

Principal Assessor Report 2002

Assessment Panel:

Latin and Classical Greek

Qualification area

**Subject(s) and Level(s)
included in this report**

Latin – Advanced Higher

Statistical information: update

Number of entries in 2001	31
Pre appeal	
Post appeal	

Number of entries in 2002	52
Pre appeal	
Post appeal	

General comments re entry numbers

The rise in the number of candidates is both marked and gratifying.

General comments

Most candidates performed well with plenty of material to stretch the more able. The level of attainment remains high.

Grade boundaries at C, B and A for each subject area included in the report

A	70%
B	60%
C	50%

General commentary on grade boundaries

Notional percentage cut-offs for each grade

Question papers and their associated marking schemes are designed to be of the required standard and to meet the assessment specification for the subject/level concerned.

For National courses the examination paper(s) are set in order that a score of approximately 50% of the total marks for all components merits a grade C (based on the grade descriptions for that grade), and similarly a score of 70 % for a grade A. The lowest mark for a grade B is set by the computer software as half way between the C and A grade boundaries.

Comments on candidate performance

General comments

The results show that candidates know how to tackle the papers and most perform very well within their own capabilities. Those who do not have usually not prepared well.

Areas of external assessment in which candidates performed well

Interpretation

Cicero option

The few candidates who chose this option performed very competently indeed, especially in the essay, apart from one who was unprepared.

Ovid option

Candidates performed very well overall, being for the most part thoroughly prepared and able to tackle the detailed questions, displaying particularly good understanding in Question 3.

Translation

The candidates for the most part seemed to follow the story-line of each passage, especially in Livy. The best candidates were able to produce idiomatic translations.

Areas of external assessment in which candidates had difficulty

Interpretation

Ovid option The candidates who dealt with the essay did very well but there was a substantial minority who failed to finish it or did not start it. Many of those who did not finish had over-written, especially in Question 1, and this had led to mis-timing.

Translation The poorer candidates experienced difficulties with basics of grammar and there was a widespread tendency not to consider the options given in the dictionary for the meaning of words. Many problems for candidates were also caused by poor understanding of adjectival agreement.

Recommendations

Feedback to centres

Candidates need more positive practice in how to use a dictionary in conjunction with the rules of grammar in an attempt to stop the “jigsaw puzzle” approach of simply stringing words together from their meanings. Adjectives need to be emphasised, especially for the Virgil translation.

Candidates need to be encouraged to answer questions by using bullet points or at least briefly. Only the essay needs an introduction and a conclusion. Too many candidates waste time on lengthy introductions and answers to questions worth few marks.