

**ELC**

**Latin**

Entry Level Certificate **R445**

**OCR Report to Centres June 2015**

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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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## Entry Level Latin R445

### General:

Moderators were grateful to the increasing number of centres which submit their paperwork and sample material well before the deadline (15<sup>th</sup> May). Any missing forms could be chased well before the end of the session enabling the moderation process to run smoothly. There are still centres which need support from moderators with the administration requirements. Part of the moderation process requires moderators to check the following forms:

- The centre authentication form: CCS160
- Mark sheets: MS1, or the equivalent electronic versions
- Cover sheets: GCW322.

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

Candidates who are absent on the day of examining any component should either be marked as absent or be given the opportunity to attempt a different topic or language paper. If this is not possible then such candidates must be marked with A. Centres may apply in these cases for Special Consideration. Candidates should be awarded 0 for a component when they produce a response which gains no credit under the marking criteria.

### Component 1

Few changes were necessary to the language papers. Most were marked fairly and nearly all applied the Mark scheme accurately. 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. Assessment of 2 and 3 mark questions was felt to be rather severe at the lower end of the range. In addition, glossed words should be credited. Examples of good practice were ringed marks against correct answers and lines through marks against incorrect answers with clear adjustments made.

### Component 2

Moderators always enjoy reading the responses and are impressed by the imaginative way candidates show their knowledge and understanding. In particular, this year, it was good to see pieces of work linked to a few centres' local area. The *range* of topics was wide and on some occasions the *titles* were felt to be rather too wide given the word count and perhaps a narrower question for candidates to answer would have allowed them to show greater evaluation. Moderators, via OCR, are happy to advise centres in this matter. A few responses were considerably over the word limit and are felt to gain an unfair advantage in the assessment of detail offered.

Examples of good practice were many, such as the inclusion of a copy of the task or passage set and a bibliography. Some gave an indication of the amount of material provided by the teacher and that derived from the candidates' independent research.

A few centres still show no indication of how marks have been awarded. This is a requirement and is set out in the Specification paragraph 4.4. Centres should avoid making comments on the Level of response achieved as this is the decision of the examining body.

**OCR (Oxford Cambridge and RSA Examinations)**  
1 Hills Road  
Cambridge  
CB1 2EU

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

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**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

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