



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1–3, 2006

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 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 Latin Comment

Whether teachers are using unmodified or modified activities from the TKI website, www.tki.org.nz, most are now providing appropriate conditions and assessment schedules to fit the activity. In a few cases it appears that activities for Version 1 of standards have been modified for Version 2 but that the modification has been incomplete and that some criteria and examples of student response relating to Version 1 have not been updated. It is particularly important to ensure that activities are checked against the latest version of the standard and the explanatory notes.

Learner responses are generally being assessed accurately.

90117 Describe an aspect of Roman civilization.

It is important that student work is assessed against the standard and that style of writing does not become a matter for assessment, particularly at Excellence level where evaluation of relevant information is required and usually takes the form of an extended paragraph. Care needs to be taken that students make a sufficient number of relevant points backed up by evidence for Excellence.

90118 Describe the contribution of the Romans to one aspect of western civilization.

Teachers should be aware that circular 2004/033 (<http://www.nzqa.govt.nz/nqfdocs/qaops/s04033.doc>) clarified the interpretation of Explanatory Note 2. Activities on the web should be carefully checked to ensure that the explanatory notes are suitably covered. Any numerical requirements in the task must be repeated in the assessment schedule. It is important that students make relevant and important points, backed up with evidence for the Excellence task.

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

Note: This standard has been reviewed (now version 3) for 2007. 'Two' has been deleted from the Achievement with Excellence criteria, to be consistent with the wording of the other two criteria. Explanatory note 3 has been clarified to show that any two authors studied may be used to provide evidence.

Assessors should be aware that translation is no longer an aspect for demonstrating knowledge. It is important that students are given the opportunity to demonstrate knowledge of at least two aspects for each author at all levels of achievement.

To achieve with Excellence answers must be complete and accurate on most occasions, give nearly all the supporting detail, and show a thorough knowledge of the passages. If thorough knowledge is not shown then Excellence has not been achieved.

90263 Examine familiar literary Latin passages within the wider context.

Assessment tasks should be written in such a way that learners can easily relate the passages to the wider context.

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

The explanatory notes to Version 2 of the standard state that the same two aspects must be analysed for each of two authors.

90510 Relate familiar literary passages to a wider context.

Note that in Version 2 of this standard the definition of wider context is different from the definition in Version 1.