

# **OCR Report to Centres**

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**June 2012**

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It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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

### General:

Moderators were grateful that a number of centres submitted their marks and sample material before the deadline (15<sup>th</sup> May). Prompt submissions assist the moderation process greatly. Moderators also noted that many centres were meticulous in the submission of their paperwork. A few centres, new to the unit, needed some support from moderators with the administration requirements. The centre authentication form, copies of the mark sheets and cover sheets should be included with samples.

For centres which enter candidates under code R445/01, the intention is that samples will be uploaded into the OCR repository. Centres who enter candidates under code R445/02 would be expected to send samples to moderators via the postal system.

### Revisions to Language Papers:

Centres very kindly offered positive suggestions for revisions to the language papers which OCR was pleased to undertake in September 2011. New versions of all the language papers together with a separate mark scheme booklet were placed on Interchange. For this year's entries, old versions of the tests were accepted. Centres are now requested to use the new versions of the language papers and to destroy any previous versions.

### Component 1

As a result of the revisions and further guidance in the mark schemes, it was felt by moderators that for the most part assessment of the tasks was fair and accurate. Examples of good practice were ringed marks against correct answers and lines through marks against incorrect answers. A few samples had no marks of assessment on scripts. Centres are reminded that in questions requiring comprehension of Latin, candidates who convey all or nearly all of the meaning of a section should be awarded full marks. At this level, glossed words should be credited.

### Component 2

It was a great pleasure for moderators to read candidates' work for this component. There was a greater variety of topics offered this year, including tasks based on archaeology, art, Roman society and literature. Examples of good practice were many, such as the inclusion, with the sample, of a copy of the task set and of a bibliography, checked in centre. It was felt that moderators would have liked some further indication of what information had been provided by the teacher and what had been researched by candidates. A few centres showed no indication, on the samples, of how marks had been awarded.

Titles which asked candidates to imagine being at an event or being a person gave scope for personal response but limited the development of an argument; the most successful titles asked questions to be considered by candidates or involved some comparison. A few responses were considerably over the word limit, possibly affording an unfair advantage in the assessment of detail offered. Conversely, teachers are advised not to deduct marks for responses which fall below the specified word count.

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