



External Assessment Report 2013

Subject	Latin
Level	Intermediate 1

The statistics used in this report are pre-appeal.

This report provides information on the performance of candidates which it is hoped will be useful to teachers/lecturers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding. It would be helpful to read this report in conjunction with the published question papers and marking instructions for the examination.

Comments on candidate performance

General comments

All five candidates performed very well. In the Interpretation paper, some wrote extended responses beyond the scope and value of the questions, showing they had much to write about. The Translation paper was also well done, with all candidates following the storyline accurately.

Areas in which candidates performed well

In the Interpretation paper, the questions on the Cicero text were particularly well done. The candidates had a clear grasp of the subject matter. All the Ovid questions were well done, except for 6c) (see below).

In the Translation paper, there was intelligent and mature handling of the various Latin constructions. The pluperfect *manserat* (in line 11) was spotted by nearly all the candidates.

Areas which candidates found demanding

Interpretation

- ◆ Qs 4 and 5 required candidates to demonstrate detailed knowledge of specific Catullus poems, and these caused some confusion, as some candidates were muddled over identifying the correct Catullus poem.
- ◆ Q6c) on the use of simile was not well answered, with little attempt to offer clear analysis of the quality/effectiveness of the simile.

Translation

- ◆ There was some confusion over identifying singular and plural nouns e.g *nave* (line 2); *nautas* (line 2), *nautae* (line 7).
- ◆ Block 8b) *et intra villam cantabat femina pulchra* caused difficulties by having the subject at the end.
- ◆ Block 9, the genitive *nautae Ulixis* also proved challenging.

Advice to centres for preparation of future candidates

- ◆ Candidates should expect questions on 'mainstream' language techniques such as the simile.
- ◆ Candidates need to be familiar with the content of specific line references, to answer the questions in the Interpretation paper which expect detailed knowledge of particular lines.
- ◆ Candidates need to have covered all the prescribed accidence and syntax required for this course; this list can be found on the SQA website.

Statistical information: update on Courses

Intermediate 1

Number of resulted entries in 2012	5
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Number of resulted entries in 2013	5
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Statistical information: Performance of candidates

Distribution of Course awards including grade boundaries

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum Mark 60				
A	100.0%	100.0%	5	42
B	0.0%	100.0%	0	36
C	0.0%	100.0%	0	30
D	0.0%	100.0%	0	27
No award	0.0%	100.0%	0	-

General commentary on grade boundaries

- ◆ While SQA aims to set examinations and create marking instructions which will allow a competent candidate to score a minimum of 50% of the available marks (the notional C boundary) and a well prepared, very competent candidate to score at least 70% of the available marks (the notional A boundary), it is very challenging to get the standard on target every year, in every subject at every level.
- ◆ Each year, SQA therefore holds a grade boundary meeting for each subject at each level where it brings together all the information available (statistical and judgemental). The Principal Assessor and SQA Qualifications Manager meet with the relevant SQA Business Manager and Statistician to discuss the evidence and make decisions. The meetings are chaired by members of the management team at SQA.
- ◆ The grade boundaries can be adjusted downwards if there is evidence that the exam is more challenging than usual, allowing the pass rate to be unaffected by this circumstance.
- ◆ The grade boundaries can be adjusted upwards if there is evidence that the exam is less challenging than usual, allowing the pass rate to be unaffected by this circumstance.
- ◆ Where standards are comparable to previous years, similar grade boundaries are maintained.
- ◆ An exam paper at a particular level in a subject in one year tends to have a marginally different set of grade boundaries from exam papers in that subject at that level in other years. This is because the particular questions, and the mix of questions, are different. This is also the case for exams set in centres. If SQA has already altered a boundary in a particular year in, say, Higher Chemistry, this does not mean that centres should necessarily alter boundaries in their prelim exam in Higher Chemistry. The two are not that closely related, as they do not contain identical questions.
- ◆ SQA's main aim is to be fair to candidates across all subjects and all levels and maintain comparable standards across the years, even as arrangements evolve and change.