



External Assessment Report 2012

Subject(s)	Latin
Level(s)	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

There were five candidates from one centre, who prepared for this exam in their own time as an 'interest' group and all performed very well. This approach might be worth considering by other centres that have motivated senior pupils who would like to develop their language and literacy skills further through the study of Latin. In addition, this Course is also natural progression for learners who have an award in Latin at Standard Grade Foundation level.

Areas in which candidates performed well

All candidates were well prepared for the Interpretation paper and displayed sound knowledge of the Cicero Prescribed Text (questions 1 and 2). They also engaged well with the Ovid text (questions 5 and 6). Discussing whether Daedalus was a good father (question 6(c)) elicited some thoughtful and mature responses.

All candidates performed well in the Translation paper. They produced good, lucid English translations and were able to identify correctly the different tenses eg line 2 *volebat* as imperfect; line 10 *invenerunt* as perfect. They also managed the agreement of adjectives correctly eg line 12 *cervum morientem* 'the dying stag'. The accusative and infinitive construction in line 6 *putabat ea pulchra non esse* 'he thought they were not beautiful' was also well done.

Areas which candidates found demanding

There were no areas in either the Interpretation or Translation paper which the candidates found demanding.

Advice to centres for preparation of future candidates

- ◆ Centres may wish to consider presenting candidates who have no prior knowledge of Latin at this level.
- ◆ Candidates need to be familiar with the Prescribed Texts and be encouraged to refer to past exam papers to practise answering a range of questions sampling the different skills required.
- ◆ The early stages of any Latin reading course should prepare candidates for the Translation paper at this level. Centres should also refer to the prescribed Accidence and Syntax for Intermediate 1 Latin, on the SQA website, to check that all the grammar requirements have been covered.

Statistical information: update on Courses

Intermediate 1

Number of resulted entries in 2011	0
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Number of resulted entries in 2012	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.