

Field Humanities**Review of *Latin* Level 1 achievement and unit standards****Unit standards**

Subfield	Domain	ID
Languages	Latin	12253, 12256, 12260, 12264, 12268, 12271, 12275, 12282, 12285, 12286, 12288, 12292

Achievement standards

Domain	ID	Subject reference
Latin	90114-90118	Latin 1.1-1.5

The Ministry of Education and NZQA National Qualifications Services have completed a review of the achievement and unit standards listed above.

New Registration date November 2010

Date new versions published November 2010

Planned review date December 2014

Summary of review and consultation process

- In 2008 the Ministry of Education (MoE) and NZQA began to review achievement and unit standards in light of the revised New Zealand Curriculum (NZC). This Alignment of Standards (AoS) review also addressed duplication of outcomes, credit parity, fairness, consistency, and coherence. The AoS review was guided by the revised NZC itself and the Standards Review Guidelines. A copy of the NZC is available at <http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum>.

Teacher subject associations were involved in the review, and draft achievement standards were the focus of wide consultation, especially with secondary schools and teachers. Extensive resources, including student exemplars, were also developed to support these standards, and are available on the MoE and/or the NZQA websites.

The review of unit standards included consultation with tertiary providers to assess continued relevance and likely future use of the standards. Unit standards that duplicate achievement standard outcomes and those without the likelihood of future tertiary use were recommended for expiry.

National consultation was undertaken in 2009, with the results analysed by Research New Zealand. The responses were generally positive.

The review of unit and achievement standards at Level 1 was completed in time for implementation in schools in 2011. Standards at Levels 2 and 3 will be implemented in 2012 and 2013 respectively.

Main changes resulting from the review

- All NZC level 6 (NZQF Level 1) outcomes derived from the NZC are now assessed using achievement standards, and there are no longer any unit standards linked to the NZC.
- Existing achievement standards were reviewed and new achievement standards were developed to align with the NZC. See [table](#) below.
- Grading criteria for achievement standards were reviewed in accordance with the Standards Review Guidelines.
- Unit standards that recognised similar outcomes as achievement standards were recommended for expiry. See [table](#) below.

Impact on Accreditation and Moderation Action Plan (AMAP)

All new achievement standards have been registered on AMAP 0233.

For a detailed description of the review of, and the changes to, the *Latin* standards see appendix 1 at the end of this report.

Impact of changes on [NCEA Exclusions List](#)

For transition purposes, the following exclusions will apply for new achievement standards. This transition will apply until December 2011 only.

New achievement standard	Excluded against each of these standards
90862	12256
90863	12264
90865	90117
90866	90118

Review Categories and changes to classification, title, level, and credits

The following summary shows the changes made to the standards as a result of the review. All changes are in **bold**. Where a new or a new version of an externally assessed achievement standard is registered, the following designation appears after the title [Externally Assessed].

Key to review category	
A	Dates changed, but no other changes are made - the new version of the standard carries the same ID and a new version number
B	Changes made, but the overall outcome remains the same - the new version of the standard carries the same ID and a new version number
C	Major changes that necessitate the registration of a replacement standard with a new ID
D	Standard will expire and not be replaced

Externally assessed achievement standards categorised as category C or D expire at the end of	December 2010
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Internally assessed achievement standards and unit standards categorised as category C or D expire at the end of	December 2011
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Humanities > Languages > Latin

Subject Reference Latin

ID	Ref	Title	Level	Credit	Review Category
12253	-	Identify elementary Latin accidence and syntax in context	1	2	D
12256	-	Translate passages of elementary unseen Latin into English	1	6	C
90862	1.1	Translate adapted Latin text into English, demonstrating understanding [Externally assessed]	1	6	
12260	-	Translate simple English sentences into Latin	1	4	D
12264	-	Comprehend passages of elementary unseen Latin	1	6	C
90863	1.2	Demonstrate understanding of adapted Latin text [Externally assessed]	1	5	
12268	-	Describe an aspect of Roman social life using Latin and English source material	1	6	D
12271	-	Describe aspects of myth using Latin and English source material	1	6	D
12275	-	Describe the life of a historical figure in the Roman world using Latin and English source material	1	6	D
12282	-	Read aloud a selected passage in Latin and transcribe a dictated passage	1	2	D
12285	-	Describe the influence of an aspect of Roman civilisation with reference to Latin sources	1	4	D
12286	-	Describe aspects of Roman civilisation using Latin terminology and compare them with a subsequent culture	1	4	D
12288	-	Describe the contribution of Latin to the English language	1	2	D
12292	-	Produce a piece of original writing in simple Latin	1	2	D
90114	1.1	Translate elementary unfamiliar Latin prose into English	1	6	D
90115	1.2	Read and comprehend elementary unfamiliar Latin prose	1	4	D
90116	1.3	Understand a familiar passage or passages from Latin literary texts	1	6	D
90117	1.4	Describe an aspect of Roman civilisation	1	6	C
90865	1.4	Present a Roman viewpoint	1	4	
90118	1.5	Describe the contribution of the Romans to one aspect of western civilisation	1	2	C
90866	1.5	Demonstrate understanding of Latin in current use	1	3	
90864	1.3	Demonstrate understanding of studied Latin literary text(s)	1	6	New

ID	Ref	Title	Level	Credit	Review Category
90867	1.6	Write short Latin sentences that demonstrate understanding of Latin	1	3	New

Appendix

Development of Latin Standards

Process of Aligning Standards with the New Zealand Curriculum

Latin sits in the area of *Learning Languages* and as such must deliver the achievement objectives of that learning area, albeit with definitions that suit the unique needs of Latin. For further guidance on linguistic content and examples please refer to <http://seniorsecondary.tki.org.nz/Learning-Languages>.

The skills to be assessed in the standards provide opportunities for a range of assessment contexts which are relevant to the *Learning Languages* proficiency descriptors and achievement objectives of Level 6 in the NZC. They enable students to better demonstrate genuine understanding of Latin and provide both variety and flexibility for students and teachers alike to choose standards appropriate for their own needs.

The Latin standards must also reflect the key competencies, values and principles of the NZC. The competencies that are reflected in the Latin standards will demonstrate students' abilities in all of the key competencies of the NZC (p12) and support the development of broader competencies that are related to life-long learning.

Addressing Duplication

Where there was more than one standard measuring the same outcome, the unit standard has been recommended for expiry. With the eventual combining of all standards into one matrix of achievement standards it is not appropriate to retain unit standards that duplicate outcomes of achievement standards on the new matrix. The writing group's decisions took into account the lack of usage of Latin standards outside the secondary sector.

Addressing Credit Parity

For each 'strand', as in the previous draft version, the credit values remain the same for all levels.

External and Internal Assessment

The draft matrix now contains two externally and four internally assessed achievement standards with a total credit value of 27.

Feedback from consultation

Feedback from consultation on the early draft achievement standards and the matrix has been incorporated into the final drafts. This has resulted in:

- the change in the order of the achievement standards on the matrix for consistency with the present achievement standards.
- the slight changes to the credit value of some standards to better reflect teaching time.
- changes in wording of the achievement standard for *Writing in Latin* (Latin 1.6) to better represent the skills of Latin students.

Translation of Latin text (Latin 1.1, 90862 - 6 credits - external)

Translation of an adapted Latin text into English is still recognised as a foundation skill for Latin. A glossary of all words used in the passage used for assessment will be provided. It will enable students to demonstrate the key competency of selecting language, symbols and text and to manage the resources provided as they work with the language to communicate meaning.

At Level 1, Latin defines 'beyond the immediate context' as the use of tenses referring to past and/or future time and the use of mood and voice that are used to communicate events in the story.

Comprehension of Latin text (Latin 1.2, 90863 - 5 credits - external)

This standard retains the focus on the skills of comprehension. A glossary of all words in the passage used for assessment will be provided. It will enable students to demonstrate again the key competency of selecting language, symbols and text and to manage the resources provided to make meaning, and includes the linguistic and cultural knowledge to extract and describe, interpret, and/or analyse the information and ideas from the Latin text. The credit value has been increased slightly to better reflect the time allocation in teaching.

The draft internally assessed standards (Latin 1.3-1.6, as detailed below) are less prescriptive and offer teachers and students more flexibility to follow programmes of work that are relevant to them. This is in line with the NZC and acknowledges the current greater diversity of Latin language students. It also allows teachers to make a programme of work that better suits the strengths of their students. The weighting of credits and retention of standards takes into account the feedback from consultation.

Literary Latin texts (Latin 1.3, 90864 - 6 credits - internal)

There was definite support for keeping this standard internal as in the previous draft and for retaining its 6 credit value. Teachers will have to use their professional judgement in selecting authors and deciding the number of lines appropriate for the study and for their students.

The nature of assessment may vary to reflect the text(s) selected for assessment against the standard. For further guidance refer to the suggestions in the Conditions of Assessment.

The possibility of using the same studied text(s) for assessment against another standard is also provided, eg Ovid's poem the Rape of Lucretia may be seen as the basis of visual text(s) assessed in *Latin in current use* (Latin 1.5) or it may be used for the *Present a Roman viewpoint* (Latin 1.4), providing an analysis of the position of women in Roman society. This achievement standard reflects the key competencies of thinking and using language, symbols and texts. This includes the ability to use linguistic and cultural knowledge to extract and analyse the full range of meanings and their significance from the texts. Recognising and reflecting on different points of view and shaping an acceptable response also require drawing on the key competencies of Relating to Others and Managing Self.

Present a Roman viewpoint (Latin 1.4, 90865 - 4 credits - internal)

The credit value has been reduced for this standard as texts/references used for this standard may have already been read or studied for the *Literary Latin texts* (Latin 1.3). This achievement standard includes the ability to use linguistic and cultural knowledge to extract and explain the meaning of the information, ideas and opinions; to recognise and reflect on different points of view; and to shape an acceptable response. It considers attitudes in Roman society as seen in socio-cultural practices, achievements and beliefs. At Level 1, such Roman viewpoints could include attitudes to slaves, education, marriage, family life, conquest, civic buildings, and heroes.

The nature of assessment for Latin 1.4 may, as for *Literary Latin texts* (Latin 1.3), vary to reflect the text(s) selected for assessment against the standard. For further guidance again refer to the suggestions in the Conditions of Assessment.

As above, the possibility of using the same studied text(s) for assessment against another standard is also provided, eg Ovid's poem the Rape of Lucretia may be seen as part of the lines studied for *Literary Latin texts* (Latin 1.3) (as already mentioned above), as well as providing the basis for assessment against this standard or for assessment of *Latin in current use* (Latin 1.5) (see below).

Latin in current use (Latin 1.5, 90865 - 3 credits - internal)

This standard assesses the students' ability to transfer the Latin knowledge that they already possess to a modern context, whether that be in advertising, the media, language use today, literature, the arts and architecture, sciences, medicine and music. The content will not be beyond what would be expected of students at this curriculum level. It should be understood that 'Latin' also includes Latin language.

The nature of assessment for Latin 1.5 may, as for *Present a Roman viewpoint* (Latin 1.4), vary to reflect the text(s) selected for assessment against the standard. For further guidance again refer to the suggestions in the Conditions of Assessment.

The possibility of using the same studied text(s) for assessment against another standard is also provided, eg Ovid's poem about Pygmalion and Galatea may be seen as part of the lines studied for *Literary Latin texts* (Latin 1.3), as well as providing the basis for assessment against *Response to a Roman Viewpoint* (Latin 1.4) (see above *Latin Literary texts* [Latin 1.3]) or for assessment against this standard where Roman art works have been copied, adapted, and/or created over the centuries since Roman times. These may include, but not limited to, Botticelli's Birth of Venus and the Pompeian fresco of Venus Anadymene.

Writing in Latin (Latin 1.6, 90867 - 3 credits - internal)

The title of this standard has been changed significantly to reflect the nature of Latin skills taught as opposed to those for other languages. It allows students to show their understanding of Latin inflections, structures and vocabulary by writing sentences in Latin. The provision of resources allows students to demonstrate the key competency of selecting language, symbols and text and to manage self as they use the language to communicate meaning. The credit value has been made equal to that of the standard *Latin in current use* (Latin 1.5). The assessment of both standards should derive from the content of work already taught in the classroom. For suggestions on how this standard may be assessed see the Conditions of Assessment for guidance.