

LATIN

Overall grade boundaries

Higher level

Grade:	1	2	3	4	5	6	7
Mark range:	0-15	16-32	33-44	45-55	56-67	68-78	79-100

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0-11	12-24	25-34	35- 47	48-59	60-73	74-100

Higher level internal assessment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0-3	4-7	8-11	12-13	14-15	16-17	18-20

The range and suitability of the work submitted

As usual, the responses were very varied. Some still seemed not to understand what a `Research Dossier` demands; others knew exactly what was required. What is required is not a conventional essay but the raw materials on which a researcher would have to build if intending to solve the stated problem. Some attempted the Oral Presentation but few could do it well. False quantities abounded and the recitations were generally lifeless.

Candidate performance against each criterion

Good candidates shone against all criteria, poor candidates against none.

Recommendations for the teaching of future candidates

Ensure that candidates know what is expected of them. Those attempting the Oral Presentation need far more rehearsal. Is it unkind to suggest that some choose it because they are short of time?

Further Comments

Happily there were fewer really bad attempts at composition. There were still, however, attempts at verse composition by candidates who did not understand the basic principles of scansion.

Higher level paper one

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0-5	6-11	12-15	16-20	21-25	26-30	31-40

General comments

Many candidates performed well; more did not. No part of the unseen, however, defeated every candidate. The dictionary was not always used sensibly. `liberi` did not here mean `free men`, still less did it mean `books`. `venierunt` could not possibly come from `venio`.

The areas of the programme and examination that appeared difficult for the candidates

The construction of `desiderati` was probably the hardest test and few coped with it.

The areas of the programme and examination in which candidates appeared well prepared

Good candidates performed well throughout.

The strengths and weaknesses of the candidates in the treatment of individual questions

The chief weakness was either ignorance of accidence or refusal to accept what it was telling candidates. Candidates should be told that nonsense must be wrong.

Recommendations and guidance for the teaching of future candidates

Practice followed by analysis is the only real solution.

Higher level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0-7	8-14	15-18	19-22	23-27	28-31	32-40

General comments

Paper 2 is almost always better answered than Paper 1; this year was no exception.

The areas of the programme and examination that appeared difficult for the candidates

The most common weakness was a desire to write very long essays on topics other than those set. In addition, the essays are, far too often, illegible as well.

The areas of the programme and examination in which candidates appeared well prepared

The candidates showed good knowledge of the set books.

The strengths and weaknesses of the candidates in the treatment of individual questions

The questions on the set books were generally well done. However, the essays were, on the whole, disappointing often being too long and containing too much irrelevant material.

Recommendations and guidance for the teaching of future candidates

Students need to be given lots of practise in writing short essays directly on the point at issue and showing knowledge of the texts.

Standard level paper one

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0-4	5-9	10-13	14-19	20-23	24-30	31-40

General comments

There was no part of the unseen that defeated all candidates. Much, however, defeated many. It was especially disappointing that many candidates started badly. 'is' had to be 'he' (i.e. Pegasus) from the previous sentence. The sentence has no verb so one supplies an appropriate part of 'esse'; the only possible complement is 'causa' from which it becomes clear that 'viae' must be genitive: 'He was the cause of the journey for me' i.e. 'He was the cause of my journey.' It was very distressing to see 'is' frequently taken with 'causa' 'this cause'.

The areas of the programme and examination that appeared difficult for the candidates

Accidence; candidates refuse to let it help them.

The areas of the programme and examination in which candidates appeared well prepared

On the whole the dictionary was more sensibly used than in previous sessions.

The strengths and weaknesses of the candidates in the treatment of individual questions

In general, candidates fell into two categories: they either understood the whole passage fairly well or they understood almost nothing.

Recommendations and guidance for the teaching of future candidates

As for HL students, practice followed by analysis is the only real solution. They also must be persuaded that nonsense must be wrong.

Standard level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0-5	6-10	11-14	15-19	20-24	25-29	30-40

General comments

As is usual, Paper 2 was better done than Paper 1. However, there was a long tail that seemed not to have any understanding of what was going on. On the other hand, there were some excellent responses.

The areas of the programme and examination that appeared difficult for the candidates

I could detect no prevalent errors or weaknesses in the responses to the questions on passages from the set books. The essays, however, were often too long, far too long, irrelevant and hard to read.

The areas of the programme and examination in which candidates appeared well prepared

Candidates were either very well prepared for the set books or not prepared at all. In spite of my comments above, there were some good essays.

The strengths and weaknesses of the candidates in the treatment of individual questions

Some were good at answering questions on the individual passages; more wrote essays that were too long and rarely addressed the particular topic raised.

Recommendations and guidance for the teaching of future candidates

Give students a lot of practice in writing short specific essays.