



Level 1 / Level 2 Examiners' Report

Latin Language and Roman Civilisation

Level 1

Summer 2024

Introduction

Our Principal examiners' report provides valuable feedback on the recent assessment series. It has been written by our Principal Examiners and Principal Moderators after the completion of marking and moderation, and details how candidates have performed in each unit.

This report opens with a 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 then looks in detail at each unit, pinpointing aspects that proved challenging to some candidates and suggesting some reasons as to why that might be.¹

The information found in this report provides valuable 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 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 12 months after the examination.	Portal by WJEC or on the WJEC subject page
Grade boundary information	Grade boundaries are the minimum number of marks needed to achieve each grade. 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. For linear specifications, a single grade is awarded for the subject, rather than for each unit that contributes towards the overall grade. Grade boundaries are published on results day.	For unitised specifications click here: Results, Grade Boundaries and PRS (wjec.co.uk)

¹ 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.

Exam Results Analysis	WJEC provides information to examination centres via the WJEC Portal. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.	Portal by WJEC
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.	Portal by WJEC 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 valuable 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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Executive Summary

In Unit 9511 a full range of marks was evident with some candidates scoring full marks. Generally, questions were read carefully. However, some answers still lacked relevant detail. The level of demand of the unit increased progressively, candidates being able to demonstrate a good knowledge of language. The greatest challenge was presented by translation questions with comprehension type questions also proving to be problematic for some.

Unit 9512 as in the unit above showed translation questions presenting a challenge for candidates following a year-on-year trend. Certain aspects of language including neuter nouns and easily confused words were problematic and failure to identify singular and plural verbs correctly cost candidates marks.

Unit 9514 enabled most candidates to show their linguistic knowledge to good effect. Storylines were generally followed successfully, and even some perfect translations were produced.

After a break of several years there were some entries for Unit 9513 NEA. The unit provides an opportunity for candidates to explore an aspect of Roman life. Titles submitted covered a wide range of topics. However, there were one or two which went beyond the scope of Level 1.

The Principal Examiner wishes to note that in Unit 9514 candidates are advised against writing any Latin on the paper as no credit is given for this. Translations should be checked carefully to ensure all words have been translated and no gaps left.

For any centre contemplating entering candidates for the unit 9513 NEA, there are steps that need to be taken. Centres should submit titles to WJEC by 31st October preceding the summer when the exam is to be taken. There is specific guidance which centres must observe. A single sheet of A4 containing details of primary sources, an essay plan and additional brief notes is required by WJEC. Strict assessment criteria covering factual knowledge, use of primary sources, and personal response must be met. To access the full range of marks, candidates' work must meet each of the assessment criteria. The teacher-assessor must annotate candidate work clearly and explain why marks have been awarded before sending it to WJEC. Successful moderation depends on a clear explanation as to how and why marks have been awarded according to each set of assessment criteria. It is not sufficient for the teacher-assessor to provide solely a summary explanation of the marks.

Areas for improvement	Classroom resources	Brief description of resource
Subject Page	LATIN LEVEL 1	Course information
Subject Page	PRESCRIBED MATERIAL	<ul style="list-style-type: none">• Prescribed material for Unit 9512• Forms for NEA submission
Course Specification	LATIN LEVEL 1 SPECIFICATION	Course requirements

LATIN LANGUAGE AND ROMAN CIVILISATION

Level 1 / Level 2

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UNIT 9511 - CORE LATIN LANGUAGE

Overview of the Unit

There was a full range of marks achieved by candidates for this unit. However, the majority of candidates were able to get a good sense of the passage and follow the storyline to its conclusion or almost to its conclusion. It was very pleasing to see a small number of candidates scoring full marks. Most candidates did well to read the questions carefully and note the number of marks awarded to each question so as to know how much detail was required, but there were still several examples of answers that had not provided sufficient detail for full marks. The difficulty factor of the questions gradually increased as the paper progressed, allowing candidates to demonstrate their knowledge of the vocabulary and grammar required at this level.

Comments on individual questions/sections

It is common for translation questions to be amongst the most challenging on the paper, and this year was no exception. The participle *quaerentes* was only successfully rendered by the best candidates. However, the multiple-choice questions that tested the ability to understand sentences without a nominative or tricky vocabulary (e.g. *iter*) were not always successfully attempted. 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. Areas of challenge included neuter nouns and easily confused words, such as *donum*, *dominus*, *domus*. *posui*, *cepi*, *num*, *reddidisti*, *duc* and *traxit* also proved problematic to many. A significant number of marks were lost for not identifying singular or plural nouns correctly. As ever, pronouns (*hunc*, *ei*, *eum*, *quem* etc) were also good discriminators.

LATIN LANGUAGE AND ROMAN CIVILISATION

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UNIT 9512 - ROMAN CIVILISATION

Overview of the Unit

It is common for translation questions to be amongst the most challenging on the paper, and this year was no exception. The participle *quaerentes* was only successfully rendered by the best candidates. However, the multiple-choice questions that tested the ability to understand sentences without a nominative or tricky vocabulary (e.g. *iter*) were not always successfully attempted. 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. Areas of challenge included neuter nouns and easily confused words, such as *donum*, *dominus*, *domus*. *posui*, *cepi*, *num*, *reddidisti*, *duc* and *traxit* also proved problematic to many. A significant number of marks were lost for not identifying singular or plural nouns correctly. As ever, pronouns (*hunc*, *ei*, *eum*, *quem* etc) were also good discriminators.

Comments on individual questions/sections

Topic 4: *Entertainment and Leisure*

Section A

Q.1

Generally answered well.

Q.2

Answered well.

Q.3

There was some confusion in (a) in which a number of candidates thought that 'discharge' meant that both gladiators would be put to death. Answers to (b) did not always link the raised finger to a beaten gladiator.

Q.4

Surprisingly, part (b) was not particularly well answered.

Section B

The most popular choice for this section was (6) with few attempting (8).

Q.5

Virtually all responses included descriptions of the different kinds of gladiators. although not necessarily their fighting styles. Unfortunately, for some, there was little attention paid to the other aspects of the question with few candidates mentioning the parade of gladiators or the atmosphere on the day of the show. Better answers included gladiatorial tactics and the distress of seeing a favourite gladiator being killed in the arena.

Q.6

This was the question most chose to answer and there were some excellent responses. The best included detailed description of the various parts of the baths and the associated activities along with good attempts at evaluation. Most cited the noise and the presence of undesirable people as the elements which made the baths a less pleasant place to spend time.

Q.7

In most of the responses, there was little about the build-up to the racing itself with few mentioning the parade, the statues of the gods or the possible presence of the emperor. Most candidates described the racing but sometimes with little attempt at evaluating how enjoyable or otherwise this might have been.

Q.8

Although few candidates chose to answer this question, most who did so did not address the aspect of boredom in theatrical performances. Some focused on the theatre building itself, describing the stone seats, canopies, scented water and the heat.

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UNIT 9514 – ADDITIONAL LATIN LANGUAGE

Overview of the Unit

This paper allowed almost all candidates to demonstrate their knowledge of the grammar and vocabulary required at this level. The majority of candidates were able to follow the general storyline to its conclusion and some translations were flawless.

Comments on individual questions/sections

Particular areas of challenge in this paper included: pronouns (the demonstratives *hi*, *eius*, *eorum*, *eum* and *eos*, the relative *qui*, and the personal pronoun *nobis*); model verbs (*nolo*, *volo*, *debetis*); vocabulary (*cives*, *minime*, *cucurrit*, *traxit*, *tacebant*). However, it was very encouraging to see so many candidates translating present participles, the imperative and subordinate temporal clauses successfully.

Points for centres to note: candidates should be advised against writing any Latin on the paper – no credit is given to Latin words. They should check they have translated every word – sometimes small words (e.g. *iam*, *sed*, *eius*, *et*, *noster*, *media* etc) were omitted; they should also not leave any gaps if vocabulary is unknown; marks are awarded to both the meaning when the word first appears on the paper and its inflected ending. This means that not knowing a particular word does not exclude the candidate from being credited for correctly identifying a noun or verb ending.

LATIN LANGUAGE & ROMAN CIVILISATION UNIT 9513 ROMAN CIVILISATION STUDY

Overview of the Unit

This unit enables candidates to focus on an aspect of Roman life which particularly interests them although topics listed for the alternative written unit make a good starting point. The title should be submitted to WJEC for approval by the **31st October** in the year before the examination. When writing up the controlled assessment, the guidance refers to a single side of A4 paper which candidates may use containing

- primary sources in the form of images and texts
- an essay plan, of no more than 100 words
- further notes, of no more than 100 words

The Assessment Criteria are as follows:

AC2 Factual Knowledge – 26 marks Candidates should be able to select and organise relevant knowledge of the society and values of the Roman world.

AC3 Use of Primary Sources – 12 marks Candidates should be able to select and organise simple primary source material which is relevant to the title.

AC4 Personal Response – 12 marks Candidates should be able to respond personally to the factual information and sources they present.

Tasks

Comments on tasks/questions relating to candidate performance/meeting assessment criteria

There were very few candidates who submitted controlled assessment this year after several years in which no centres chose to do so. The titles of the assessments submitted covered a good range of topics but one or two in the opinion of the moderator were beyond the scope of a Level 1 response. An example would be a discussion of how the Roman empire was run in comparison to modern Europe.

Task marking

Comments on approaches to internal marking

As teachers mark and grade the assessments before they are sent to WJEC, it is very helpful if the work is annotated to show which points have been credited towards the three different assessment objectives. If the annotation is limited to a summarising comment on the cover sheet, it is impossible to see how the final marks for the different AOs have been calculated.

Not all candidates included the required A4 sheet and the majority failed to list any primary sources at all. It was therefore difficult to see how some of these candidates still scored highly on the AC3 element. In one case, there were several quotations from a Roman author but this primary source was not included on the A4 sheet.

Supporting you

Useful contacts and links

Our friendly subject team is on hand to support you between 8.30am and 5.00pm, Monday to Friday.

Tel: 029 2240 4294

Email: latin@wjec.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/>

WJEC Qualifications

As Wales' largest awarding body, WJEC supports its education community by providing trusted bilingual qualifications, specialist support, and reliable assessment to schools and colleges across the country. This allows our learners to reach their full potential.

With more than 70 years' experience, we are also amongst the leading providers in both England and Northern Ireland.



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