



External Assessment Report 2011

Subject	Latin
Level	Standard Grade

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

Interpretation

The overall standard was very good, with candidates responding with sound knowledge and a high degree of sophistication across all three levels. Candidates were clearly well prepared: they engaged with the questions, employed creative and critical thinking skills, and made effective observations. Technical knowledge of language and appreciation of literature was particularly impressive.

The great majority of candidates passed the higher of the two levels they sat. Credit candidates acquitted themselves particularly well, with many thoughtful and articulate answers. Foundation candidates also did well.

Translation

Candidates produced some very good responses. Most had been entered at the correct level, and candidates who attempted the upper level did well. A number of candidates scored very high marks. Writing was legible and answers were clearly set out.

Markers took into account that some Credit Translation word-lists had been incorrectly printed, and no candidate was disadvantaged as a result.

Investigation

Candidates' work was of a very high standard and most achieved very good grades, with clear evidence of candidates engaging with their topic. Investigations were well done this year.

Areas in which candidates performed well

Interpretation

Foundation

Q1 Catullus Poem 4: Candidates displayed good knowledge of the messages in the poem.

Q4 Catullus Poem 11: Candidates engaged well with this 'dinner party' poem.

General

Q3 Catullus Poems 5 and 6: The themes of love were well handled.

Q5 Ovid Passage 14: Candidates displayed a sound knowledge of this text.

Credit

- Q1 Gellius Passage 1: Candidates demonstrated independent thinking when asked to evaluate the risks faced by the runaway slave.
- Q2 Seneca Passage 2: When asked to provide evidence supporting the claim that attending midday shows can be harmful, candidates chose their examples well and accurately, and clearly knew this text well.
- Q4 Catullus Poem 9: Identifying themes of love in this 'sparrow' poem was challenging but very well done. Again candidates knew the text well.

Translation

Foundation

Candidates, for the most part, produced a satisfactory translation.

General

Most candidates completed the passage and there was evidence that they had tried to produce polished translations.

Credit

- ◆ Candidates performed extremely well.
- ◆ There were some very good translations of the ablative absolute 'Aristotele mortuo' (lines 13-14).

Investigation

- ◆ The overall standard of investigations was particularly high.
- ◆ It is gratifying to see some literary primary sources in the original Latin.
- ◆ It is encouraging to see clear enthusiasm for the chosen topic, with some candidates trying to 're-create' Roman methods eg following a Roman cookery recipe, experimenting with Roman make-up, and designing and making a Roman-themed mosaic.

Areas which candidates found demanding

Interpretation

Foundation

- Q2 Catullus Poem 9: There was confusion about this poem: some candidates were not sure whose sparrow it was, and were unclear what the reference to a 'dark journey' meant.
- Q3 Martial Poem 10: Knowledge of specific lines was vague and, as a result, most candidates could not list any two things Issa was compared to, nor could they identify one way Issa was like a human, in lines 6-7.

General

- Q1(a) Gellius Passage 1: Candidates did not know the content of lines 15 -18, which was required to answer this question.
- Q2(b) Augustine Passage 3: There was widespread confusion over how Alypius actually was cured of 'his mania'.

Credit

- Q3(a) Martial Poem 7: Candidates clearly had difficulties with this style question about the ways Martial chooses his words for effect, and answers were not well done.

Translation

Foundation

- Line 2: Having the main verb *iverunt* at the end of the sentence, despite it being glossed, still proved difficult for some candidates.
- Line 13: The phrase *fabula docet hoc* produced some muddled translations.

General

- ◆ Candidates tended not to translate accusative plural nouns correctly — *nepotes*, *servos*, *pueros*.
- ◆ Some candidates had a problem understanding what 'rixa' (quarrel) meant in English.
- ◆ Some candidates were confused between *regem* and *regere*.
- ◆ Some candidates did not know *erat* and translated it as 'angry' (having looked up *iratus* instead).
- ◆ The infinitive *ire* caused problems.
- ◆ Some candidates reversed subjects and objects.
- ◆ The final sentence (lines 12-13) proved to be very problematic for some candidates.

Credit

- ◆ Some candidates had problems with proper names and copied them directly from the passage, without regard for case endings.
- ◆ Some candidates did not spot the two glosses beneath the passage.
- ◆ In line 2, *eum* was not widely known.
- ◆ In line 3, *errant*, as the first word of the sentence, proved to be difficult for some candidates to translate.
- ◆ There was confusion between the words *iuvenis* and *iuvere*.

Investigation

- ◆ Some topic choices were too ambitious and, as a result, these candidates had problems fulfilling the criteria.
- ◆ Some candidates made no attempt at comparison at all, even in topics where comparisons abound.
- ◆ In a small number of Investigations, too much space was given to comparison, at the expense of information on the chosen topic.

- ◆ Some candidates failed to provide captions to their pictures or to link them in any way to their report.
- ◆ A number of otherwise strong candidates relied on just one secondary source.
- ◆ Some excellent reports failed to score a Grade 1, simply because the bibliography had been omitted.

Advice to centres for preparation of future candidates

Interpretation

- ◆ Candidates need to ensure that they do not write excessively long answers for low-value questions.
- ◆ They need to prepare thoroughly for questions on the English prescription, as well as for the Latin
- ◆ When answering questions, they must keep within the specific lines asked.

Translation

- ◆ Candidates need to know nominative and accusative singular and plurals.
- ◆ They should also know how to translate the common forms of esse.
- ◆ They must check for any glosses below the passage.
- ◆ Proper names should be spelled properly (ie as they appear in the word lists).

Investigation

- ◆ SQA Guidelines regarding the inclusion of a bibliography and sources should be followed.
- ◆ Candidates must ensure that the word count is accurate.
- ◆ Unusual topics may seem attractive but they may be too ambitious.
- ◆ Ensure any topic chosen lends itself to comparison.
- ◆ Provide captions for any pictures and comment on them, if possible.
- ◆ Primary sources should be used to support the investigating process. (Some candidates' investigations are purely an analysis of primary sources, which will not meet all the criteria.)
- ◆ Primary sources found on the internet need proper references, not simply, for example, www.brainyquote.com.
- ◆ If candidates want to include a contents page, they should check that it is accurate and that the page numbers tally.
- ◆ Investigations should be stapled.

Statistical information: update on Courses

Standard Grade

Number of resulted entries in 2010	397
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Number of resulted entries in 2011	372
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Statistical Information: Performance of candidates

Distribution of overall awards

Grade 1	71.5%
Grade 2	15.9%
Grade 3	4.8%
Grade 4	4.8%
Grade 5	3.0%
Grade 6	0.0%
Grade 7	0.0%
No award	0.0%

Grade boundaries for each assessable element in the subject included in the report

Assess-able Element	Credit Max Mark	Grade Boundaries		General Max Mark	Grade Boundaries		Found ation Max Mark	Grade Boundaries	
		1	2		3	4		5	6
I	25	17	12	25	15	12	20	14	10
T	50	36	25	50	32	25	50	34	25