

**GCSE (9–1)**

**Examiners' report**

**LATIN**

**J282**

For first teaching in 2016

**J282/01 Autumn 2020 series**

## Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.



Reports for the Autumn 2020 series will provide a broad commentary about candidate performance, with the aim for them to be useful future teaching tools. As an exception for this series they will not contain any questions from the question paper nor examples of candidate answers.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

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## Paper 1 series overview

J282/01 (Language) is the compulsory component of GCSE (9-1) Latin. It is worth 100 marks, representing 50% of the total marks for the GCSE. Latin Language is an externally assessed written examination testing AO1. This component focuses on:

- Translation
- Comprehension questions
- Either questions on syntax and accidence within the context of a narrative passage or translation of short English sentences into Latin
- Derivation of English words from Latin.

Examiners considered this paper to be of a fair and appropriate standard. The standard of candidates' performance was generally high, and it was pleasing to see a number of almost completely accurate scripts. There were very few marks below 50. Examiners also commented in particular on the number of candidates who achieved full marks (or close to full marks) on the translation question.

Examiners felt that the paper was accessible to the full range of candidates, while differentiating very well, particularly in certain questions. Both the translation question and the comprehension questions revealed a sound understanding of the two storylines, in most cases. There were very few examples of 'No Response', suggesting that candidates of all abilities were able to engage with the questions.

Examiners were pleased to note that errors of exam technique were relatively few. However, as has been noted in previous reports, some candidates showed a tendency to provide alternative answers, using either brackets or an oblique stroke. An alternative incorrect piece of information is regarded as HA (a harmful addition), which negates an otherwise correct response.

### *Key point call out*

In Question 10(b), for instance, the response: 'Accusative because the preposition *ad* is followed by the accusative (it is also the object)' would be given 1/2, because the bracketed addition is incorrect.

Candidates generally managed the time allowance of an hour and a half very well and appeared to have had sufficient time to complete the paper. Many were able to produce a rough draft, followed by a neat copy, of the translation question, and a good number attempted both Question 10 and Question 11. The number of corrections elsewhere in scripts suggested that candidates had plenty of time to check their work. Examiners noted, however, that correct answers were often changed to incorrect responses. Any alterations need to be clear and unambiguous, and the rough version of the translation should be crossed out.

Most candidates performed well on this paper, and examiners would like to congratulate both the candidates and their teachers.

<b><i>Candidates who did well on this paper generally did the following:</i></b>	<b><i>Candidates who did less well on this paper generally did the following:</i></b>
<ul style="list-style-type: none"> <li>• Spotted superlative adjectives</li> <li>• Included all the necessary details in comprehension questions (e.g. <i>nonnullos</i> in Question 4)</li> <li>• Recognised compound verbs (e.g. <i>auferre</i> in Question 5)</li> <li>• Chose the most appropriate meaning of a word with several meanings (e.g. 'land' for <i>terram</i> in Question 8b)</li> <li>• Offered clear explanations in Question 10b and Question 10f</li> <li>• Showed understanding of the use of the subjunctive in Question 10h</li> <li>• Scored 4 or 5 marks in most sections of the translation question</li> <li>• Demonstrated a good knowledge of the DVL and Latin accidence and syntax throughout the paper</li> <li>• Coped well with the following: participles (including ablative absolutes), indirect statements, and active/passive verbs.</li> </ul>	<ul style="list-style-type: none"> <li>• Gave incorrect alternatives to an otherwise correct answer</li> <li>• Gave incorrect derivatives in Question 9 (e.g. 'volume' for <i>vocem</i>)</li> <li>• Translated the Latin words in Question 9, instead of giving a derivative</li> <li>• Chose words from the wrong lines in the questions on syntax and accidence</li> <li>• Omitted words in the translation question</li> <li>• Scored 1 mark (isolated knowledge of vocabulary only) or 2 marks (part correct, but overall sense lacking/unclear) in the translation question</li> <li>• Confused words in the translation question (e.g. <i>miserunt</i> translated as 'were miserable')</li> <li>• Translated singular nouns as plural and vice versa</li> <li>• Omitted or misused apostrophes in the translation question.</li> </ul>

## Section A and B overview: comprehension questions

Most candidates followed the storyline in both Section A and Section B, but marks were sometimes lost because insufficient detail was given. Candidates are therefore reminded to take note of the number of marks allocated to a question. In the comprehension questions worth two marks, examiners noticed that many candidates did not score full marks because they did not provide enough detail for the number of marks available.

### Key point call out

In Question 3, for instance, the response 'He received prizes' would score 1/2 because of the omission of *multa*.

## Section A option overview: Questions 10 and 11

Question 10 and Question 11 were once again considered by examiners to be a very welcome addition to the paper, and they were pleased to note a definite improvement this year in candidates' responses to Question 10 in particular. Both options were generally managed well, with a pleasing number of candidates gaining full marks. The majority of candidates opted for the questions on grammar, although a good number attempted both Question 10 and Question 11, which is entirely acceptable. Examiners mark both questions (even if one has been crossed out), and the higher mark is given. Thus, if candidates have enough time, it is probably a good idea to answer both questions. Candidates are encouraged not to cross out the attempt they consider to be weaker. Occasionally the crossed-out responses did result in a higher mark, but, if they are totally obliterated, they cannot be marked.

In Question 10, some candidates did not pay attention to the line mentioned in the question, and therefore lost the mark, if they identified an example in a different line.

### Key point call out

In Question 10(d), for instance, the response '*sum*' scored 0, since this verb is in line 2.

In Question 11, there is generally 1 mark for each word correctly translated. Candidates are reminded that every element of the word has to be correct in order for the mark to be awarded.

### Key point call out

In Question 11(c), for example, 'were you building' translated as *aedificebatis* would score 0, even though the correct ending has been applied.

## Section B overview: translation question

Most candidates understood the general storyline and attempted every section, resulting in very few examples of 0 or 'No Response'. Valuable marks, however, were lost through the omission of 'little' words such as *nunc*, *tamen* and *ita*. Candidates should therefore be advised to check they have translated every Latin word in the passage.

### Key point call out

In Question 19 section iii, for instance, the response 'And so the ships of the Carthaginians had been positioned there' would score 3/5 because *omnes* has been omitted (more serious error) and *enim* has been mistranslated as 'And so' (inconsequential error).

Noun number and case caused problems for some candidates in both the translation and comprehensive questions: *omina* was commonly translated as singular, and the case of nouns such as *cibum* and *omine* was not always recognised.

## Key teaching and learning points – comments on improving performance

Participles and irregular principal parts (e.g. *esse*, *auferre*, *vellet*, *confecti*) caused considerable difficulty for some candidates. Examiners also noticed some issues with accuracy of tenses (e.g. *positae erant*, *habebunt*, *deleta est*, *accidisset*). Teachers are reminded that the testing of verbs in forms other than the present tense is good practice.

Most candidates were well-acquainted with the Defined Vocabulary List, although there were some errors with the meaning of some common words, such as *statim* and *diu*. In addition, easily confused words were a challenge for some: prime examples are: *domus/donum*, *locus/locutus*, *pugno/oppugno*.

There were occasional errors in understanding the gender of the characters. Candidates should therefore be reminded to make use of the glossary provided, noting in particular the genitive case and gender of proper nouns.

If a word is in the genitive case, candidates are advised to translate it literally as 'of (the) ...', unless they are very confident in the use of apostrophes in English.

### Key point call out

In Question 19 section x, for example, *iram deorum* translated as 'the gods/god's anger' was considered to be an inconsequential error.

In order to improve performance in the questions on syntax and accidence, candidates need to be able to differentiate between the different 'ut' clauses.

### Key point call out

In Question 10(h), no mark is awarded unless there is a specific reference to an indirect command.

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