



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1–3, 2005

Latin

National Moderator's Report

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General Guidance for Assessors of Achievement and Unit Standards

The purpose of external moderation is to provide reassurance that assessor judgements 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 judgements 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

Assessors are generally consistent and accurate in assessing the standard of work submitted by learners. Although most schools used original or modified achievement standard exemplars from the TKI website, there were some well-constructed examples of original assessment material. Overall, work submitted for moderation was of a very good standard and much of the learners' work at levels two and three showed a real depth of knowledge and sensitivity.

A specific schedule must be written for the topic being assessed, and the generic schedule cannot simply be downloaded from the TKI website with the activity. Conditions need to be personalised for learners, eg "Open book assignment. Three hours' class and homework time."

It is essential that explanatory notes and changes to standards (including versions) are noted, and tasks and schedules are adapted to match the changes.

AS 90117: Describe a major aspect of Roman civilisation

The first criterion, "*Collect and select relevant information from a range of sources*", is explained in the definitions. A bibliography establishes that this requirement has been fulfilled.

At Achievement, "*Use the information to describe a major aspect of Roman civilisation*", is self-explanatory.

At Merit, "*Use the information to explain a major aspect of Roman civilisation*" requires the description to have supporting detail. It should be made clear in the schedule how much detail is required.

At Excellence, reasoned judgements must be made to fulfil the criterion, "*Use the information to evaluate a major aspect of Roman civilisation*". Topics which lend themselves naturally to evaluation should be chosen so learners will not be disadvantaged. It is important that any quantities, eg "At least *three* aspects must be evaluated", appear in both the task and the schedule and the requirements of the evaluation reflect the fact that this task is at Excellence level.

AS 90118: Describe the contribution of the Romans to one aspect of western civilisation

At Excellence, “*Use information to evaluate the contribution of the Romans to one aspect of western civilisation*” requires reasoned judgements. It is important that tasks ask for an appropriate number of words and any numerical requirements appear in both the task and the schedule. Topics must be chosen so evaluation is possible and not strained.

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

For Version 2 (Explanatory Note 3), “*Knowledge of the literary Latin passages should be demonstrated by explaining*” two or more aspects, as listed, for **each** of at least two authors. It is important that tasks for two aspects for each author are set at all levels to enable learners to meet this requirement. Particular care must be taken if options are given.

AS 90263: Examine familiar literary Latin passages within the wider context

Version 2 clarifies what is required for this standard at all levels and the definitions show considerable flexibility may be exercised. Note should be taken of the definition of ‘literary’. “*Literary refers to the genre and/or the author’s style and intention.*” The aspect(s) chosen for the task should be clearly stated.

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

Version 2 of this standard is now available for use in 2006. When writing tasks and schedules, it is important to take notice of Explanatory Note 3: “*Analyse means to explain and interpret with reference to at least two authors, two or more of the following aspects.*”

AS 90510: Discuss the wider context of prepared literary Latin passages

In the explanatory notes of Version 1, “*range*” and “*wide range*” are defined, as is “*evaluate*”. Care should be taken when setting and assessing tasks, that these definitions are followed and learners are aware of what is needed. It is important that a bibliography is attached or that footnotes are used.

Version 2 of this standard “*Relate familiar literary Latin passage(s) to a wider context*” will be available for use in 2006. Familiarity with the explanatory notes will enable valid tasks and schedules to be set. The aspect(s) chosen for the task should be clearly stated.