

# **Examiner's Report**

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**June 2011**

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This report on the Examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the Examination.

OCR will not enter into any discussion or correspondence in connection with this report.

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## R445 Entry Level Latin

The moderators would like to thank centres for entering candidates for this new unit. It was felt to have been a valuable first step in Latin on which candidates can build their knowledge and develop their skills.

Most centres appear to be aware of the standard necessary for Entry Level. A few centres are expecting too much from Entry Level candidates particularly in the lower levels.

Some centres did not understand the administration requirements but were offered support by moderators in many cases. Regardless of the mode of submission (01=repository, 02=postal) both elements of the test should be sent to the moderator.

The centre authentication form, mark sheets and cover sheets should be included with the work.

It is also important that centres inform moderators if candidates have been withdrawn from entry. This will save moderators the need to contact examination officers for what appears to be missing work.

### Component 1:

There were some very impressive performances in this component. Vocabulary was almost always well known and derivations showed careful thought. Tenses were a problem for some candidates particularly when discriminating between the imperfect and perfect tenses. However the most common error was the superlative of *parvus* being identified as *stultissimus*.

At this level candidates were able to demonstrate a good comprehension of a continuous piece of Latin. Centres should be aware that candidates who convey over half the meaning of a sentence correctly should be awarded the full allocation of marks. This includes glossed words.

### Component 2:

Nearly all centres submitted work that met the assessment requirements. However it was felt by moderators that the 400 (or 2 X 200) word guidance needs greater emphasis to candidates. Some candidates wrote excessive amounts of up to 750 words; others submitted one piece of about 200 words. The bibliography, quotations from texts and captions beneath images are excluded from word counts.

Moderators enjoyed and in many cases were inspired by the range of imaginative titles offered by candidates. Titles were drawn from both the cultural and literary options (in Latin and in translation). In the literary tasks there were many sophisticated responses with Boudica/Boudicca's rebellion being the most popular and Pliny's letter on the eruption of Vesuvius a close second. Cultural titles featured many aspects of Roman daily life with gladiators being the most popular. Site visits to Hadrian's Wall, local villas and museums proved a useful source of primary evidence for candidates to discuss.

Some centres included a description of the task set which was helpful to moderators. Titles which asked candidates to *describe* an event or person limited the amount of personal response and development of argument; the most successful titles asked questions to be considered by candidates.

An indication of how marks were awarded needs to be made clear to moderators. This may be shown on candidates' scripts but moderators were grateful to centres who produced their own cover sheets with detailed comments.

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