Course report 2022

Subject	Latin
Level	Higher

This report provides information on candidates' performance. Teachers, lecturers and assessors may find it useful when preparing candidates for future assessment. The report 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 assessment documents and marking instructions.

The statistics used in this report have been compiled before the completion of any appeals.

Grade boundary and statistical information

Statistical information: update on courses

Number of resulted entries in 2022	230

Statistical information: performance of candidates

Distribution of course awards including grade boundaries

A	Percentage	69.6	Cumulative percentage	69.6	Number of candidates	160	Minimum mark required	90
B	Percentage	14.7	Cumulative percentage	84.3	Number of candidates	35	Minimum mark required	76
C	Percentage	7.9	Cumulative percentage	92.2	Number of candidates	15	Minimum mark required	63
D	Percentage	3.5	Cumulative percentage	95.7	Number of candidates	10	Minimum mark required	49
No award	Percentage	4.3	Cumulative percentage	N/A	Number of candidates	10	Minimum mark required	N/A

You can read the general commentary on grade boundaries in appendix 1 of this report.

In this report:

♦ 'most' means greater than 70%
♦ 'many' means 50% to 69%
♦ 'some' means 25% to 49%
♦ 'a few' means less than 25%

You can find more statistical reports on the statistics page of SQA's website.

Section 1: comments on the assessment

Question paper: Literary appreciation

This year, candidates were to select and answer questions on one author, rather than two. In addition, limited guidance was given to candidates regarding the parts of the texts to be sampled although candidates still had to have knowledge of the whole of their chosen text to enable them to attempt the 8-mark extended-response question.

The question paper performed as expected. Feedback suggested the literary appreciation paper was fair and well balanced. The increase in the number of marks and questions, first used in 2019, continued to help candidates to engage with the texts. The question paper sampled all parts of the course and included all types of questions.

There was a range of marks, demonstrating that the questions were accessible to all candidates and allowed for differentiation.

Virgil and Ovid were the most popular authors, followed by Pliny and Cicero, with Catullus being the least chosen author.

Question paper: Translating

This question paper performed as expected, with a range of marks suggesting a suitable level of challenge. However, although there were strong performances from many candidates, none achieved full marks, which is unusual. More candidates than usual gained less than 50% of the marks available. It was clear that disruption to learning and loss of time for learning and teaching affected some candidates' ability to apply examination techniques effectively.

The overall grade boundaries for the course were adjusted accordingly.

Section 2: comments on candidate performance

Areas that candidates performed well in

Question paper: Literary appreciation

♦ section 1, as only one candidate chose this section, it is considered inappropriate to comment on the questions

♦ section 2, questions 11(a), 14(a), and 15(a): most candidates achieved high marks

♦ section 3, questions 19, 21 and 22: most candidates achieved good marks

♦ section 4, questions 26(a), 30(a) and 31: most candidates achieved high marks

♦ section 5, questions 34, 35, 36(b), 37, 38(b), 41(a) and (b), and 42: most candidates answered these well and gained high marks

Most candidates engaged well with the questions and appeared to know the texts to a satisfactory level. A few candidates attempted to answer on several of the sections, having not understood they should select only one.

Question paper: Translating

Most candidates engaged well with the translating question paper. They were able to follow the narrative and produce satisfactory English translations of the Latin text. There were several shorter blocks that helped less able candidates to demonstrate their understanding. Most candidates finished the paper. Most candidates used the wordlist effectively and were able to handle the inflections of nouns, verbs and adjectives competently.

Areas that candidates found demanding

Question paper: Literary appreciation

♦ section 1, as only one candidate chose this section, it is considered inappropriate to comment on the questions

♦ section 2, questions 12, 16, and 17 (extended-response): some candidates performed less well

♦ section 3, question 23(c): some candidates performed less well in this question, reflecting the greater demand in language questions; question 25 (extended-response):most candidates answering this question achieved lower marks than in other questions in the section, reflecting the greater demand of evaluation questions

♦ section 4, questions 27 and 30(b): most candidates answering these questions achieved relatively lower marks than in other questions in the section, reflecting the greater demand of language and evaluation questions

♦ there was some evidence that some candidates lacked examination technique

Question paper: Translating

Although there were no individual blocks that caused difficulty, there was evidence that a lack of time for learning and practice had a negative impact on many candidates.

Some candidates' responses did not benefit from the help available in the English linking passages.

Section 3: preparing candidates for future assessment

Question paper: Literary appreciation

Teachers and lecturers should ensure candidates:

- expect all parts of the prescribed text to be sampled
- know that there will always be:
  - different types of questions, a range of command words, and questions worth varying marks
  - questions on Roman culture and Latin literary techniques appear at least once in every section
  - questions assessing skills of analysis, argument and evaluation
- practise understanding the meaning of command words and question types
- restrict their answers to what they have learnt specifically from the text to answer the Roman culture questions
- do not stray beyond the line references given in the question
- are aware that they will miss marks if they refer to the wrong section of text
- know that bullet points are acceptable, as long as they are sufficiently expanded
- are aware single words are not normally sufficient to demonstrate knowledge
- practise matching the length of their answer to the number of marks available. This is a useful skill to practice, as overlong answers are unnecessary and not a good use of time
- are aware that some questions, for example those requiring a personal response, allow candidates to answer both 'yes' and 'no' and give supporting detail to justify their response. Where this is the case, candidates will gain a mark for any valid point
- practise writing 'yes' and 'no' answers to the same question. It is one way to gain marks in high-mark questions

Question paper: Translating

Teachers and lecturers should ensure candidates:

- are prepared to demonstrate their skills in handling a wide range of accidence and syntax. The list of prescribed accidence and syntax is in the course specification, available on the Higher Latin web page. Accurate application of accidence and syntax will always gain marks
- take care to find the correct meaning in the wordlist and to review the sense of the translation
- check that they have not omitted any 'small' words
- even if they know the meaning of the Latin word, check the specific meaning in the wordlist as this gives a meaning for the Latin word in the context of the passage. However, candidates who supply a correct alternative meaning would still gain the mark
- can recognise common basic noun and verb endings and practise matching singular and plural noun endings with singular and plural verb endings
- carefully pre-read the Latin passage and the English linking passages to help them follow the narrative
- practise breaking down complex sentences and analysing clauses

Appendix 1: general commentary on grade boundaries

SQA's main aim when setting grade boundaries is to be fair to candidates across all subjects and levels and maintain comparable standards across the years, even as arrangements evolve and change.

For most National Courses, SQA aims to set examinations and other external assessments and create marking instructions that allow:

♦ a competent candidate to score a minimum of 50% of the available marks (the notional grade C boundary)
♦ a well-prepared, very competent candidate to score at least 70% of the available marks (the notional grade A boundary)

It is very challenging to get the standard on target every year, in every subject at every level. Therefore, SQA holds a grade boundary meeting for each course to bring together all the information available (statistical and qualitative) and to make final decisions on grade boundaries based on this information. Members of SQA's Executive Management Team normally chair these meetings.

Principal assessors utilise their subject expertise to evaluate the performance of the assessment and propose suitable grade boundaries based on the full range of evidence. SQA can adjust the grade boundaries as a result of the discussion at these meetings. This allows the pass rate to be unaffected in circumstances where there is evidence that the question paper or other assessment has been more, or less, difficult than usual.

♦ The grade boundaries can be adjusted downwards if there is evidence that the question paper or other assessment has been more difficult than usual.
♦ The grade boundaries can be adjusted upwards if there is evidence that the question paper or other assessment has been less difficult than usual.
♦ Where levels of difficulty are comparable to previous years, similar grade boundaries are maintained.

Grade boundaries from question papers in the same subject at the same level tend to be marginally different year on year. This is because the specific questions, and the mix of questions, are different and this has an impact on candidate performance.

This year, a package of support measures including assessment modifications and revision support, was introduced to support candidates as they returned to formal national exams and other forms of external assessment. This was designed to address the ongoing disruption to learning and teaching that young people have experienced as a result of the COVID-19 pandemic. In addition, SQA adopted a more generous approach to grading for National 5, Higher and Advanced Higher courses than it would do in a normal exam year, to help ensure fairness for candidates while maintaining standards. This is in recognition of the fact that those preparing for and sitting exams have done so in very different circumstances from those who sat exams in 2019.

The key difference this year is that decisions about where the grade boundaries have been set have also been influenced, where necessary and where appropriate, by the unique circumstances in 2022. On a course-by-course basis, SQA has determined grade boundaries in a way that is fair to candidates, taking into account how the assessment (exams and coursework) has functioned and the impact of assessment modifications and revision support.

The grade boundaries used in 2022 relate to the specific experience of this year's cohort and should not be used by centres if these assessments are used in the future for exam preparation.

For full details of the approach please refer to the National Qualifications 2022 Awarding — Methodology Report.