



National Qualifications Framework Levels 1–3, 2008

Latin

National Moderator's Report

National Moderator's Report for Latin

General Guidance for Assessors of Latin

The purpose of external moderation is to provide reassurance that assessor judgments are at the national standard and are made on the basis of assessment materials that are fair and valid.

All assessment materials are expected to:

- give the learner the opportunity to meet the requirements of the standard
- have an assessment schedule that gives evidence of appropriate learner responses and clear judgments at all levels.

The Ministry of Education contracted subject experts to write assessment resources for achievement standards. These are not pre-moderated. The intention is that they are modified to suit teaching programmes and learner needs. They do not provide 'rules' but suggest different ways of assessing to the nationally registered standard.

General Overall Comment

Work submitted for moderation was generally of a very high standard. Latin teachers are assessing work accurately in almost all cases. Some tasks are still being used unmodified from the TKI website. Often the examples of student responses do not relate to the assessment. Examples of student response for all parts of the assessment must be written for teacher use and submitted for moderation. Activities, including those from the TKI website, must be checked to see that they validly assess the standard and the explanatory notes. It may be useful to insert a clause about holistic judgement in the assessment schedule, particularly if a specific number of points are required.

Specific Standards

90117: Describe a major aspect of Roman civilization

It is important to remember that excellence is awarded for providing information with supporting detail and reasoned judgements. A summary or repetition of previous description or explanation without reasoned judgements is not enough. Although the use of Latin terms is not a requirement of version 3 of this standard it can be a useful way for students to add detail in their descriptions.

90118: Describe the contribution of the Romans to one aspect of Roman civilization

Although the use of Latin terms is not a requirement of version 3 of this standard it can be a useful way for students to add detail in their descriptions. As in 90117, excellence requires information with supporting detail and reasoned judgements.

90262: Demonstrate knowledge of familiar literary Latin passages on a given theme by at least two authors

Some problems have arisen when the explanatory notes have not been adhered to. Two or more of the aspects in explanatory note 3 must be assessed for any two authors at each level of achievement. An example might be characterisation assessed in passages by Ovid and Catullus and literary devices assessed in passages by Ovid and Livy (or Catullus). To achieve at Excellence level, answers must show a thorough knowledge of the passages as well as being complete and accurate on most occasions.

90263: Examine familiar literary Latin passages within the wider context

It should be made clear which aspects have been chosen for this task. Note that historical refers to Roman history relevant to the passage. If the heritage aspect is chosen the contribution to later Western thought, tradition or language must be clearly demonstrated.

90509: Analyse familiar literary Latin passages on a given theme by at least two authors

Two aspects chosen from the list in explanatory note 3 must be assessed with reference to at least two authors in each case. The TKI website has useful exemplars. To achieve at excellence level, answers must show a thorough knowledge of the passages as well as being complete and accurate on most occasions.

90510: Relate familiar literary Latin passages to a wider context

The definitions of *wider context*, explanatory note 5 and *analysing*, explanatory note 2 should be taken into account when setting and assessing tasks. “In a logical manner” should be included in the judgement statements.