

NOTICE TO CENTRES

FAO: Head of Classics

Date: January 2007

Subject: GCSE Latin (1942) and GCSE Classical Greek (1941)

GCSE LATIN COURSEWORK (1942/06) AND GCSE CLASSICAL GREEK (1941/05) COURSEWORK MARK SCHEME AND GUIDANCE

Because there are changes to the requirements for coursework in the revised specifications, please replace any old coursework documents with these new versions. The two documents to be used by teachers supervising and marking coursework for these specifications are entitled 'Guidance for Teachers: GCSE Latin (1942) and GCSE Classical Greek (1941) Coursework June 2007' and 'Mark Scheme and Assessment Criteria'.

Copies of these documents are also available on the website www.ocr.org.uk.

Any enquiry about this notice should be referred to the OCR Customer Contact Centre, (01223 553998), OCR, 1 Hills Road, Cambridge, CB1 2EU.

GUIDANCE FOR TEACHERS: GCSE LATIN (1942) GCSE CLASSICAL GREEK (1941) COURSEWORK JUNE 2007

1. INTRODUCTION

These notes were prepared to assist and advise teachers preparing candidates for coursework. They supplement the advice in the specification for GCSE Latin (1942) and for GCSE Classical Greek (1941).

2. THE AIM AND NATURE OF COURSEWORK

The aim stated in the specification (Section D) is 'to give candidates the opportunity to express themselves in writing of a different kind from that produced under examination conditions' and 'to take advantage of the particular strengths of local resources and different learning opportunities'.

The specification states further that coursework must relate to one of the Roman Life or Greek Civilisation Topics, **or** to the work of one of the authors studied in the Latin Verse and Prose Literature Components or the Classical Greek Verse and Prose Literature Components. If the candidate chooses to do coursework on one of the prescribed authors, the work 'should explore wider literary themes in the work from which the prescription is drawn or in the work of the author as a whole, including the relationship to the social, historical and cultural background. Little or no credit will be given for examples or discussion confined exclusively to the prescribed section of the text'.

From the specification, it is clear that in undertaking coursework candidates will be aiming to:

- build on their knowledge of the ancient world and extend it into areas that interest them, whether through literature or through other primary source material;
- work within the prescriptions of the specification without duplicating work that is examined in other Components.

It should be borne in mind that a free choice of any topic connected with the ancient world is not allowed, and that the scope of the work should reflect the fact that the coursework option is an alternative to Latin Paper 5 Roman Life Topics or Classical Greek Paper 4 Greek Civilisation Topics. **The option of oral coursework has been withdrawn.**

3. LENGTH OF COURSEWORK

Candidates submit one long essay of a maximum of 2000 words, or two shorter pieces of a maximum of 1000 words each. The word count includes all quotations

from sources and may include a small word allowance for visual sources cited as evidence.

4. TOPICS

Teachers are referred to Appendix E1 of the specification where the Roman Life Topics/Greek Civilisation Topics are listed. Candidates may write on any of these topics. Candidates undertaking Type B Coursework may select titles from different topics for each of their two pieces of work.

Literary Topics

Topics connected with the authors prescribed for the examination may be attempted. Please note that the specification makes it clear that this work should not duplicate material on which the candidate may be tested elsewhere in the examination. Any study of an author should give a general view of his life, times, and place in the ancient world, rather than a detailed critique of his work.

5. TITLES

It is expected that teachers will discuss possible choices with their pupils before the work begins. It is not anticipated that all candidates from a Centre will write on the same topic; indeed this may well overstretch the resources available.

Candidates should be reminded of the assessment criteria before they begin work, and care should be taken to ensure that they understand that their choice of title must afford them opportunities to score marks under each of the five assessment criteria.

Factors affecting choice of topic and title

Examples of suitable titles are given in the specifications. Factors which may influence choice include:

- the particular interests of candidates or Centre (e.g. excursions to Classical sites);
- availability of material;
- the pupil's relative experience of Roman Life/Greek Civilisation topics.

If coursework takes the form of a piece of empathetic writing, the candidate must indicate in notes and references or an appendix the sources used.

Advice on titles

There is no requirement for coursework titles to be given prior approval by OCR for these specifications. However, Centres may use the coursework enquiry form GCW684 to request advice on the suitability of titles. There is no charge for this service. Copies of the form GCW684 are distributed to Centres in the January despatch. Copies may also be downloaded from the website, www.ocr.org.uk: from the GCSE Latin or Classical Greek page, select 'Publications and Materials' and scroll down to the 'forms' section.

6. NOTES ON THE ASSESSMENT CRITERIA (AC)

The Assessment Criteria have two functions:

- To provide guidance on the scope of coursework by providing a checklist of the content, knowledge and skills that coursework tasks should demonstrate;
- To provide criteria for those marking and moderating coursework.

The mark scheme provides details of the Assessment Criteria and guidance on how marks are to be awarded for different levels of achievement across the criteria.

AC 1 Factual Content

This criterion assesses the amount of factual material relevant to the topic evidenced in the work. Work must convey information about the chosen topic, and facts should be selected that are relevant to the title. Candidates should be encouraged to derive factual content from primary source material. Factual material should not be unaltered repetition from a textbook, the internet or classroom notes. Critical use of a television documentary or reconstruction can provide some of the factual content.

AC 2 Use of Primary Source Material

Under this heading, candidates earn marks for the use made of primary source material quoted directly from the ancient world. This could include quotations from ancient literature, inscriptions or archaeological evidence (artefacts or architecture). The aim is that primary source material should be the starting-point of the coursework, and that facts and evidence should be derived from primary source material. The primary source material should therefore be integral to the work, and the relevance of the ancient evidence to the point argued should also be explained. Short relevant comments, fully referenced, are considered of more value than paragraph-length blocks of unexplained and unacknowledged material. Illustrations of ancient material, including the candidate's own drawings or photographs of an ancient site or artefact, may be credited if their relevance is explained.

AC 3 Organisation of Material

This criterion measures the intellectual organisation of the work, including its structure in relation to the stated title, the logical progression of the argument in sections and paragraphs, the drawing of conclusions and its length. It does not measure the physical or cosmetic presentation of the work or the artistic skills of presentation. It is important that work submitted is within the maximum word limit: excessive over-length is penalised under this criterion (see mark scheme). The key skill is to select material and use it as an integral part of an argument.

AC 4 Understanding and Evaluation

Candidates should show, through analysis and discussion, how their work has increased their understanding of what life was like in the ancient world. Examples of evaluation: comparison with aspects of modern life or with other cultures or periods; observations arising from empathetic writing; evidence gained from personal study of a site or artefact; critical response to television documentary, film or drama.

AC 5 Quality of Written Communication

Marks are awarded for proficiency in the use of the English language. Teachers are reminded that assessment is based on comparison with the achievements of all candidates, in all subjects. The grid to be used is printed on the reverse of the Coursework Summary Form GCW683 as well as in the mark scheme distributed to Centres.

7. SUPERVISING COURSEWORK

In response to concern expressed by schools, awarding bodies and the general public about the conduct of coursework and the growth in plagiarism, the Qualifications and Curriculum Authority (QCA) published *A review of GCE and GCSE coursework arrangements* in 2005. Rather than putting into place a system of 'policing' coursework, it is agreed that if good practice is established in the setting and supervising of coursework tasks, it is more likely that the objectives of coursework will be better understood and appreciated, and that a 'moral code' for the electronic age will develop.

The guidance in Section A below is intended to make explicit what is generally understood to be good practice, with specific advice on choosing titles, selecting material and establishing high standards in the handling and referencing of sources. The aim is not only to reduce both the temptations and opportunities for plagiarism but also to enhance the value of coursework assignments in terms of both learning and assessment.

Despite good practice, a Centre may suspect a candidate of malpractice. Section B of this paper lists possible signs of plagiarism and suggests what should be done.

A: Suggestions for good practice in setting coursework tasks and supervision

1. Select topic.
2. Assemble 'core' primary source material (e.g. use Roman Life Source material from OCR website www.ocr.org.uk) to provide factual content.
3. Work with candidates to produce title that is focussed on the factual content derived from the primary source material and offers scope for understanding and evaluation (see Assessment Criteria).
 - Accommodate candidates' interests where possible. Individualised assignments will be more satisfying and eliminate deliberate or inadvertent collusion between candidates.
 - If in doubt as to whether title complies with the specification or offers an appropriate degree of scope, consult OCR.
4. Discourage very broad titles (e.g. The Roman Army/Greek Theatre). Work on such titles is likely to exceed the word limit and increase the temptation to copy material directly from the internet.
5. Direct candidates to sources and give general advice on planning work, and including relevant facts. Do not provide detailed plans, select material or give lists of

alternative details for them to select from. This excessive guidance ('scaffolding') results in 'cloned' coursework, eliminates or reduces differentiation between candidates and denies candidates the opportunity to demonstrate their own knowledge and skills. It can result in mark adjustment at moderation.

6. Discuss with candidates the use of sources, primary and secondary, and ensure candidates understand the following.

- All sources must be acknowledged in the body of the work, as references following the quote or in a footnote. References must include author, title of book/poem and line number if primary, and author and page if secondary. Pictures of sites and artefacts should be labelled with place or object, and source of picture.
- Material taken from sources must **either** be directly quoted, with the quoted portion in quotation marks **or** reproduced in the candidate's own words with a reference given.
- Direct quotation of secondary sources should be used sparingly, even if referenced correctly. The word limit is not high, and candidates should be encouraged to **select** material for their particular purpose, **make notes** on it, and **justify a quote** through introduction or comment on the quote. Candidates do not have to list details of all the different types of gladiator if they are writing about the popularity of the games, as long as they can show evidence for the variety of gladiators and use the evidence for their argument.
- All books, websites and other sources must be listed in a bibliography, with details of **author, exact title, publisher and year of publication**. Remind candidates that they need to note details at the time of using the source to avoid time-consuming searches at the last minute.

Explain to candidates that these procedures are universally required in the production all essays, projects and dissertations in all levels of further and higher education, and in the production of any professional research document. What might seem time-consuming now will give them skills of permanent benefit.

B: Preventing cheating and dealing with suspected plagiarism

1. Discuss with candidates reasons for crediting their sources as in 6 above. Ask them if they understand what constitutes cheating in coursework, why they might be tempted, how it is detected and what will happen when they are caught. A discussion of this kind will make it clear that this is not a 'small print' issue, and that they must understand the issues and take them seriously. Plagiarism occurs as much through ignorance as deliberate cheating.

2. With candidates, list the advantages to be gained from doing coursework properly.

3. Relate all procedures and discussions to the school's anti-plagiarism policy to ensure consistency between subjects.

4. Allow sufficient time for marking so that candidates who have produced suspect work can be challenged.

5. Signs of possible plagiarism/malpractice.

- Short or non-existent bibliography.
- Suspected unacknowledged use of websites (cf. other work and references at same Centre).
- American spelling.
- Discrepancies in level of English grammar and style between the coursework and the candidate's normal written work, or inconsistencies within the coursework. NB work of a *consistently* high standard of English and high degree of sophistication in the work of one candidate is not necessarily suspect.
- Factual errors, irrelevant material or irregular type faces or margins arising from poor cutting and pasting or selection of sources.
- Close similarities between the coursework of two or more candidates.
- Work might seem boring and lifeless, and therefore exhausting to read.

6. If you suspect internet plagiarism, check unusual words and phrases *via* Google. Whether work has been copied from a website or from another candidate, offenders should be confronted. If the candidate admits plagiarism, depending on the time available, he or she should be able **either** to redo the work under supervision **or** sit the examination on Roman Life/Greek Civilisation topics.

7. It is the Centre's responsibility to supervise coursework, so **take action**. **Do not** leave the decision to moderators who must report candidate for suspected malpractice. If malpractice is proved, there is a scale of penalties: for example, the offending piece of coursework will be award zero marks, the candidate may be disqualified from the component or the whole subject, or the Centre may be barred from entering candidates for the coursework option. For further guidance see *Authenticating Coursework* (QCA 2006) and *Instructions for conducting coursework/portfolios* (JCQ 2006).

8. FURTHER ASSISTANCE

The Recommended Reading Lists for the Roman Life Topics are available from the OCR website www.ocr.org.uk. From the GCSE Latin Home page, select 'Publications and Materials' and scroll down to the section 'Teacher Support and Coursework Guidance'. The Reading Lists for the Greek Civilisation Topics are available in the relevant section of the GCSE Classical Greek Home page.

OCR Training organises INSET meetings for teachers. The contact details for OCR Training are: tel. 024 76 496 398 or email training@ocr.org.uk.

Join the Classics E-community: flexible and on-line support for teachers of all of OCR's Classics specifications (AEA Latin, A level and GCSE Latin, Classical Greek, Classical Civilisation and A level Ancient History) is available at: <http://community.ocr.org.uk/community/classics/home>.

**GCSE Latin (1942/06) and GCSE Classical Greek (1941/05) Coursework
for first examination June 2007**

Mark Scheme & Assessment Criteria (AC) 1-5

The following descriptive mark scheme provides guidance for the marking of coursework in accordance with the prescribed Assessment Criteria (AC):

Assessment Criteria	Marks
1 Factual Content	12
2 Use of Primary Source Material	8
3 Organisation of Material	4
4 Understanding and Evaluation	14
5 Quality of Written Communication	2
Total marks	40

The 'levels of response' descriptions are specific to GCSE Latin (1942) and GCSE Classical Greek (1941) for AC 1-4, while the descriptions for AC 5 are common to all GCSE subjects.

Type A: One piece of 2000 words maximum, total marks 40.

Type B: Two pieces of maximum 1000 words each.

For Type B coursework, marks for each criterion are awarded on each piece, the marks overall (maximum 80) will be halved (then rounded up if necessary) to give a total out of 40.

AC 1 Factual Content (Max. 12 marks)

Band 1	<i>11-12 marks</i>
	A comprehensive selection of relevant facts covering all important aspects of the title; no significant errors. Evidence of thorough research, fully referenced.
Band 2	<i>9-10 marks</i>
	A very good selection of relevant facts, with only a few gaps, omissions or errors. Evidence of adequate research with references mostly complete.
Band 3	<i>7-8 marks</i>
	A good selection of relevant facts. There may be some irrelevant facts, and some errors, gaps or omissions. Evidence of research into some aspects, with some references.
Band 4	<i>5-6 marks</i>
	A range of relevant facts, but not always well selected. Some significant errors, gaps and omissions in research. Few references given.
Band 5	<i>3-4 marks</i>
	Some attempt to address the title, with some accurate and relevant facts selected in relation to title. Little attempt to acknowledge sources. The material is likely to be sparse and inaccurate, or plentiful with little attempt to give facts in candidate's own words.
Band 6	<i>2-3 marks</i>
	Few relevant or accurate facts. What facts there are, will be from unacknowledged sources and not in candidate's own words.
Band 7	<i>1 mark</i>
	Very few relevant or accurate facts. No attempt to acknowledge sources or give facts in candidate's own words.
Band 8	<i>0 marks</i>
	No relevant and accurate facts.

AC 2 Use of Primary Source Material (Max. 8 marks)

Band 1	<i>7-8 marks</i>
	Very high proportion of facts and evidence derived from a wide range of well-chosen primary sources or from fewer substantial ones, fully integrated into the text. Visual as well as literary sources used where appropriate, depending on topic chosen. Sources must be identified as primary and referenced by candidate.
Band 2	<i>6 marks</i>
	A high proportion of facts and evidence derived from well-chosen primary sources, integrated into text and identified as primary and referenced by candidate.
Band 3	<i>5 marks</i>
	Substantial number of facts and evidence derived from well-chosen primary sources, or large number of sources used but less successfully integrated into text or not clearly identified as primary or referenced by candidate.
Band 4	<i>4 marks</i>
	Some facts and evidence derived from well-chosen primary sources, or integration may be weak or non-existent. Candidate may not be able to distinguish primary from secondary sources.
Band 5	<i>3 marks</i>
	Only a few facts and pieces of evidence derived from primary sources with little integration. Sources for the most part not identified or referenced.
Band 6	<i>2 marks</i>
	Some primary source material referred to, but not used to provide facts or evidence. May be irrelevant and not identified or referenced.
Band 7	<i>1 mark</i>
	Very little reference to primary sources, and no integration. Most will be irrelevant and not identified or referenced.
Band 8	<i>0 marks</i>
	No attempt to use primary sources.

Examples of Primary Source Material

- Textual or visual material from the ancient world drawn from books, museums, sites or the internet.
- Candidates' own photographs or drawings of a site or artefact.
- Selective use of television documentaries, reconstructions and dramas should be encouraged but should not be the only source material used.

AC 3 Organisation of Material (Max. 4 marks)

Band 1	<i>4 marks</i>
	Assignment clearly and logically set out in sections or paragraphs. Assignment within word limit. Structure reflects aspects of the title.
Band 2	<i>3 marks</i>
	Less clarity and coherence in structure of assignment, with some attempt at organisation in sections or paragraphs. Not more than 200 words (Type A) or 100 words (Type B) over limit. Structure may not reflect aspects of title.
Band 3	<i>2 marks</i>
	Over 2200 words (Type A) or 1100 words (Type B) or random accumulation of material, with little structuring. Little relation of structure to title.
Band 4	<i>1 mark</i>
	Little attempt to present clear or logical path through material.
Band 5	<i>0 marks</i>
	No attempt to follow a clear and logical path through material.

AC 4 Understanding and Evaluation (Max. 14 marks)

Band 1	<i>13-14 marks</i>
	A thorough understanding of the topic shown, through discussion of material, analysis or argument; facts are almost always used to support an argument. There will be evidence of a high level of evaluation of material in relation to title.
Band 2	<i>11-12 marks</i>
	A thorough understanding of the topic shown, though discussion of material, analysis or argument may be superficial in some places or not supported by facts. Evidence of a good level of evaluation.
Band 3	<i>9-10 marks</i>
	A good understanding of the topic, but there may be occasional misunderstandings, or generalisations unsubstantiated by facts. There should be some attempt at evaluation.
Band 4	<i>7-8 marks</i>
	A reasonable level of understanding of the topic with some successful attempt at analysis and discussion supported by facts, but also misunderstandings, and generalisations unsubstantiated by facts. Evaluation is likely to be limited.
Band 5	<i>5-6 marks</i>
	A reasonable level of understanding shown by some selection and presentation of facts. Analysis and discussion will be restricted to superficial or mistaken comments without evidence. Little attempt at evaluation.
Band 6	<i>3-4 marks</i>
	The level of understanding of the topic is basic, with very little attempt at analysis or discussion and very little evaluation.
Band 7	<i>1-2 marks</i>
	Very little understanding of the topic and no evaluation.
Band 8	<i>0 marks</i>
	No understanding of the topic.

Examples of Evaluation

- Comparison with aspects of modern life or with other cultures or periods.
- Observations arising from empathetic writing.
- Evidence gained from personal study of a site or artefact.
- Critical response to television documentary or drama.

AC 5 Quality of Written Communication (Max. 2 marks)

Band 1	<i>2 marks</i>
	High performance: Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy, deploying a range of grammatical constructions; they use a wide range of specialist terms adeptly and with precision.
Band 2	<i>1-2 marks</i>
	Intermediate performance: candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility.
Band 3	<i>1 mark</i>
	Threshold performance: candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately.
Band 4	<i>0 marks</i>
	Performance lower than threshold performance: spelling, punctuation and grammar consistently inaccurate; frequent loss of sense.