



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

# **National Qualifications Framework Levels 1–3, 2007**

## **Latin**

### **National Moderator's Report**

## **NATIONAL MODERATOR REPORT FOR LATIN.**

### **General Guidance for Assessors.**

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**

Student work is being assessed accurately and consistently in the majority of cases. Work submitted for moderation was generally of a very high standard.

Assessors should be aware that if they use TKI assessment material many of the examples of student responses do not relate to the activity to which they are attached. In these cases examples of student responses relating to all parts of the activity submitted need to be developed.

When original material is developed or TKI assessment material adapted assessors need to ensure all the explanatory notes have been validly assessed. Revised Level One standards will be available for use in 2008. It is particularly important to ensure that activities used are checked against the latest version of the achievement standard including the explanatory notes.

Where an activity asks for a particular number of answers it is useful to insert a clause about holistic judgement in the assessment schedule.

### ***AS 90117: Describe a major aspect of Roman civilization.***

There appear to be no problems of interpretation at achieved and merit levels but care must be taken that excellence is awarded for evaluation, not additional description and explanation.

### ***AS 90118: Describe the contribution of the Romans to one aspect of Roman civilization.***

There are few problems with the interpretation of this standard but examples of student responses must relate to the assessment task set. The assessment task, assessment schedule, standard and explanatory notes must all be consistent with each other. The task for evaluation must be of an appropriate length and standard.

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

The explanatory notes need to be checked carefully. At least two of the aspects in EN3 must be assessed for at least two authors at each level of achievement. The assessment task and assessment schedule should be worded to reflect the standard and the explanatory notes. Style is

not an aspect for assessment in this standard, but grammatical structures and literary devices are. To achieve at Excellence it is required that answers show a thorough knowledge of the passages as well as being complete and accurate on most occasions.

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

It should be made clear which aspects have been chosen for this task.

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

The explanatory notes must be checked carefully. Care must be taken that the same two aspects chosen from the list in EN3 are assessed for each of two authors. To achieve at Excellence it is required that answers show a thorough knowledge of the passages, as well as, being complete and accurate on most occasions.

***AS 90510: Relate familiar literary Latin passages to a wider context.***

The definitions of *wider context*, EN5 and *analysing*, EN2 need to be taken into account when setting and assessing tasks. It will be helpful to assessors to include “in a logical manner” in the judgement statements.