



EXAMINERS' REPORTS

**LEVEL 1 IN LATIN LANGUAGE & ROMAN
CIVILISATION
SUMMER 2023**

Introduction

Our Principal Examiners' reports offer valuable feedback on the recent assessment series. They are written by our Principal Examiners and Principal Moderators after the completion of marking and moderation, and detail how candidates have performed.

This report offers an overall summary of candidates' performance, including the assessment objectives/skills/topics/themes being tested, and highlights the characteristics of successful performance and where performance could be improved. It goes on to look in detail at each question/section of each unit, pinpointing aspects that proved challenging to some candidates and suggesting some reasons as to why that might be.ⁱ

The information found in this report can provide invaluable insight for practitioners to support their teaching and learning activity. We would also encourage practitioners to share this document – in its entirety or in part – with their learners to help with exam preparation, to understand how to avoid pitfalls and to add to their revision toolbox.

Further support

Document	Description	Link
Professional Learning / CPD	WJEC offers an extensive annual programme of online and face-to-face Professional Learning events. Access interactive feedback, review example candidate responses, gain practical ideas for the classroom and put questions to our dedicated team by registering for one of our events here.	https://www.wjec.co.uk/home/professional-learning/
Past papers	Access the bank of past papers for this qualification, including the most recent assessments. Please note that we do not make past papers available on the public website until 6 months after the examination.	www.wjecservices.co.uk or on the WJEC subject page
Grade boundary information	<p>Grade boundaries are the minimum number of marks needed to achieve each grade.</p> <p>For unitised specifications grade boundaries are expressed on a Uniform Mark Scale (UMS). UMS grade boundaries remain the same every year as the range of UMS mark percentages allocated to a particular grade does not change. UMS grade boundaries are published at overall subject and unit level.</p> <p>For linear specifications, a single grade is awarded for the overall subject, rather than for each unit that contributes towards the overall grade. Grade boundaries are published on results day.</p>	For unitised specifications click here: Results, Grade Boundaries and PRS (wjec.co.uk)

Exam Results Analysis	WJEC provides information to examination centres via the WJEC secure website. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.	www.wjecservices.co.uk
Classroom Resources	Access our extensive range of FREE classroom resources, including blended learning materials, exam walk-throughs and knowledge organisers to support teaching and learning.	https://resources.wjec.co.uk/
Bank of Professional Learning materials	Access our bank of Professional Learning materials from previous events from our secure website and additional pre-recorded materials available in the public domain.	www.wjecservices.co.uk or on the WJEC subject page.
Become an examiner with WJEC.	We are always looking to recruit new examiners or moderators. These opportunities can provide you with invaluable insight into the assessment process, enhance your skill set, increase your understanding of your subject and inform your teaching.	Become an Examiner WJEC

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Subject Officer's Executive Summary

- There was a strong performance on the Core Latin Language paper which led to some pleasing outcomes. On the Roman Civilisation paper *Daily Life in a Roman Town* proved to be the more popular topic. A pleasing standard of understanding was demonstrated on the Additional Language paper, of the storyline, grammar and vocabulary.
- Candidates should take extra care when translating to ensure they are completing the task correctly. Some responses were disappointing on the Roman Civilisation Paper. Rubric errors should also be avoided.

Areas for improvement / Guidance	Classroom resources	Brief description of resource
Continued improvement of subject skills	Past papers Mark schemes	Previous candidate responses/mark scheme
Latin Level 1		Subject page
Latin Level 1 Resource Guide		Resource information
Examiners' Report Summer 2022		Examiner feedback for summer 2022
Topic 3 Roman Army		Resource for Topic 3 (2024-2026)
Topic 4 Entertainment and Leisure		Resource for Topic 4 (2024-2026)

LATIN LANGUAGE & ROMAN CIVILISATION

Level 1

Summer 2023

UNIT 9511 CORE LATIN LANGUAGE

Overview of the Unit

There was a full range of marks awarded for this paper, though many candidates demonstrated a very good level of understanding both of the storyline, and of the grammar and vocabulary required at this level; candidates and their teachers are to be congratulated on a very good performance in this paper. Most candidates gained a pass, and some secured very high marks indeed, with a small number achieving full marks.

Comments on individual questions/sections

The difficulty factor of the translation questions gradually increased as the paper progressed, but they were often well done. However, particular areas of challenge included: the plural *senes*; *visne* (both the irregular verb and the enclitic particle *ne*); some candidates simply omitted the imperative *tace*; *tandem*; working out the who was the subject and who the object combined with the relative clause (*actors, quos omnes ardentem expectabant, scaenam intraverunt*); *fabulam meliorem numquam spectaverant et domum ire volebant* – this often caused the greatest difficulty. This sentence structure is regularly included in papers, so centres should be advised to practice variations of this as part of their candidates' preparations.

The comprehension questions allow for a greater flexibility in response but still require the candidates to give full and detailed responses taken from the text. Occasionally candidates lost marks by omitting to include an adverb or adjective in their answer. Singular and plurals also need to be correct – as is often the case, even some relatively strong papers lost marks owing to giving the wrong number for a noun. When a Latin word and its translation are demanded, candidates must translate the Latin word they chose exactly – 'hurry' or 'run' are not adequate responses to translate *festinabant* or *currebant*. Similarly, the positive form of the adjective is not sufficient where there is a superlative or comparative. Pronouns caused some difficulty in this paper (e.g., 12.ii) and some confused subjects and objects (e.g. 4,13,15, 16,19).

LATIN LANGUAGE & ROMAN CIVILISATION

Level 1

Summer 2023

UNIT 9512 ROMAN CIVILISATION

Overview of the Unit

As was the case last year, the entry was very small and most candidates chose to answer the *Daily Life in a Roman Town* topic rather than *Roman Britain*. This also follows the trend of previous series of examinations.

The examination tests knowledge of the Roman world (AO2) and elements of evaluation (AO3), particularly in section B of each topic which requires responses in the form of two mini essays.

Each topic has an accompanying Resource booklet from which stimulus material is drawn, both texts and images. It will greatly help candidates if they use these resources in preparation for the examination and are familiar with the information given about each text or image.

Although the areas of study for each topic are clearly set out, the standard of responses was very variable. There were some very pleasing answers especially in section A of each topic but a number of candidates achieved fewer than half marks which is disappointing. Responses in section B proved to be the less secure: candidates often wrote down everything they knew about the subject without reference to the suggested bullet points or the need for evaluation. Some candidates wrote at great length without focusing at all on the actual question being asked and, in these responses, it was sometimes difficult to find specific points which were worthy of credit.

There were a significant number of rubric errors especially among those candidates whose centres had prepared them to answer topic 2, *Roman Britain*. A few of these completed answers to the whole of topic 1, *Daily Life in a Roman Town* and then, presumably realising their mistake, gave their responses to topic 2. Unfortunately for most, they did not then have sufficient time to do themselves justice.

Comments on individual questions/sections

Topic 1: *Daily Life in a Roman Town*

Section A

- Q.1** Generally answered well although in (c), some candidates repeated information given in their answer to (b).
- Q.2** Answered well.
- Q.3** A number of candidates did not know the answer to (a), thinking that Martial was a rich man or a patron. The rest of the responses were usually good.
- Q.4** Most were able to offer one reason in answer to part (a) (usually an act of bravery) but struggled to come up with a second. The rest of the question was answered well.

- Q.5** Generally not well done. Incorrect answers to (a) ranged from '*not many*' to '*a lot*'. In answer to (b), some spotted the clue from the graffito mentioning noise at night but only a few gained two marks here.

Section B

The most popular choices for this section were (6) and (8). Virtually no one attempted (7).

- Q.6** Many responses were lacking in detail although there were useful pointers in the bullet points. A surprising number failed to mention the arrangement of the couches, cushions or the small table, specific examples of food served (all detailed in the first bullet point) or the fact that those who served and cut up the food were enslaved people (second bullet point). The most commonly cited reason for worry were the guests not liking the food or getting drunk.

Of all the responses in section B, this was the question which elicited the most irrelevant material which tended to describe the life of an enslaved person in general and even how they had become enslaved in the first place.

- Q.7** Those who attempted this question did well with plenty of detail, usually prompted by the bullet points and good attempts at evaluation.
- Q.8** Most of the responses were detailed although, perhaps understandably, mainly focused on the forum in Pompeii. There was a lot of description of the various buildings but only a few candidates mentioned anything which might be less appealing to someone being shown around the forum. Those who did usually referred to the crowds and the noise.
- Q.9** Many of those candidates who chose to answer this question seemed to have ignored the title and launched into a general description of a Roman house, often without any comment as to why the various rooms and features might have been unattractive. For those who did focus on how the house could be improved mentioned elaborate mosaics, colourful wall-paintings and creating a beautiful garden with plants, benches and statues.

Topic 2: Roman Britain

Section A

- Q.1** Virtually all candidates achieved full marks.
- Q.2** A number of candidates thought that the figure referred to in (a) was Neptune (sometimes Poseidon). One cited Sulis Minerva. The rest of the sub-questions were generally well answered.
- Q.3** Well answered.
- Q.4** Most answered well.
- Q.5** Section (a) was not well answered; the difficulty seemed to be English comprehension of the extract from Tacitus rather than the behaviour of the Romans. Most candidates managed to find one criticism but few achieved all three marks.

Virtually all candidates knew that Agricola was the governor of Britain which was pleasing and were able to give at least one example of how he had tried to improve the lives of the native Britons.

Section B

The choices for this section were fairly evenly distributed, with (8) being the least popular.

Q.6 There were plenty of good, detailed answers here, especially where candidates had worked systematically through the bullet points. Many explained the road building itself very well including the initial sightings and clearing away of vegetation although one or two were confused about the meaning of hardcore, describing it as the final layer to ensure a smooth surface.

Lots were able to mention some specific Roman roads, such as Ermine Street, although the experience of travellers was sometimes limited to the mention of dishonest landlords.

Q.7 Very few mentioned any of the features of the villa itself, such as the Roman style, mosaics, and hypocaust system. There was a lot of detail about choosing the location of the site and virtually all candidates mentioned the bailiff. The better ones then explained why the bailiff was so important to the running of the farm.

Most of the worries centred around hostile neighbours and the weather.

Q.8 Relatively few candidates attempted this question but those who did generally gave a good response especially, again, if they followed the bullet points. The conclusion for most was that the Britons were better off under Roman rule, even if they had to pay taxes, but a few took the opportunity to describe in more detail how the Iceni and other tribes had suffered.

Q.9 The best responses in section B came in the answers to this question. All candidates knew what the haruspex did and there were plenty of descriptions of how he might divine the future. Most candidates also knew about the temple, its courtyard and the statue of Sulis Minerva, together with the sights and sounds which gave Aquae Sulis its mysterious and holy atmosphere. There was excellent knowledge of the kind of people who visited Aquae Sulis and the healing properties claimed for the water from the hot spring. The evaluation often mentioned the whole place being tainted by cheap souvenirs and the distress of seeing soldiers who had been seriously wounded.

It is very satisfying to note that no candidates spent time on a generic description of going to the baths.

LATIN LANGUAGE & ROMAN CIVILISATION

Level 1

Summer 2023

UNIT 9514 ADDITIONAL LATIN LANGUAGE

Overview of the Unit

There was a full range of marks awarded for this paper, though many candidates demonstrated a very good level of understanding both of the storyline, and of the grammar and vocabulary required at this level. There was a strong correlation between the difficulty of this paper and the other papers within this award. It is very pleasing to see the vast majority of scripts obtaining a pass and a large number of candidates achieving the top grade.

Comments on individual questions/sections

Most candidates demonstrated a good understanding of the Latin following the storyline to its conclusion. It is particularly important in this paper to ensure that every word is translated as a mark is awarded for the meaning (the first time the word is encountered only) and the inflected ending. It was such a shame to see candidates leaving gaps when any attempt could have been rewarded to some extent. Similarly, some small words were omitted through lack of checking, which again resulted in lost opportunities for recognition.

It was very pleasing to see candidates tackle quite tricky sentences so well; the participle and imperative were well done and the relative pronouns were also rendered correctly. Adjectival agreement proved a challenge for some candidates, especially in cases where there were several nouns in the sentence. *multa dona* was a particular issue as the adjective denoting quantity appeared before the noun rather than after it. Sentences without a nominative, pronouns (*ille, ei, eis*) and verbs in the pluperfect tense were also good discriminators. The difficulty of the passage did increase as it progressed with the final sentence causing the most problems – only the best candidates recognized the genitive plural *deorum*.

Supporting you

Useful contacts and links

Our friendly subject team are on hand to support you between 8.30am and 5.30pm, Monday to Friday.

Tel: 029 2240 4294

Email: latin@edugas.co.uk

Qualification webpage: [Latin Level 1](#)

See other useful contacts here: [Useful Contacts | WJEC](#)

CPD Training / Professional Learning

Access our popular, free online CPD/PL courses to receive exam feedback and put questions to our subject team, and attend one of our face-to-face events, focused on enhancing teaching and learning, providing practical classroom ideas and developing understanding of marking and assessment.

Please find details for all our courses here: <https://www.wjec.co.uk/home/professional-learning/>

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ⁱ ***Please note that 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.***