

ENTRY LEVEL

Moderators' report

LATIN

R447

For first teaching in 2016

R447/01/02 Summer 2024 series

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Introduction

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

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.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

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General overview

Most centres continue to submit their candidates' work reasonably promptly – though few managed to do so within three days of receiving the request for the sample.

Moderators would like to commend the good practice of those centres which:

- organised the sample efficiently with the correct paperwork
- provided evidence of cross-marking and/or moderation
- checked addition of marks carefully
- checked marks were entered accurately
- marked work in a different colour from the candidates' work
- clearly indicated the marks awarded for higher tariff questions
- used the mark scheme with care to award marks, especially for translation questions.

It was pleasing to note that the correct versions of the tests were used by every centre in this examination session.

Administration

The standard of administration was not as successful as it was in 2023 and this caused some delays in the moderation process.

Centres need to be aware of the different requirements when entering their candidates for R447/01 and R447/02.

For R447/01, candidates' work should be uploaded promptly with all the correct paperwork. Several centres had to be chased to submit the work for assessment. A small number of centres sent physical copies of candidates' work.

For R447/02, the sample should be sent to moderators via the postal system. Centres should obtain a certificate of posting; packages should not be sent by 'signed for' delivery. Centres should check that the work is being sent to the correct moderator for the correct specification. Sending the material to the wrong moderator significantly delayed the moderation process for some centres this year.

Many centres did not submit the correct paperwork to accompany the sample of their candidates' work.

Centres must supply the Centre Summary Sheet (GCW184) with a list of all the candidates and their marks for both the Language papers and the Roman Culture task. It is good practice to complete this form electronically so that the addition of the marks is automatically completed.

Centres should also supply the Candidate Record Sheet (CCS436) which has an individual candidate's details and the marks for both Language tests and the Roman Culture task(s). Again, if this is completed electronically the addition is automatically completed. The marks on these sheets should be cross-checked with the marks on the Centre Summary Sheet to make sure that they tally.

The Centre Authentication form and the Candidate Authentication form should be completed and retained within the centre. They should not be sent to the moderator.

It is also important that a candidate's full name, centre number and candidate number should be on every piece of work submitted.

Component 1: Language tests

The assessment of Language test 1 was generally more accurate than Language test 2. There were a few minor slips – usually where questions are worth more than one mark and in the derivation question.

In Language test 2 there were frequent errors in the assessment of the translation questions. The mark schemes offer precise guidance for what can and cannot be awarded marks, so it is important to follow the mark schemes precisely.

The guidance for the 5-mark translation question is clearly set out in the appropriate mark scheme.

For the marking of lower tariff translation questions, there is some helpful guidance on how to award the marks on pages 18 and 19 of the mark scheme.

For both Language test 1 and Language test 2, it is essential that the addition of the marks is checked carefully and preferably by a second person.

Component 2: Roman Culture tasks

Once again moderators were delighted with the variety of topics for the Roman Culture tasks. More centres seemed to have undertaken tasks related to Roman Literature – the story of Orpheus and Eurydice, Sulpicia, Pliny's letters about the eruption of Vesuvius, and pieces about slavery based on a passage of Seneca. One particularly insightful piece discussed whether Turnus deserved the sympathy of the audience. Candidates dealing with literature were generally very successful in communicating their interest, engagement and enjoyment of the piece they had studied and the task.

There were also more centres which allowed their candidates to select and research a topic of their own choice. These topics included superb pieces on graffiti, the forum in Pompeii, the importance of Roman concrete and propaganda in the Ara Pacis. Such pieces were generally successful because the candidates' engagement and personal response shone through in the final piece. Where these tasks were not as successful it was usually because the topic was too big for the limited word count or because the title was a statement rather than a question. Tasks phrased as a question give candidates the opportunity to access the higher levels of AO3 with their analysis and evaluation. Some tasks did not have a title at all, let alone a question.

Where centres set a particular task for their candidates, moderators appreciated the inclusion of a copy of the task and the sources set. It is good practice to indicate clearly where a candidate has discovered and used evidence for themselves.

Most tasks contained plenty of facts discovered during the course of undertaking research. Sometimes, however, there was little in the way of evidence to back up the 'facts'. Images of material culture can be important pieces of evidence, but they should be incorporated into the text and referred to in the argument.

There were some centres which seemed to have allowed candidates to submit 2 x 200-word tasks but these were unsuccessful because they were not separate titles and one mark out of 50 was awarded rather than two separate marks out of 25.

It would be helpful to moderators if word counts were included at the end of the task.

The assessment grid for the Roman Culture tasks is an invaluable tool for the assessment of the work. All tasks should be annotated with comments to demonstrate why a particular mark was awarded. Separate marks should be awarded for AO2 and AO3, rather than an overall mark out of 25/50. Simply highlighting statements on the assessment grid does not explain fully why a mark has been awarded.

Assessment for learning



Candidates should be given some guidance about what constitutes primary evidence, whether written or material culture, from the Roman world before they start researching a topic.

Candidates who did well generally:	Candidates who did less well generally:
<p>Language tests</p> <ul style="list-style-type: none"> • had a sound knowledge of the defined vocabulary list • had a competent grasp of the endings and meanings of both verbs and nouns • were able to give sound word derivations • read the questions carefully • followed the instructions carefully • worked through the paper methodically and seemed to spend some time checking their work. <p>Roman Culture task</p> <ul style="list-style-type: none"> • chose a topic which interested them • researched the topic in detail • employed a range of primary written evidence and/or primary material culture evidence • made use of apt quotations and illustrations • had a clear, focused question which gave them an opportunity to evaluate/analyse. 	<p>Language tests</p> <ul style="list-style-type: none"> • had an insecure grasp of the defined vocabulary list • confused noun, adjective, pronoun and verb endings • gave the vocabulary meaning of a word instead of a derivation • offered alternative answers • did not make their answers clear • did not use the extra vocabulary which was given • did not read the instructions carefully enough • did not answer all the questions. <p>Roman Culture task</p> <ul style="list-style-type: none"> • selected a topic which was too big/too general to cover in 400 words • did not meet the word limit because the word count was too low or much too high • adopted a descriptive/narrative approach • used only material provided by the teacher • did not make explicit reference to <i>primary evidence</i> in their project.

Misconception



The derivation of words question (Question 8 Language test 1) cannot be the same as the vocabulary meaning.

The understanding of what constitutes primary evidence is not always secure. Primary evidence is more than research undertaken via a search engine.

Avoiding potential malpractice

Centres are advised to read the R447 specification in order to consolidate their knowledge and understanding of the requirements of the specification for both the Language tests and the Roman Culture task.

It is important that the Language papers are kept securely within centres.

The Language papers should not be corrected or returned to candidates for correction or to be taken home.

The regulations for the Roman Culture task allow for research to be carried out for homework. The production of the final piece, however, must be undertaken in the classroom under supervised conditions.

OCR support



OCR can offer support to check the suitability of the Roman Culture task titles for this specification.

Please contact: classics@ocr.org.uk

Helpful resources

Centres might consider using the Roman Culture exemplar task document for helpful suggestions about different types of tasks. In addition, some use might be made of the Prescribed Source Booklets for GCSE Latin and GCSE Classical Civilisation. These documents provide candidates with access to primary sources – both written and material culture.

Additional comments

As the Language tests are live papers, it is important to maintain the security of the examination by keeping all completed Language tests papers, and the Roman Culture tasks, under secure conditions within centres. At the end of the series, all assessments, including unused copies, should be shredded and not put into general paper recycling.

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