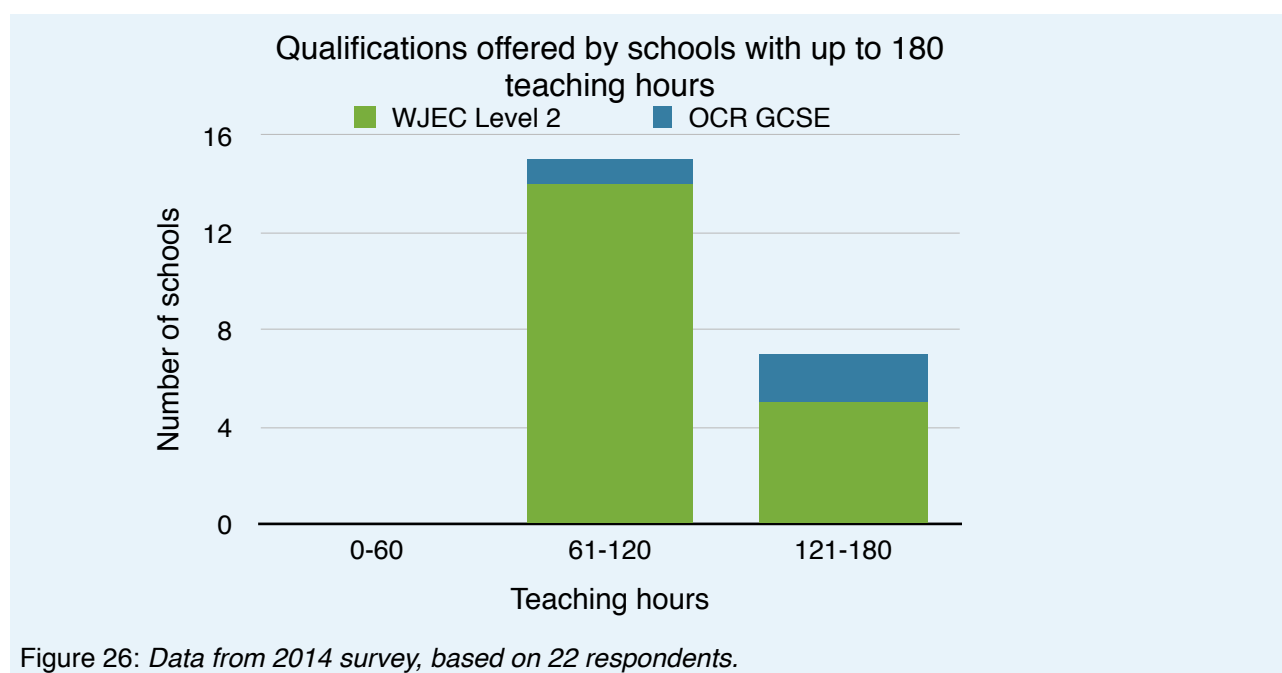
## 7. What can be achieved in 180 hours (2+ years)?

This section of the report indicates that:

- there are very few schools offering the OCR GCSE in under 180 hours;
- the great majority of schools with up to 180 hours choose to offer the WJEC qualifications;
- combinations which do not require the study of literature in the original language are accessible to a wider ability range and can be delivered in two years;
- teachers state that none of the existing Level 2 qualifications can be delivered to the full ability range in 180 hours.

### 7.a What qualifications are offered?

To see what can be achieved in up to 180 hours, the following graph shows the spread of qualifications undertaken by the schools in this category:



While a large proportion of all schools currently offering Latin use the OCR GCSE, it is taken by very few schools which do not have more than 180 hours' teaching time. Comments from teachers in this bracket explain that with this number of hours, the WJEC qualification is perceived as the only viable option.

### 7.b Case studies

To understand the difficulty of delivering the existing Latin qualifications in two years, below are case studies of all the schools in the 121-180 teaching hour bracket. Of these schools, 5 offer a WJEC Level 2 qualification, and 2 offer the OCR GCSE. In addition, the one school offering the OCR GCSE in under 121 hours (taking 80 hours) is also included.

## Schools offering OCR in up to 180 teaching hours

### School A (80 teaching hours, spread over 2 years)

Sector:	non-selective state	Latin is taught:	off timetable
Teaching years:	2 years (Year 10 - 11)		by specialist(s)
Teaching hours:	80	Started since:	2006
Self-study hours:	80	Average GCSE set:	12 pupils

School A is a non-selective state school which started teaching Latin in 2006.

It currently has a group of Gifted & Talented pupils taking Latin in Year 10 and Year 11, as an extracurricular activity on an hour a week, with an hour's self-study. There are about 11 pupils in each year group, and they are at the high end of the ability range (the best scoring As & A\*s in their other GCSEs, and the weakest B-Cs). The teacher comments that the results in Latin are typically a grade lower than their other subjects, from their experience between 2006 and 2014. The teacher, a subject specialist, comments on the insufficiency of the available teaching time:

*'We do quite a lot of extra time in holidays and during the exam period itself. There is nowhere near enough time to complete the course in the suggested hours.'*

*'In some ways [the GCSEs] suit the most able by setting a very hard challenge, but they must work much harder and put in more independent time than in other subjects, and as a teacher I work MUCH harder.'*

The school is now moving away from the OCR GCSE and will offer WJEC in the coming year:

*'[because of the] possibility of doing just Latin Language, and getting full credit for the amount of work which needs to be done. Also the belief that the style of WJEC follows on more consistently from CLC than OCR which has become more traditional, and feels as if it is going back to the most traditional 1950s style.'*

If the exams were to remain the same, the teacher anticipates pupil numbers to remain stable. However, if they were to require more than two years, offering Latin would be *'impossible.'*

### School B (160 teaching hours, spread over 4 years)

Sector:	selective state	Latin is taught:	partly on timetable
Teaching years:	4 years (Year 7 - 10)		by specialist(s)
Teaching hours:	160	Latin since:	over 15 years
Self-study hours:	160	Average GCSE set:	21 pupils

School B is a selective state school, that has offered Latin for over 15 years, entering pupils for the OCR GCSE in Year 10. Pupils start Latin in Year 7, and in addition to the weekly hour long lesson (and hour of self-study), there is a lesson in each holiday, and an extra weekly half-hour long lesson from February in Year 10. The teacher comments that *'as the demand for Latin reduced it was turned into a Twilight subject to preserve it.'*

Currently, Latin is taught to all 161 pupils in Year 7 on timetable, and from Year 8 it is taught as a Twilight subject to groups of roughly 25 pupils. A specialist teaches the Year 7 and Year 10 groups, while a retired History teacher teaches Year 8 and Year 9. The ability range of the pupils is very high: the weakest pupils in the Latin sets achieve A-A\* grades in their other GCSEs. The pupils

achieve grades ranging from A\*s to Cs in their Latin GCSE. The teacher comments that even with this group of pupils and 4 years' teaching time, *'we have to work very hard to cover the syllabus.'*

When asked about the suitability of the current qualifications, the teacher states:

*'If other subjects (like ICT) are tightening up (eg. programming replacing package usage) then so should Latin. Merely being able to translate Latin is fine for students taking Latin to support History, Medicine or Law, but for those taking Latin to support English, Linguistics, Languages or Classics itself the current KS3 and KS4 qualifications leave too big a gap to bridge for attaining excellent AS A2 and particularly Degree level qualifications. This can be achieved, but it takes a huge effort and many able pupils can be put off.'*

If a minimum of three or four years teaching time were to be required for the study of the OCR GCSE, the teacher anticipates that *'we would have to manage our teaching time even more efficiently and would put in for more teaching time.'*

### School C (180 teaching hours, spread over 4 years)

Sector:	non-selective state	Latin is taught:	off timetable
Teaching years:	4 years (Year 8 - 11)		by specialist(s)
Teaching hours:	180	Latin since:	over 15 years
Self-study hours:	100	Average GCSE set:	4 pupils

School C is a non-selective state school, which has been offering Latin for over 15 years. Its pupils sit the OCR GCSE in Year 11, having started Latin in Year 8. Group sizes are small, with about 12 pupils in Year 8 and 9, 5 in Year 10 and 3 in Year 11. Pupils' ability is high (the weakest achieving A-B grades in their other GCSEs), and they do well in Latin achieving A and A\* grades. They have an hour a week teaching time (going up to 90 minutes in Year 11), which the teacher states is sufficient. The subject is taught fully off-timetable by a specialist teacher. The teacher anticipates pupil numbers to remain stable if the qualifications remain in their current state.

## Schools offering WJEC in up to 180 teaching hours

### School D (180 teaching hours, spread over 2 years)

Sector:	independent	Latin is taught:	on timetable
Teaching years:	3 years (Year 9 - 11)		by specialist(s)
Teaching hours:	180	Latin since:	over 15 years
Self-study hours:	107	Average GCSE set:	35 pupils

School D is an independent school which has been offering Latin for over 15 years. Its students sit the WJEC Level 2 Certificate in Latin Language in Latin Language in Year 11. They have an average of 35 students taking Latin in years 10 and 11. In their other GCSEs the students taking this examination achieve a range from A\*s to Cs.

In the last five years the school has changed from offering OCR GCSE to WJEC Language certificates saying: *'we no longer had time to prepare the Literature after cuts.'* As a result of this change *'uptake in Latin candidates for Level 2 has increased - we no longer have to*

*advise weaker candidates that they would be better off choosing another subject. A greater spread of ability - yet all getting good grades.'* This range, however, still only accommodates pupils of whom the weakest achieve B-Cs in their other GCSEs.

180 hours are allocated for the teaching of the WJEC qualification and 107 self-study hours. The teacher says that the time available is not sufficient:

*'We prepare the candidates on c.120 Guided Learning Hours, so have no time for the Literature (or the OCR GCSE). Even just entering candidates for the WJEC Lang papers, we are in a great hurry, as the Y9 course is just a taster course. We then find that preparing candidates for Literature papers at AS takes longer.'*

When consulted on the DfE's proposals which would see the Latin qualifications requiring a minimum of three or four years' teaching time, the teacher responded: *'It would be impossible.'*

### School E (160 teaching hours, spread over 2 years)

Sector:	non-selective state	Latin is taught:	partly on timetable
Teaching years:	2 years (Year 10 - 11)		by specialist(s)
Teaching hours:	160	Latin since:	over 15 years
Self-study hours:	240	Average GCSE set:	18 pupils

School E is a non-selective Catholic comprehensive school where students sit a variety of WJEC Level 1 and Level 2 Certificates depending on their ability. They have an average of 18 students taking Latin in Year 10 and 11. In their other GCSEs the students taking these examinations achieve results ranging from A\*s to Ds. On the ability range of the students the teacher states: *'Not all learners in a cohort are entered for the full Level 2 course, as they have been taught within 2 years only and cannot always develop the skills needed on the teaching time available.'*

In the last five years they have changed from OCR to WJEC and can no longer offer the literature modules. Latin is taught partly on timetable and partly off timetable and the students are expected to put in 240 hours of self study. The teacher also supplements this teaching time, where possible, with extra lunchtime classes.

*'We would welcome more time (so that we could cover literature also) but it would be fair to say that the range of qualifications at Level 1 and 2 now offered by WJEC have safeguarded Latin continuing in our school.'*

Looking forward, the teacher says: *'We had seen large increases (38 per year group in KS4) but reduced time availability and the need for independent study has had an impact. We hope to at least stop the declining numbers.'* Although the pupils do enjoy the course they do not benefit from Literature study which the teacher links to students consequentially choosing A Level Classical Civilisation rather than Latin.

When consulted on the DfE's proposals which would see the Latin qualifications requiring a minimum of three or four years' teaching time, the teacher responded:

*'We would be unable to continue offering this subject. We have worked hard to prevent it being 'lost' from our offering. With the demands in Wales for Welsh and*



*Welsh Baccalaureate teaching reducing time availability, and with budget cuts leading to reduced staffing, we simply could not continue to offer Latin.'*

### School F (160 teaching hours, spread over 4 years)

Sector:	non-selective state	Latin is taught:	on timetable
Teaching years:	3 years (Year 9 - 11)		by specialist(s)
Teaching hours:	160	Latin since:	between 2008 & 2013
Self-study hours:	120	Average GCSE set:	20 pupils

School F is a non-selective school at which students sit the WJEC Level 2 Certificate in Latin Language and Roman Civilisation in Year 11. They have an average of 20 students in Years 9, 10 and 11. In their other GCSEs the students taking these examinations achieve grades ranging from As to Ds.

Latin was introduced in the last five years and pupil numbers have increased after the introduction of the WJEC qualification.

160 hours of teaching are allocated for this qualification and the students are required to do 120 hours of self study on top of this.

Although the teacher does not feel that the time available is sufficient, the number of students is still expected to grow and the teacher feels that the WJEC qualification fits their needs.

### School G (160 teaching hours, spread over 4 years)

Sector:	non-selective state	Latin is taught:	off timetable
Teaching years:	4 years (Year 8 - 11)		by non-specialist(s)
Teaching hours:	160	Latin since:	2012
Self-study hours:	0	Average GCSE set:	4 pupils

School G is a non-selective Academy at which students sit the OCR Entry Level examination in Year 9 and the WJEC Level 1 Certificate in Latin Language in Year 10. They plan for their first cohort of students to sit the WJEC Level 2 Certificate in Latin Language in 2016. Latin is open to all students from Year 8 but the class size for each year is below 7. In their other GCSEs the students taking these examinations achieve grades ranging from A\*s to Bs. Latin was introduced in the last five years and is taught by non-specialists.

160 hours of teaching time is allocated for this qualification. The teacher feels that this time is sufficient, but only for teaching towards the Latin Language Certificate.

**School H (133 teaching hours, spread over 3 years)**

Sector:	non-selective state	Latin is taught:	partly on timetable
Teaching years:	3 years (Year 9 - 11)		by non-specialist(s)
Teaching hours:	133	Latin since:	over 15 years
Self-study hours:	0	Average GCSE set:	8 pupils

School H is a non-selective state school at which students sit the WJEC Level 2 Certificate in Latin Language and Roman Civilisation in Year 11. The average size of the class varies between the years with an average of around 15 in each year. In their other GCSEs the students taking these examinations achieve grades ranging from A\*s to Cs. On the ability range of the students, the teacher says: *'Because we have so little time and all our Latin is extra-curricular (apart from six short taster sessions in Year 8), it's really only the more able who either can or (perhaps mostly) want to cope with Level 2.'*

133 hours of teaching time is allocated but the teacher says: *'I can't set homework as our students are already under a lot of pressure to achieve and would just give up Latin if I did. I do set a few words of vocab each week and give rewards but no sanctions.'* The view of the teacher is that the available time is not sufficient.

The students are taught by a non-specialist who says: *'I'm the sole Latin teacher. I started with a very rusty 1973 O level but did A level in 2012.'* Although the school has been offering Latin for 15 years or more, the initiative came entirely from this one individual teacher and it still has only minimal support from SLT. Although support is gradually growing, the teacher fears for Latin's long-term future in the school.

In the past five years the school has changed from offering the OCR GCSE to the WJEC certificates:

*'We started doing the WJEC exams as soon as they were available. We couldn't have accessed OCR GCSE in the time available. It's only because of the availability of the WJEC qualifications that Latin is becoming increasingly successful. I do the Roman Civ option because of time constraints rather than from choice, and I doubt very much if I could prepare students for OCR GCSE or the proposed new GCSE in the time I have available.'*

When consulted on the DfE's proposals which would see the Latin qualifications requiring a minimum of three or four years' teaching time, the teacher responded:

*'I just couldn't do it. Although they do technically have more than two years, since it's all off timetable and mostly after school (when they are pretty exhausted), it's not even like having two years on timetable, and I wouldn't even want to attempt it with two years on timetable. There would no longer be any Latin teaching in my school. If the current government want to get rid of Latin from most state schools, it's going exactly the right way about it.'*

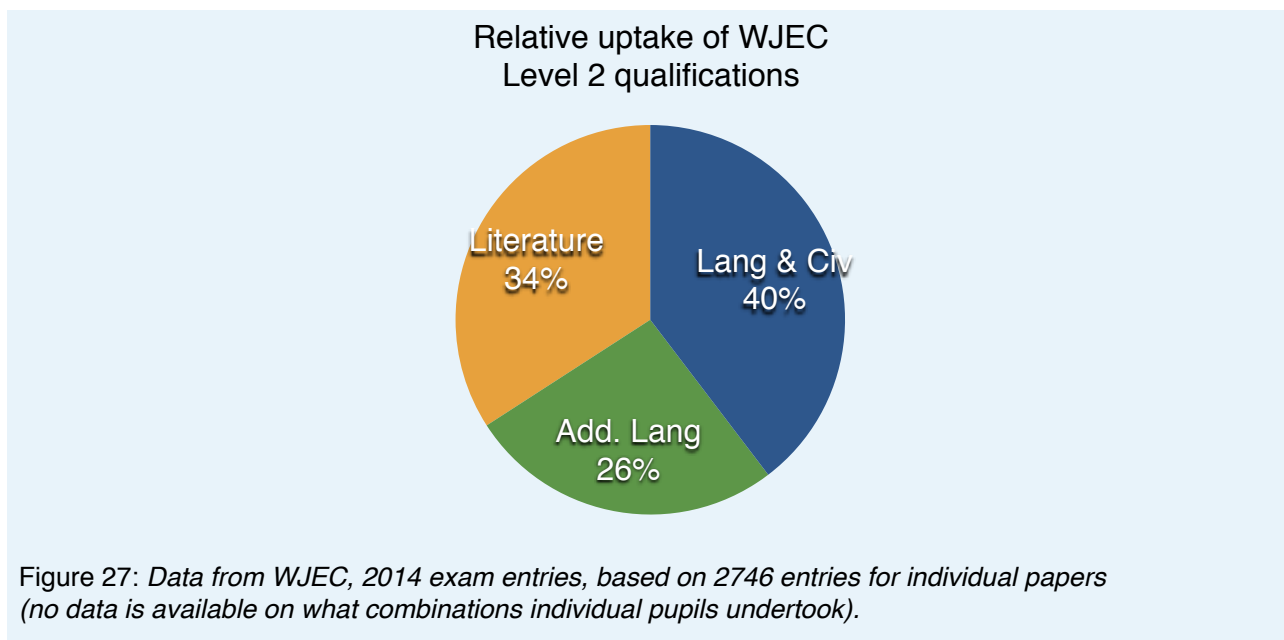
### 7.c What qualifications are most viable to deliver in up to 180 hours?

The OCR GCSE cannot be delivered in the required time frame of 120-140 hours. Most schools which do not have more than twice the required teaching time available opt for the WJEC qualifications, of which three are available at Level 2:

- WJEC Level 2 Certificate in Latin Language and Roman Civilisation
- WJEC Level 2 Certificate in Latin Language (*below called 'Additional Language'*)
- WJEC Level 2 Certificate in Latin Literature

These can be taken in different combinations to fit the needs and abilities of students.

Their relative entries are shown below:



In 2014/2015, 52% of schools entering their pupils for WJEC qualifications choose to only offer the Language & Civilisation, or Additional Language qualifications:<sup>17</sup>

	Average teaching time (hours)	% of teachers who think this time is sufficient	How many schools choose this option	% of these which are non-selective state schools
Latin Language and Roman Civilisation	206	67%	18	94%
Additional Language	210	67%	16	81%
Latin Language and Roman Civilisation + Latin Literature	266	63%	8	75%
Additional Language + Latin Literature	321	75%	24	34%

Figure 28: Data from 2014 survey, based on 66 respondents.

Even the most accessible Level 2 qualification (Latin Language & Roman Civilisation) requires over 200 hours of teaching time to deliver.

<sup>17</sup> The lower percentage of pupils entering the Literature qualifications in the WJEC data on exam entries perhaps indicates that those schools offering Literature tend to have lower cohort numbers, or offer the Literature option to only the most able pupils in their cohort.

The **addition of the literature option requires at least 60 hours** additional teaching time (equivalent to 1 year of teaching). Any qualification which aims to be delivered in 2 years therefore cannot include the study and examination of original or adapted Latin literature.

Teachers found the WJEC qualifications allowed them to choose a combination which best suited their students and rewarded them fairly for their work.

Teachers explain their motivation for changing from OCR to WJEC qualifications:

*'Lack of teaching time to cover the ridiculous amount of content for OCR GCSE'*

*'I prefer the WJEC qualification to the OCR GCSE which I would be unable to prepare students for adequately.'*

*'Possibility of doing just Latin Language, and getting full credit for the amount of work which needs to be done. Also the belief that the style of WJEC follows on more consistently from CLC than OCR which has become more traditional, and feels as if it is going back to the most traditional 1950s style.'*

*'The OCR GCSE is only really suitable for the most able students. More average students do worse in the subject than in other subjects and say that it is very demanding in terms of workload. The mark scheme for the translation tasks of the language papers seems to polarise marks. The WJEC qualifications are much more flexible and allow for achievement at different levels. The mark scheme (which is the same as the old OCR scheme) seems to be much fairer.'*

#### **7.d What can be achieved by the full ability range in 2 years?**

In June 2014, teachers expressed their views on the viability of teaching Latin to the full ability range. When asked *'Do you feel the WJEC Level 2 Certificate in Latin Language and Roman Civilisation is achievable for the full ability range with 2 years at 1.5 hours per week?'* only 10% of the respondents (5 out of 48) felt it was possible.

However, about two thirds (62%) did feel that the content of WJEC Level 1 Certificate in Latin Language and Roman Civilisation was achievable by the full ability range in 2 years.

It is clear that the study and examination of literature is not considered viable in 2 years. The proposed content specification is therefore without a doubt unsuitable to be delivered to the full ability range in 2 years.

## 8. Is the DfE's proposed content viable?

This section of the report indicates that:

- the proposed GCSE content cannot be accessed by the full ability range;
- the volume of the proposed GCSE content is too great to be delivered in the stated teaching time (two years), even when teaching only the top end of the ability range.

### 8.a Summary of data

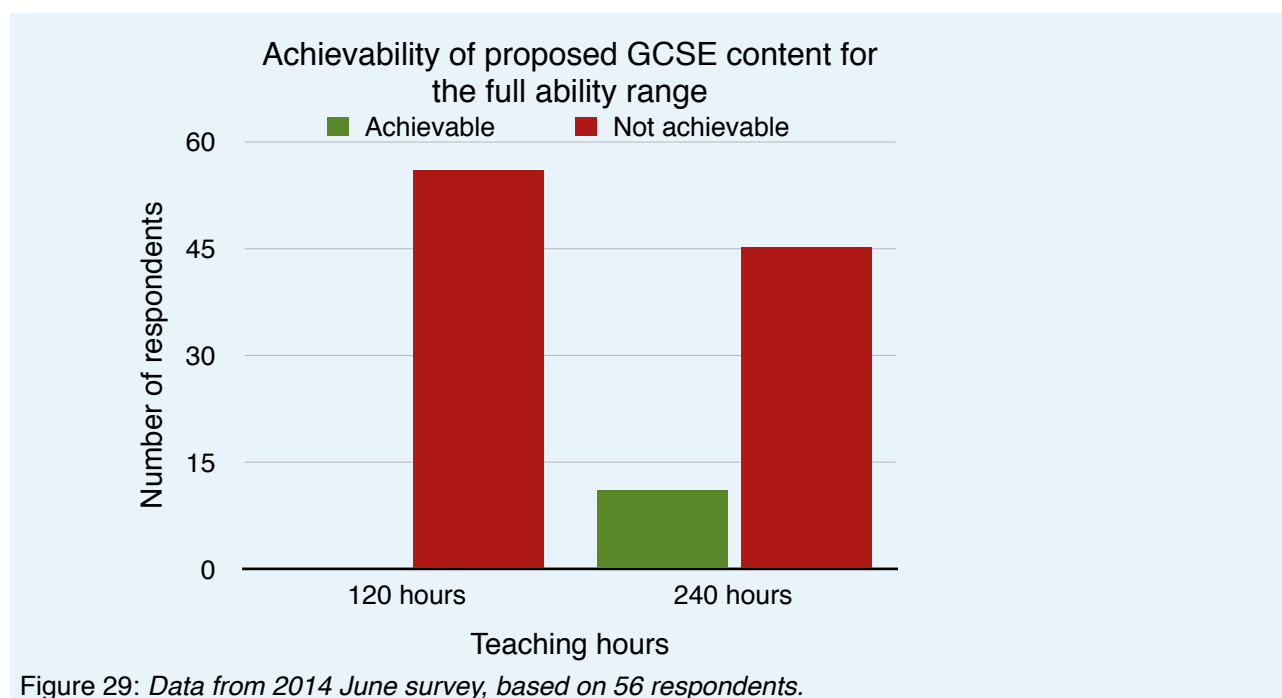
From the data presented above it can be seen that the OCR Latin GCSE, the content of which is comparable to the DfE's proposed subject content, cannot be delivered to the full ability range. Even teachers who have twice or three times the suggested teaching time struggle to adequately prepare highly able students for the examination.

As an analysis of the WJEC qualifications showed, the inclusion of any literature at all restricted the ability range and increased the average number of teaching hours required. Even the WJEC Level 2 Certificate in Latin Language & Roman Civilisation - the course requiring the least teaching hours - requires an average of 66 hours beyond the maximum 140 hours for a 2-year course, with students who are not representative of the full ability range.

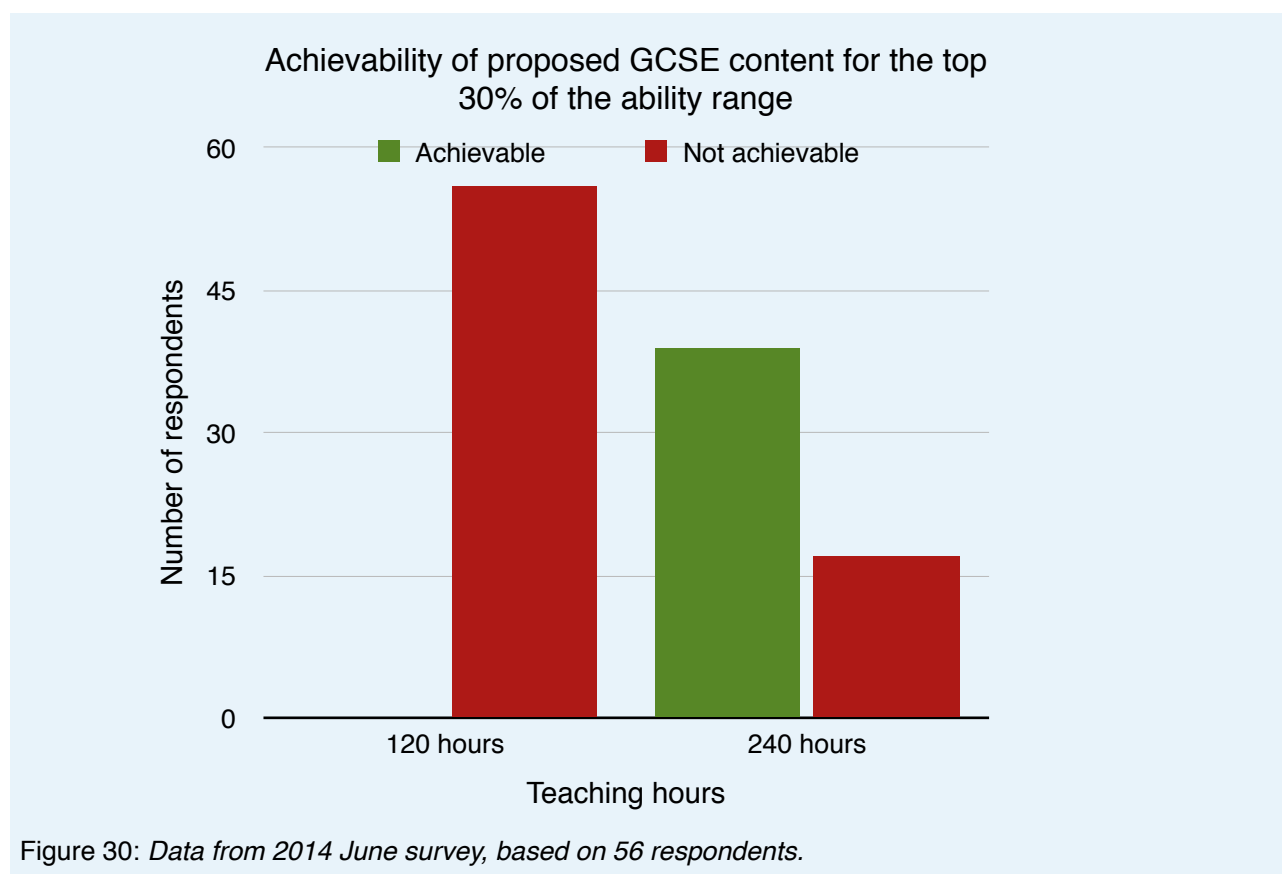
### 8.b How achievable are the DfE's proposals?

The DfE's proposed subject content is comparable to the demand and volume of the current OCR GCSE and with the WJEC's combination of Additional Language and Literature. Even with the lowest number of literature lines proposed (currently 90), the proposed GCSE content would require the same teaching time as two to four other GCSEs and could not be delivered to the full ability range.

At a University of Cambridge conference in June 2014, teachers were asked to assess how achievable they felt the aims and content of the DfE Ancient Languages Subject Content proposal were, a) for the top 30% of the ability range, and b) for the full ability range. Their responses overwhelmingly showed that teachers did not believe the proposed GCSE content was accessible to the full ability range:



Responding to the question of how achievable the content would be with only the top 30% of the ability range, again **no teachers thought they could deliver the content in 120 hours**. If given 240 hours (i.e. 4 years), 70% of the teachers believed that the content was achievable with the most able pupils:



These teachers, many of whom had worked in both selective and non-selective schools, strongly indicated that **the DfE's proposed subject content cannot be delivered within the DfE's own required time scale of 2 years, even when teaching the top 30% of the ability range.**

## 9. Impact of the proposed changes: who will be affected?

This section indicates that the schools most likely to be affected by the proposed changes are those who:

- have no more than 180 teaching hours available;
- are in the non-selective state sector;
- teach Latin to a greater range of abilities;
- have departments run by non-specialist teachers
- have smaller cohort sizes;
- are starting to offer Latin at KS4.

It is anticipated that 53% of non-selective state schools will face the decline or closure of their departments if the proposed changes are put into effect.

### 9.a Schools with up to 180 teaching hours

Those schools (discussed in section 7.b) which currently have up to 180 hours of teaching time available would be most affected as they are most likely to rely on the WJEC qualifications. Looking at data from the past five years it can be seen that schools with under 180 hours have almost all ceased to offer the OCR GCSE (see section 7.a). If the WJEC qualifications were removed as an option, these schools would face a similar situation and the decline or closure of their Latin departments can be expected.

### 9.b Schools in the non-selective state sector

It is worth noting that within the category of schools with up to 180 teaching hours, 91% of schools are in the state sector, and 74% are non-selective schools:

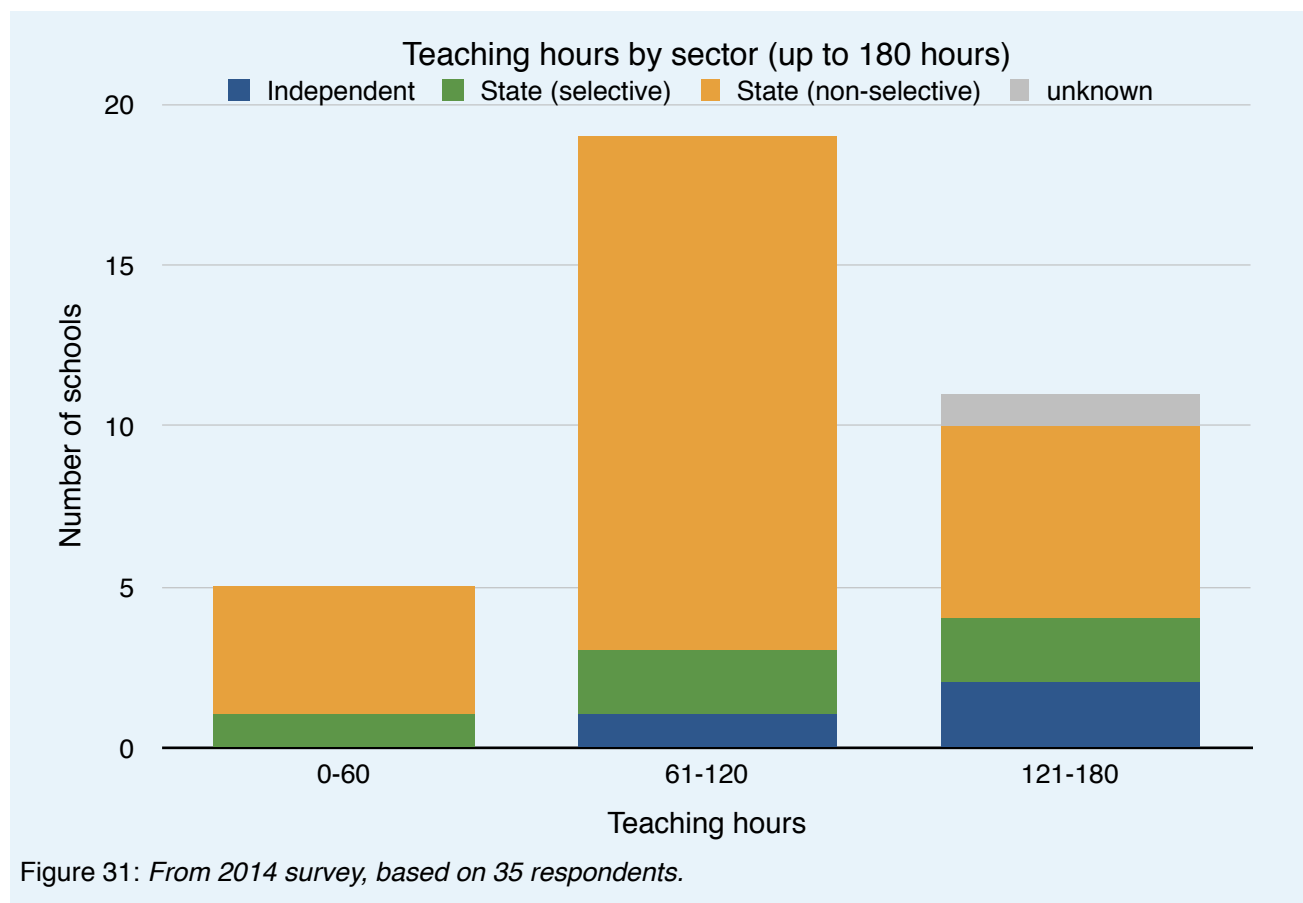


Figure 31: From 2014 survey, based on 35 respondents.

In 2008, less than 7% of pupils in non-selective state secondary schools were studying Latin. Since then there has been significant growth in Latin in this sector (see **3.b, 3.c**). For these schools Latin is often a recent addition to the curriculum and they are less likely to have teaching time in excess of 180 hours available. These schools therefore struggle to accommodate the expansive content of the OCR GCSE for which the average teaching time is 342 hours.

When asked what the impact would be for their school if the GCSE were to take more than two years, out of the 26 non-selective state schools which now offer Latin in under 180 hours, **12 said they would stop being able to offer Latin and 8 state it would be detrimental to the uptake.** These teachers state:

*'It would make it very difficult indeed.'*

*'[from a teacher teaching fully off timetable] It would be harder to do this off-timetable. I would ask for timetabled lessons but doubt that this would be possible.'*

*'It could be devastating as students would find it most difficult to find the time.'*

*'I think that we would not be able to deliver.'*

*'Less opportunities for Latin to remain on the curriculum.'*

*'We could no longer offer Latin.'*

*'Impossible.'*

*'...would likely discourage students.'*

*'Latin would and is disappearing.'*

*'I doubt that SLT would invest that much time.'*

*'We would quite possibly no longer be able to offer them.'*

*'Less students would achieve a qualification by the end of their schooling.'*

*'We would not be able to continue offering it at GCSE.'*

*'The department would not be able to cope as there is only one non specialist teacher and they would not be able to dedicate the off timetable time to accommodate 4 years of teaching. Therefore it would be likely that Latin at the school would have to stop.'*

*'We would not be able to offer Latin.'*

*'Latin would stop.'*

*'The number of students opting for Latin will drop.'*

*'It would end our practice of putting any students in for public Latin exams. But I don't think it would stop us teaching Latin, on the meagre scale that it has at present. It would be a great pity though - it is definitely a good thing to be able to reward the pupils with something to show for their efforts.'*

*'It would probably result in a decrease of the number of students studying Latin as it would ask them to commit on too long a period.'*

*'I just couldn't do it. Although they do technically have more than two years, since it's all off timetable and mostly after school (when they are pretty exhausted), it's not even like having two years on timetable, and I wouldn't even want to attempt it with two years on timetable. There would no longer be any Latin teaching in my school. If the current government want to get rid of Latin from most state schools, it's going exactly the right way about it.'*



### 9.c Schools offering Latin to a range of abilities

As discussed in section 4.c, schools undertaking the WJEC qualifications, and particularly the Roman Language and Civilisation paper, are able to offer Latin to a greater range of abilities.

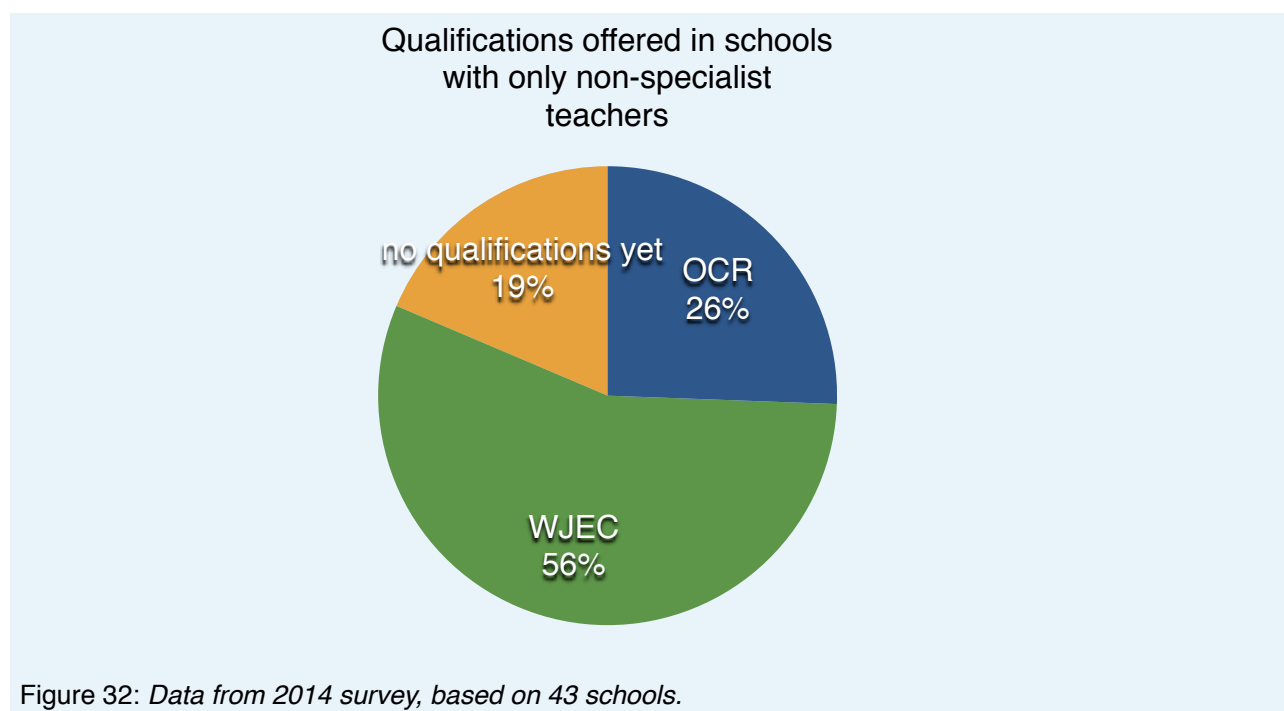
If a qualification similar to the existing OCR GCSE became the only option for these schools, they would have to be more selective. Their cohort sizes would therefore decrease, putting departments at risk of closure.

### 9.d Schools with non-specialist teachers

Teachers participating in the DfE's KS4 summer residential training course for non-specialist teachers in 2014 stated that they felt unable to extend the number of hours they taught Latin for as they had a commitment to teaching their primary subject (see **Appendix III** for these teachers' comments). Already 61% of these teachers teach Latin either partly or fully off timetable.

Of the schools who responded to the 2014 survey 43 Latin departments are run fully by non-specialists. Of these, 79% are in non-selective state secondary schools. Their average teaching time is 187 hours, far fewer than the overall average of teaching hours available in all schools for Latin, but quite sufficient to deliver a genuinely 2-year course.

Departments run by non-specialists are significantly more likely to use the WJEC qualifications, than the OCR qualification:



When asked how they thought the DfE's proposals would affect them, of the 36 who responded, **14 said they would have a negative impact on pupil uptake and the viability of continuing to offer Latin in their school and 15 said their departments would have to close down.**

These teachers state:

*'I feel a state school could not offer GCSE in 2 years unless it selected very carefully and very strictly who was to be allowed to do Latin. I did Latin with 8 yr 12 -13 s after school once a week and they all but one got A\* or A. The other got C. However they were in effect more mature learners, very able and well motivated. I think that the new reforms are returning Latin to the status of a subject just for the elite and probably it will return to the public schools for the most part. You need at least 3 years for the new exam.'*

*'The department would not be able to cope as there is only one non-specialist teacher and they would not be able to dedicate the off timetable time to accommodate 4 years of teaching. Therefore it would be likely that Latin at the school would have to stop.'*

*'The subject will disappear from the curriculum (and we are the only school in this LEA which has Latin on the curriculum).'*

*'A negative impact. There isn't the possibility to increase hours on the school timetable and the number of pupils who would be willing or able to attend off timetable sessions would certainly be smaller than the current Latin cohorts.'*

### 9.e Schools with low pupil numbers

Pupil numbers are a strong indicator of the health of departments. Where uptake at KS4 is low, schools are in danger of closing down departments if numbers fluctuate.

As discussed in section 5, where schools have 120-180 teaching hours, those pursuing a WJEC Level 2 qualification can generate three times as many Latin students as those entering OCR. **In the 180-240 hour bracket, use of the WJEC qualifications rather than OCR generates twice as many Latin students.**

If the WJEC qualifications were no longer available to these schools as a result of the proposed changes, one must predict pupil numbers would at least halve, putting departments with low teaching hours at risk of decline or closure.

### 9.f Schools which are starting to offer Latin at KS4

KS4 Latin exam entries have grown by 25% since 2010, and this growth has predominantly come from non-selective state schools. This growth can only continue if qualifications are offered which are accessible to all.

The 2014 survey received responses from 18 schools which do not currently offer a KS4 qualification, of which 78% were non-selective state schools. The majority of these schools have growing departments that have (re)opened in the past 5 years. Some are currently offering the OCR Entry Level qualification or the WJEC Level 1 qualifications.

One school with 127 teaching hours offers a WJEC Level 1 qualification, despite their teaching time matching the DfE's recommended teaching hours for a GCSE qualification. The teacher, when questioned about the DfE's new proposals said, *'I am confident I could take a student from no Latin to GCSE in two years, if I could have two and a half hours a week.'* (this equates to 200 hours).

The schools mainly offer very positive predictions for the future if the existing qualifications remain unchanged. Of the 14 who replied to the question, 79% expect their pupil numbers to remain stable or to grow if the qualifications remain as they are. Teachers commenting on the future of Latin in their schools say:

*'Secondary school students are interested in learning Latin, introducing the graded tests made the students more ambitious. They now consider taking the WJEC certificates.'*

*'Massive! The kids love it, I have increased from 11 to 25!'*

*'I don't think as many will pick it as a GCSE if it still comes out as the hardest GCSE to get grades in.'*

*'The entry level is fine for the time we have available. The GCSE /KS4 qualifications would not be possible because of time needed.'*

This clear potential for the growth of Latin, particularly in the non-selective state sector, would be at risk if the only qualification available to these schools were to require at least 240 teaching hours and could only be undertaken by the top 30% of the ability range.

## 9.g Closure and decline of Latin departments

In the 2014 survey teachers were asked to comment on the impact the DfE's proposed changes would have on their departments:<sup>18</sup>

- of the schools which currently deliver a KS4 qualification in two years, **86% said that they would have to stop offering Latin** if these proposals were realised;
- 30% of all non-selective schools said that their departments would be forced to close;
- an additional 23% of non-selective schools predicted that their departments would face decline.

If these percentages are applied to the non-selective sector as a whole, it is likely that as a result of the changes, **86 non-selective schools would be forced to close their departments** and a further 66 departments would face decline.

While there has been a growth of 115% of schools offering a Level 2 qualification in Latin in the non-selective sector between 2010 and 2015, this growth could now easily be reversed.

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<sup>18</sup> Responding to the question: 'if your school currently has two years in which to prepare students for a Latin qualification, what do you think the impact on your department would be if new Latin qualifications were to require a minimum of three or four years' teaching time?'

**Appendix I: Spread of OCR Latin GCSE grades (relative to Maths): full data**

Latin										
Year	Entries	A*	A	B	C	D	E	F	G	
2014	8854	3800	2500	1200	700	400	100	100	0	
2014	8854	43%	28%	14%	8%	5%	1%	1%	0%	
2013	9009	4000	2500	1200	600	300	200	100	0	
2013	9009	45%	28%	13%	7%	3%	2%	1%	0%	
2012	8987	3909	2570	1222	665	359	144	72	36	
2012	8987	44%	29%	14%	7%	4%	2%	1%	0%	
2011	8594	3781	2363	1186	679	352	146	60	17	
2011	8594	44%	28%	14%	8%	4%	2%	1%	0%	
2010	9779	4303	2464	1350	939	469	127	20	10	
2010	9779	44%	25%	14%	10%	5%	1%	0%	0%	
<b>Average % at grade</b>										
		44%	28%	14%	8%	4%	2%	1%	0%	
<b>Cumulative</b>										
		44%	71%	85%	93%	97%	99%	100%	100%	
<b>Normalised to Maths Grading</b>										
		71%	85%	93%	97%	99%				

## Appendix II: Scaling metric for 2014 survey data

Based on the Cambridge School Classics Project's ongoing data collection on schools offering Latin in the UK, it is estimated that the follow number of schools offer Latin at KS4:

National statistics	Number of schools	% of schools
Total	734	100%
... of which independent	358	49%
... of which state	376	51%
... of which non-selective	287	39% (76% of state)
... of which selective	89	12% (24 % of state)

Figure a: Based on ongoing data collection by CSCP (up to 2014)

There were 278 schools responding to the 2014 survey, of whom 237 offered Latin to either OCR GCSE or WJEC Level 2. The spread of these schools looked quite different:

Original survey numbers	Number of schools	% of schools
Total	237	100%
... of which independent	136	57%
... of which state	101	43%
... of which non-selective	77	32% (76% of state)
... of which selective	24	10% (24% of state)

Figure b: Based on 2014 survey.

The spread of the responses to the survey therefore differs in some important ways from the actual spread of schools offering Latin. The independent sector is over-represented in the survey sample compared to the state sector (making up 57% of the total responses, rather than the expected 49%). Within the state sector, the number of responses from selective and non-selective schools happily match exactly the expected ratio.

To correct for the bias in favour of independent schools, the sample can be scaled to the following numbers:

Scaled survey numbers	Number of schools	% of schools
Total	198	100%
... of which independent	97	49%
... of which state	101	51%
... of which non-selective	77	32% (76% of state)
... of which selective	24	10% (24% of state)

Figure c: Based on 2014 survey.

## Appendix III: Comments from teachers on proposed changes (full collation)

### Comments from 2014 survey

If your school currently has two years in which to prepare students for a Latin qualification, what do you think the impact on your department would be if new Latin qualifications were to require a minimum of three or four years' teaching time?

*'We have four years' teaching time. I still think the grammar requirements are difficult for a mixed ability group to all feel confident within the time given.'*

*'It would be impossible to teach current syllabus in 2 years so doubling the requirement would be insane. Isn't it hard enough already? Wanting more leisure to explore the subject is very different from a need to cover more content. This would kill off Latin in the public sector.'*

*'Actually, I think it would be impossible at present to deliver the OCR syllabus in two years, except with very very bright and motivated students and extra curriculum time. It might be possible to deliver the WJEC certificates in that time with motivated and able students, though not the literature, as that requires at least level 2 in language before it can be attempted.'*

*'Three years to GCSE is a push given the amount of literature to be studied.'*

*'The GCSE is unteachable from scratch in two years except with a very few students.'*

*'It is hard to cover the grammar content required in current OCR level in the time we have so that all pupils feel confident with translation however WJEC core language content is just about right for all pupils to access and feel confident with in the time. More able linguists are then able to extend themselves by doing Additional language content.'*

*'Students should be allowed to study language and civilisation without being forced to do literature as well in a language they are simultaneously learning. Such study has been forced though by the classification of WJEC certificate as vocational leaving only the OCR GCSE as an option SMT will allow. It also firmly relegates Latin back to an elitist subject only accessible by certain students which the other qualification had helped offset.'*

*'Too much content in GCSE course'*

*'The set text requirements are very onerous for students who have been studying Latin such a short time.'*

*'I find the literature texts to be far too demanding, especially with limited teaching time'*

*'It's only because of the availability of the WJEC qualifications that Latin is becoming increasingly successful. I do the Roman Civ option because of time constraints rather than from choice, and I doubt very much if I could prepare students for OCR GCSE or the proposed new GCSE in the time I have available.'*

*'The WJEC Level 1/2 certificates are excellent and their withdrawal alongside the un-tiering of the GCSE qualification will deal a significant blow to our department in being able to offer a flexible and modern qualification which is accessible to all students at a variety of levels and in the expected time frame.'*

*'The split between lit and lang has worked extremely well and has demonstrated that Latin lit at Y11 is very challenging for many. It can also be difficult for schools who have limited time available to teach Latin as they are often put off by the necessity to study complex passages in a fair amount of detail when they would be better off consolidating the language skills.'*

*'My school has four years instead of two; I simply don't know how some schools manage to fit the GCSE into two years.'*

### Comments from 2014 teachers' conference

If unchanged, what impact do you think the DfE proposals will have on the teaching and learning of Latin in your school?

*'Much lower numbers of pupils.'*

*'Fewer students will take Latin.'*

*'More schools will take Latin off the curriculum as fewer pupils will choose the subject.'*

*'There will certainly be a feeling that some pupils might not be capable of doing it: an extra 5-10%.'*

*'I won't be able to offer it.'*

*'I teach in one of the top state-selective single-sex grammar schools in the UK. I feel the death knell for Classics may be rung.'*

*'Decrease take up. Could even 'kill' Latin.'*

*'Senior management teams will drop support.'*

*'The impact will be negative.'*

*'Not a massive impact as I only teach small groups (2-3 students) from the top of the ability range.'*

*'Latin would no longer be viable.'*

*'Disastrous!'*

*Lead to the SLT thinking of stopping Latin in the school.'*

*'Negative.'*

*'lingua Latina mortua erit!'*

*'More stressed teachers; demotivated students; Latin becoming even more exclusive than it is now.'*

*'Deter students from studying Latin.'*

*'Latin has more than a toe-hold now in our school (albeit on a largely extra-curricular basis), having gradually grown from nothing. The DfE proposals will kill it stone dead - end of story.'*

*'Results would plummet.'*

*'It will be avoided even by high flyers seeking good results for, e.g., Oxbridge.'*

*'I think that I personally will stop teaching Latin and I don't know that students will want to take the subject. '*

*'Reduced numbers of students, more boring lessons at a younger age, more stressed teachers.'*

*'It will plummet.'*

*'I teach in two schools. One is a selective Independent school, and it would make things much harder. In the 11-16 comprehensive, where pupils now learn Latin as an extra-curricular project, the proposals would kill the subject stone dead, and ten years' of pupil enjoyment and challenge would be washed away.'*

*'Fewer pupils would take Latin.'*

*'Latin will end: the proposals are unachievable even by many abler students.'*

*'Students won't take it.'*

*'I do not believe it would be possible to offer Latin for GCSE.'*

*'Students would really struggle at GCSE, so numbers would fall both at GCSE and AS/A2.'*

*'Reduce number of students opting for the subject.'*

*'The proposals would cause a big drop in pupils taking Latin. Many schools will stop offering Latin altogether.'*

## KS4 Summer residential course

How viable would Latin be if taught at 1.5 hours per week for 4 years to the top 30% of the ability range?

*'My school will be teaching Latin GCSE 4 yrs to 30%.'*

*'I have no idea (NQT), but I think it might be possible as extracurricular (perhaps not on timetable).'*

*'As runs only as after school for volunteer pupils at present, this is a highly unlikely scenario.'*

*'At present in my school, we only offer Latin as an after school enrichment activity with the chance of completing an OCR Entry Level. I was hoping to introduce a Latin GCSE level course to the school, but if this would take 4 years of teaching, I cannot see this happening, and I would be very disappointed - both for the students and the school.'*

*If the course is aimed at the top 30% of pupils, it would mean that numbers able to cope with the course would be diminished and there is less likelihood of the course being viable as a timetabled subject.'*

*'Current Latin provision: 3 years (9, 10, 11) + 1 term intro in Yr 7'*

*If pushed, the school probably would stretch it to 4 full years, though I suspect they would rather not. Doesn't it then become AS level?!'*

*'My school would be extremely unlikely to put Latin on the timetable as an option in Y10-Y11 if the exam depended on 2 years' prior knowledge.'*

*The school is non-selective with a wide range of abilities and most subjects (with the exception of Maths) are not set until Y10. In every KS3 class, this means we have children whose reading age might be as low as 6.'*

*I was already going to offer it as a lunchtime 'club' for a year in KS3 to give students a headstart for the 2 year GCSE course, but the proposed 2 years of 2 hours a week until Y10, is difficult to sustain for any full-time teacher, no matter how altruistic they might be feeling (4 lunchtimes a week - though our lunchbreaks are only 40 minutes anyway!).'*

*Without the prospect of achieving a GCSE in the subject, it is unlikely that many students will attend the initial 'club'. This decision is again likely to place Latin/Classics firmly within the realms of the Independent schools who have longer days (& Saturdays) and are not required to teach pointless subjects such as Citizenship, PSHE, Careers, excessive ICT etc. etc. ... Consequently, these students will be disadvantaged again when it comes to University applications!'*

*'I think it would be very viable as my school (selective grammar) is very keen on Latin and has surprisingly timetabled it straight away from Year 7 after I suggested it as an'*



*extracurricular activity. It was already voiced that it would be desirable to continue teaching Year 8 next year and build the Latin up gradually.'*

*'Latin at my school would be viable if taught at KS3 for two years off timetable and taught for two years at KS4 on timetable.*

*NB: Latin at KS3 used to be taught on timetable to high ability children; however the new Head has now taken it off timetable at KS3 and now runs as an after school club. We still run Latin + Classics at GCSE.'*

*'In our school, Classics is a long established department and Latin is securely embedded at KS3+4. My concern is that Latin may be more difficult and less accessible at GCSE level. We are a non-selective state school.'*

*'Currently Latin is not offered at all. It is starting in September '14 as enrichment for Y12. There is a possibility that with time, MFL timetabled time might be shared with Latin for those interested; but unlikely without pressure from students if enough were interested. There would not be extra curricular time provided for Latin.'*

*[from a teacher offering WJEC] 'A course over 4 years would be viable as it is currently timetabled. However, if the course was only accessible to the top 30% I imagine there would be a decline in numbers. Latin is run principally because it is an Ebac subject, but if it is so hard that pupils don't gain the ebac qualification I imagine it would be dropped from the timetable pretty sharpish.'*

*'I teach KS1 + 2. We are currently expanding and 'outstanding' (Ofsted). I am hoping to go back and have the opportunity to run a group (yet to be discussed - timetabled/after school/lunch?). The top 30% of our children usually go to grammar schools out of the borough, where Latin is taught. The rest attend secondaries where Latin is not usually available or only accessible to 'gifted and talented.' It would be good to run a short course (possibly up to Book 1 - CLC). Our students are able but are not usually given the opportunity. My school - I am not sure if Latin would be 'wanted'. I would need to work on this.'*

*'Latin offered as an enrichment, not timetabled. We begin in Yr9 and offer it to "lead learners". Current provision is dependent on one member of staff (not me). If I continue with training I will be able to support delivery in extra-curricular capacity. If key member of staff leaves there will be no Latin provision in my school (I might offer KS3 club but could not take on responsibility for GCSE Latin whilst still teaching English full time). 4 year requirement could see demise of Latin in my school as staffing is so minimal and dependent on good will.'*

*'I think this would only work if it was done after school in Y8&9 and then as a GCSE option in Y10/11. However, I don't think that, overall this is viable as:*

- I am not sure I can make that commitment (in terms of other responsibilities at work & home); I am the only person at my school who could currently do this: it's a lot of pressure on one member of staff.*
- It excludes the vast majority of students and may take away some of the pleasure of 'discovering' Roman civilisation and culture for students of all abilities.*
- It requires a huge amount of commitment and attendance from students over a long period of time. What about schools with the ability but not home support (eg Pupil Premium)?'*

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