



## Main changes resulting from the review

- All NZC Level 8 (NZQF Level 3) 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.

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

## Impact on Consent and Moderation Requirements (CMR)

All new achievement standards have been registered on CMR 0233.

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

For transition purposes, the following exclusions will apply for new achievement standards.

Achievement standard	Excluded against each of these standards
91506	12258, 12262, 12269, 12273, 12277, 12280, 90506, 90507
91507	12269, 12273, 12277, 12280
91508	90508, 90509
91510	90510

## 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	
<b>A</b>	Dates changed, but no other changes are made - the new version of the standard carries the same ID and a new version number
<b>B</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
<b>C</b>	Major changes that necessitate the registration of a replacement achievement standard with a new ID
<b>D</b>	Achievement standard will expire and not be replaced

<b>Externally assessed achievement standards categorised as category C expire at the end of</b>	<b>December 2012</b>
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<b>Internally assessed achievement standards and unit standards categorised as category C or D expire at the end of</b>	<b>December 2013</b>
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## Humanities &gt; Languages &gt; Latin

ID	Ref	Title	Level	Credit	Review Category
12255		Explain Latin syntax in context	3	2	D
12258		Translate passages of standard unseen literary Latin using a dictionary	3	6	C
12262		Translate complex English sentences into Latin	3	6	C
90506	3.1	Translate unfamiliar Latin prose into English	3	4	C
90507	3.2	Translate unfamiliar Latin poetry into English	3	4	C
<b>91506*</b>	<b>3.1</b>	<b>Translate authentic Latin text into English demonstrating understanding [Externally Assessed]</b>	<b>3</b>	<b>6</b>	
12266		Comprehend passages of standard unseen literary Latin	3	6	D
12269		Discuss a selection of Latin prose	3	8	C
12273		Discuss a selection of Latin poetry	3	8	C
12277		Discuss the work of a Latin author	3	8	C
12280		Discuss a theme in Latin literature	3	8	C
<b>91506*</b>	<b>3.1</b>	<b>Translate authentic Latin text into English demonstrating understanding [Externally Assessed]</b>	<b>3</b>	<b>6</b>	
<b>91507</b>	<b>3.2</b>	<b>Analyse authentic Latin text demonstrating understanding [Externally Assessed]</b>	<b>3</b>	<b>5</b>	
12284		Scan and read aloud passages of Latin verse in a selection of metres	3	2	D
12290		Discuss the contribution of Latin to modern European languages, other than English	3	2	D
90508	3.3	Translate and analyse familiar literary Latin passage(s) from Virgil	3	6	C
90509	3.4	Analyse familiar literary Latin passages on a given theme by at least two authors	3	6	C
<b>91508</b>	<b>3.3</b>	<b>Analyse studied Latin literary text(s)</b>	<b>3</b>	<b>6</b>	
90510	3.5	Relate familiar literary Latin passages to a wider context	3	4	C
<b>91510</b>	<b>3.5</b>	<b>Analyse the influence of Latin text(s) on subsequent culture(s)</b>	<b>3</b>	<b>3</b>	
<b>91509</b>	<b>3.4</b>	<b>Analyse a Roman viewpoint</b>	<b>3</b>	<b>4</b>	<b>New</b>
<b>91511</b>	<b>3.6</b>	<b>Write complex Latin sentences that demonstrate understanding of Latin</b>	<b>3</b>	<b>3</b>	<b>New</b>

\* This standard appears in the table twice.

## Appendix

### Development of Level 3 Latin Standards

#### Process of Aligning Standards with the New Zealand Curriculum

Latin sits in the learning area of Learning Languages and as such must deliver the achievement objectives of that learning area, albeit with definitions to suit the special nature of Latin.

The standards to be assessed against in the draft matrix provide opportunities for a range of assessment contexts which are relevant to the proficiency descriptors and achievement objectives of NZC level 8. They are intended to provide opportunities to demonstrate genuine understanding of Latin, and to offer variety of content and flexibility in modes of assessment.

The competencies reflected in the Latin standards will support the development of broader competencies which open pathways to engagement and to further learning.

#### Addressing Duplication

All Latin standards on the Directory of Assessment Standards are achievement standards. All Latin unit standards have been designated expiring because their outcomes were either duplicated by the new achievement standards or they were not linked to the NZC.

The duplication of outcomes from the two current translation standards (AS90506 and AS90507) has been addressed by the new AS3.2 *Analyse authentic Latin text demonstrating understanding*. The translation criteria from the existing AS3.3 achievement standard have also been removed to avoid duplication of the same skill.

#### Addressing Credit Parity

The credit allocation was aligned to those of Levels 1 and 2. The overall credits for the externally assessed standards remain at eleven to provide balance with the choice of internal standards and to reflect the weighting given in teaching and learning time to the relevant skills.

Level 3 of the matrix contains two external and four internal standards with a credit value of 27. It allows choice to accommodate the needs and interests of a diverse mix of students.

#### External and Internal Assessment

##### External Standards (3.1 and 3.2)

Translation and comprehension of a Latin text are still recognised as foundation skills, best assessed externally. At Level 3 the passage for translation and that for comprehension will not be adapted (as was the case at Levels 1 and 2) as shown in the wording in these standards, 'authentic Latin text'. In the new 3.1 *Translate authentic Latin text into English demonstrating understanding* and 3.2 *Analyse authentic Latin text demonstrating understanding*, either a passage of prose or a passage of poetry may be used as a basis for assessment. It is intended that each year one examination will use prose as its context, and the other will use poetry, for example if the examination for 3.1 uses prose, the examination for 3.2 will use poetry.

The specific contexts (ie text types) for external assessment will be specified in Assessment Specifications each year.

### **Internal Standards (3.3, 3.4, 3.5 and 3.6)**

These standards offer teachers and students more flexibility to follow programmes of work relevant to them. They enable material studied to be used in a variety of ways, acknowledging the increasing diversity of New Zealand students and their learning styles.

There is strong sector support for designating 3.3 internal and for continuing its 6 credit value. There will be a wider choice of author(s) and modes of assessment than is possible under the current externally assessed achievement standard. Teachers will be able to make a professional judgement on the number of lines appropriate for the study. For further guidance refer to the suggestions in the Conditions of Assessment.

The possibility of using the same text(s) studied for 3.3 for assessment using other standards is also provided (but this is not a requirement), eg Ovid's description of the rape of Lucretia could be used in 3.4 *Analyse a Roman viewpoint*, giving opportunity for an analysis of a Roman attitude(s) towards women in Roman society or it could form the basis of text(s) assessed in 3.5 *Analyse the influence of Latin text(s) on subsequent culture(s)*. Internal assessment of these standards allows time for student inquiry and reflection.

For suggestions on how these internal standards may be assessed against see Conditions of Assessment for guidance.

### **What Has Changed?**

#### **3.1 AS91506 *Translate authentic Latin text into English demonstrating understanding* (external)**

Will now assess translation of a passage of either prose or poetry. It replaces both the existing 3.1 (90506) and 3.2 (90507) achievement standards which assess translation of Latin prose and poetry respectively.

#### **3.2 AS91507 *Analyse authentic Latin text demonstrating understanding* (external)**

This standard now assesses comprehension of a passage of either prose or poetry. It is consistent with the new 1.2 and 2.2 standards.

#### **3.3 AS91508 *Analyse studied Latin literary text(s)* (internal)**

Translation (3.3, 90508) and understanding of Latin literary texts (3.4, 90509) have now become 3.3. The translation criteria have been deleted as they duplicate the externally assessed translation skill. The corpus of Latin literature allows expansion of choice of material to be studied.

#### **3.4 AS91509 *Analyse a Roman viewpoint* (internal)**

This standard allows assessment of communication of linguistic and cultural knowledge. The variety of modes of response allows greater flexibility in assessment tasks.

#### **3.5 AS91510 *Analyse the influence of Latin text(s) on subsequent culture(s)* (internal)**

The introduction of assessment of analysis of a written/visual text(s) will provide opportunity for students to explore links with Latin in the world around them.

**3.6** AS91511 *Write complex Latin sentences that demonstrate understanding of Latin* (internal)

This standard is internal and allows students to show their understanding of Latin inflexions, structures, and vocabulary. Internal assessment allows time for students to make considered meaning when communicating ideas in Latin.

The standard is included in the new matrix, as it sits within the Communication strand of Learning Languages.