OCR
Oxford Cambridge and RSA

ENTRY LEVEL

Moderators' report

LATIN

R447
For first teaching in 2016

R447/01/02 Summer 2023 series

Contents

Introduction

Our moderators' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

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General overview

Most centres submitted the sample of work from their candidates promptly and this was much appreciated by moderators. Many centres were efficient in their assessment of the Language Tests and the Roman Culture task and were helpful in the organisation of the sample and the accompanying paperwork. It was pleasing to see evidence of cross marking or moderation, and evidence of careful checking of addition and entering marks. It is good practice to undertake both moderation and checking as this avoids some slips and prevents the wrong marks from being entered.

Centres need to check that the current versions of the different tests are being used to avoid confusion for candidates and during the marking and moderating process.

It is helpful if candidates' work is marked in a different colour from the colour used by the candidate and if the marks given are clearly shown on the higher tariff questions.

Candidates who did well generally:	Candidates who did less well generally:
Language Tests • knew the vocabulary in detail • followed instructions carefully • read the questions carefully • answered all the questions methodically. **Roman Culture Task** • had a focused question • made use of ancient sources • made reference to the ancient evidence • used illustrations as evidence for material culture topics.	**Language Tests** • did not know the vocabulary well enough • used the vocabulary meaning of a word for the derivation as well • did not read the questions with sufficient care • offered alternative responses. **Roman Culture Task** • had a wide-ranging topic which was too big to cover in 400 words • adopted a descriptive approach which does not allow for good AO3 marks • used only material provided by the teacher which limits the AO2 mark • did not make explicit reference to ancient sources, even in material culture topics.

Component 1

The assessment of most of the Language Tests was accurate, with a few minor slips in marking. The mark schemes for each of the Language Tests offer precise guidance for what can and cannot be given, so it is important to follow the mark schemes precisely. This is particularly true for the translation questions on Language Test 2. The awarding of marks for the 5 mark translation question is clearly set out in the appropriate mark scheme. For the marking of lower tariff translation questions, there is some helpful guidance in how to give the marks on pages 18 and 19 of the mark scheme. Often the awarding of marks on this type of question was a little too harsh.

> **Misconception**
>
> The derivation of words in Question 8 of Language Test 1 cannot be the same as the vocabulary meaning.

Component 2

Moderators were delighted with the variety of topics for the Roman Culture tasks. There were some lively and imaginative responses to Horace's presentation of town and country life in *Odes* II.6, or the encounters between Dido and Aeneas in *Aeneid* Book IV written up as social media posts or the horror of war as presented in *Aeneid* Book II. This type of literary task was successful and was well handled. It was clear that the candidates had really engaged with both the sources and the task. Where candidates have the freedom to select and research a topic of their own choice, their engagement and personal response shine through.

Moderators would like to commend the good practice of those centres:

- which included a copy of the task(s) and sources set
- which annotated the written task
- which wrote comments to help the moderator to understand why a particular mark had been given
- which gave separate marks for the two assessment objectives rather than just an overall mark.

Tasks which have a clearly defined question tend to produce better responses than those tasks which have an open question or have a statement as the title, such as Roman Food, Roman Engineering, Roman Slavery, or those which do not have a title at all. Tasks should be centred around ancient evidence, especially those which are based around material culture. There were some tasks which were on buildings such as the Pantheon or Colosseum, or pottery and statues and there were no illustrations to support the AO2. The Roman Culture tasks should be able to be completed in around 400 words. It would be helpful to moderators if word counts were included at the end of the task.

Helpful resources

Centres might consider using the Roman Culture exemplar task document for helpful suggestions about different types of tasks. In addition, some use might be made of the Prescribed Source Booklets for GCSE Latin, GCSE Classical Civilisation or GCSE Ancient History. These documents provide candidates with access to ancient sources – both written and material culture.

The Roman Culture tasks which were set for the whole cohort from a centre sometimes limited the range of material and the opportunity for candidates to express personal response and creativity. Such tasks often used the same material provided by the teacher, limiting access to the highest level of AO2 marks.

Titles of Roman Culture tasks which were statements rather than questions tended to be narrative or descriptive in approach, thus limiting candidates' opportunities to demonstrate understanding of the topic and personal response.

> **OCR support**
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> OCR can offer support to check if Roman Culture tasks are suitable for this qualification. Please contact: classics@ocr.org.uk

Administration: using the correct entry code

Centres entering candidates under code R447/01 should upload candidates' work into the OCR Repository; there were some centres, entered for R447/01, which sent physical copies of candidates' work.

Centres which enter candidates under code R447/02 are expected to send the samples of work to moderators via the postal system. Centres should obtain a certificate of posting; packages should not be sent by 'signed for' delivery.

Avoiding potential malpractice

Centres are advised to study and refresh their understanding of the requirements of the R447 specification for both the Language Tests and the Roman Culture task.

All the Language papers must be kept securely within centres and should not be returned to candidates for correction, to see the mistakes they have made or to take home.

The writing up of the Roman Culture task should be carried out under supervised conditions. While the research can be carried out for homework, the writing up of the task must be undertaken in the classroom.

Avoiding potential malpractice – post-results

As the Language Tests are live papers, it is important to maintain the security of the examination by keeping all completed Language Tests papers, and the Roman Culture tasks, under secure conditions within centres. At the end of the series, all assessments, including unused copies should be shredded and not put into general paper recycling.

Supporting you

Teach Cambridge

Make sure you visit our secure website **Teach Cambridge** to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

Don't have access? If your school or college teaches any OCR qualifications, please contact your exams officer. You can forward them this link to help get you started.

Reviews of marking

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ExamBuilder is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals and Cambridge Technicals qualifications. Find out more.

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