

ELC

Latin

Entry Level Certificate **R447**

OCR Report to Centres June 2017

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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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General:

For many Centres, the transition from R445 to the revised specification proved a difficult one. The revision, along with other Entry Level qualifications, means that the language papers together and the extended writing are now marked out of 50. Centres are advised to study the requirements of the new specification.

OCR however acknowledges that some supporting documentation for R447 was not readily available on the website. This year, moderators accepted emended R445 front covers and those covers devised within centres. The correct documentation is now available and Centres might investigate these in preparation for the next series.

For Centres which enter candidates under code R447/01, the intention is that samples will be uploaded into the OCR repository. Centres which enter candidates under code R447/02 would be expected to send samples to moderators via the postal system.

Candidates who are absent on the day of examining any component should 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. Candidates should be awarded 0 for a component when they produce a response which gains no credit under the marking criteria.

Security:

Please ensure the continued security of the examination by keeping all completed test papers and written pieces under secure conditions within the Centre. All papers, including unused ones should be securely shredded in November and fresh copies downloaded for the new series. The test papers are live and should not be put into general recycling. **Please now destroy all R445 test papers securely (see Component 1 below)**

Component 1

There are four tests available. Tests have been transferred from R445 but are **not** the same and have been updated to reflect the new mark total of 25+25. **R445 tests will not be accepted for this qualification.** There are also two new tests. The marking criteria have also changed including the introduction of 5-mark questions requiring greater accuracy – please see the mark scheme – and additional derivations. Some Centres were not aware of the more stringent requirements and there was a tendency towards leniency.

Centres may enter candidates for combinations of Test 1 and Test 2. Candidates are free to attempt as many *different* papers as the Centre wishes, and thus enter a best mark, however candidates may not sit the *same* test as both a practice paper and live test. In all cases papers must be kept securely within centres **and not returned to candidates.**

Component 2

The marking criteria for this component has also changed. Some Centres used the R445 marking grid and erroneously gave candidates a total of 90. In this case a remark was required as the weighting has also changed in the assessment orders. The assessment for R447 awards 20 marks for AO2 – factual knowledge and 30 marks for AO3 – evaluation.

Moderators again were taken by the imagination and enthusiasm of most candidates. Centres are tending to enter all candidates for the same title whereas affording candidates a choice may

encourage engagement by all. Most of the adjustments to marks this year came as a result of the tendency to generosity in awarding marks for Component 2. Titles beginning with “What” or “Describe” can limit the possibility to reach higher levels in AO3. Questions such as “How far...” or “To what extent...” help candidates in the inclusion of evaluation. 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. This was really helpful and is now expected.

Finally, moderators give feedback and advice to Centres in the form of reports. These are available on Interchange (Results → Reports on moderated work). Centres are advised to consult these.

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