LATIN SECOND ADDITIONAL LANGUAGE

A. MEANS OF ASSESSMENT

External Examinations	Paper I	2½ hours	[200]
	Paper II	1½ hours	[100]
Continuous Assessment:	Portfolio		[100]

400 marks

B. REQUIREMENTS

PAPER I   **2½ hours**   **[200]**

LEARNING OUTCOME 2: READING AND VIEWING
LEARNING OUTCOME 3: WRITING AND PRESENTING
LEARNING OUTCOME 4: LANGUAGE

SECTION A:

Translation of prescribed texts   [100]

Reading a text in Latin with an understanding of its content and underlying meaning and rendering this understanding as a piece of translation is the requirement. There will be 2 prose texts of ± 100 words each (2 × 30 marks) and 2 poetry texts of 11 – 12 lines each (2 × 20 marks). Practice in appropriate translation guarantees an awareness of the subtleties of both Latin and the target language. This process demands critical thinking and careful attention in order to replicate interpretation in the target language (LO 2, 3 and 4).

Knowledge of whole text and its application to the specific extract
Textual / contextual   [50]

Exposure to the wide spectrum of genres of Latin literature enables learners to appreciate the contribution of Latin writers of prose and poetry both to modern literature and modern society; it enhances their intellectual experience, broadens their emotional awareness and develops critical thinking as they consider issues prevalent in Roman times but still current in South Africa and modern society. In this way they inherit a greater understanding of the world around them (LO 2).

Each of the prescribed texts above will be forwarded by contextual questions.

Scansion of poetry texts   [10]

As an adjunct to the reading of Latin poetry, the learners acquire the skills of scanning both the hexameter and pentameter. Not only is there a question which tests this knowledge but learners are made aware of how metrical form as used by the poet echoes and enhances the meaning of the lines (LO 2).

SECTION B

Grammatical and syntactical usage **[40]**

The learners are enabled to recognize, identify and explain language features, Case and Verb usage within a Latin text.

Similarities and differences between Latin and the learners' own language help them to gain insight into the workings of language and its inflections as an abstract concept and provide them with a flexible tool to achieve a greater range of communication in their own language (LO 4).

OR

Translation of sentences into Latin [40]

Through interaction with a variety of texts and through a careful study of Latin accidence, syntax and idiom, learners refine their understanding of linguistic forms, think logically and accurately and develop far-reaching insight into the grammatical function of their home language. In using language structures and conventions appropriately and effectively, learners acquire an extensive vocabulary in Latin. Vocabulary in their own home languages is greatly enriched by a study of derivatives (LO 4 / LO 3).

PAPER II **1½ hours** **[100]**

LEARNING OUTCOME 2: READING AND VIEWING
LEARNING OUTCOME 3: WRITING AND PRESENTING
LEARNING OUTCOME 4: LANGUAGE

Unprepared translation [100]

The learners translate TWO prose passages of continuous prose (about 100 words each) into the home language. Home Language insertions may be provided to make the overall content of the passage and its context more easily understood.

One of the main purposes of the Latin course is to develop a facility in the skill of translation into the target language. Translation is a multi-skilled task in which learners must read a text with understanding and come to grips with its meaning. The meaning of the original Latin text must be rendered in an accurate but readable and fluent form in the target language. Practice in the appropriate translation of passages generates an awareness of the subtleties of both the source and target languages and their different idioms and thereby sharpens the learners' awareness of both the process and linguistic system in each language. In this way learners are able to demonstrate a system of disciplined, abstract thinking, accurate formulation and a heightened awareness of the use of language as a tool for conveying thought.

In order to handle this process effectively, learners will need to acquire an extensive vocabulary in Latin. Such a knowledge of Latin vocabulary enriches the learners' knowledge of their own language through the exercise of derivatives from Latin.
In addition, learners need to have accumulated a thorough understanding of Latin morphology, structures, accidence and syntax over the years of study in order to have insight into Latin as a written language. This knowledge enables them to decode and make sense of Latin texts.

PORTFOLIO **[100]**

Each candidate must keep a portfolio of written work all of which should be assessed by the teacher. This must include a variety of tasks representative of the candidate's work. Candidates may start work on their portfolios from September of the Grade 11 year, but all work included in the portfolio will be assessed at Grade 12 level.

The portfolio submitted must consist of exactly **ELEVEN** representative pieces of work.

The work must correspond to the following categories:

SECTION A: Assignments [50]

TWO assignments must be included in this section.

The first assignment is an integrated research task which will have an oral as its product, but this will be supported by written work (of about 6 typed pages). (30)

The second assignment is also an integrated research task, but the required product is an argumentative or discussion essay of about 6 typed pages in length. (20)

The term assignment is used in the broadest sense and refers to any rich task for which a mark is allocated e.g. orals, art work, projects, essays, videos, multi-media presentations, power point presentations, tape/slide/computer programmes. The tasks set should take the demands of the assessment standards into account, especially those that cannot be targeted in the external examination.

Each assignment should be chose from the list of topics given in part D of the Subject Assessment Guidelines.

SECTION B: Continuous Assessment [50]

1. Tests [10]

A selection of **3** tests that reflect the assessment required in the final examination (as in Paper I and II). One test should be on prescribed prose, one on prescribed poetry (including scansion) and one on unseen translation. The tests must cover a range of Assessment Standards across Learning Outcomes 2, 3, and4. Each test will be marked out of at least 20 marks, but the total weighting of this section is 10 marks.

2. Exercises [20]

4 Pieces must be presented in this section as evidence of continuous assessment in Latin. Examples of possible exercises include: controlled translation tasks, open book translation tasks, simple listening comprehensions and inter textual tasks

The purpose of this section is to give the learners texts to engage with and respond to rather than giving them things to learn which will then be tested.

3. Preliminary Examinations [20]

Both Paper I (LO 2 and LO 4) and Paper II (LO 3 and LO 4) must be included.
Each paper is out of 100 marks but the total weighting of this section is 20 marks.

(2×10)

Each candidate will be required to present his/her portfolio in a special folder for assessment by the teacher and subsequent transmission to the IEB for moderation purposes by 31 October each year. Please note that candidates who do not submit pieces corresponding to the specified categories may be given no marks for this assessment or be penalised in other ways at the discretion of the IEB.

1. Schools must certify that all work in each folder is the candidate's own work. This does not imply that all exercises must be done under test conditions or that homework may not be included, only that the school must be confident that the work has not been unduly influenced by others.

2. All work in the folder must be assessed by the teacher and given a mark. It is important to note that the pieces of work in each folder should, as a whole, give a representative picture of the ability, aptitude and application of the candidate.

3. Each candidate will be given a total mark by the teacher, expressed as a percentage. Where, in the opinion of the school, an aggregate mark does not adequately reflect the ability, aptitude and application of the candidate, the school must motivate an alternative mark.

4. In addition to completing the mark sheet provided for each candidate, each school must prepare an overall mark sheet giving the examination number and aggregate mark (%) of each candidate in rank order. This is included in the teacher's portfolio.

5. The IEB will arrange for moderation of a sufficient number of folders to take place to determine whether the marks submitted for individual candidates or for the group as a whole should be accepted, scaled in some way, or re-marked in their entirety.

6. A teacher's portfolio must be submitted for each centre. It will indicate how the centre tackled the portfolios (e.g. stimulus material, questions, rubrics, test papers, exam papers).

D. ADMINISTRATIVE AND SUPPORT DOCUMENTATION

1. Portfolio cover sheet with declaration

2. IEB portfolio rank order mark sheet

3. IEB Oral Moderation rank order mark sheet

4. Selected themes and literary texts (if applicable)

5. Generic document on rich tasks

6. Assessment Design and Reporting Levels

7. Learning Outcomes and Assessment Standards for Grade 12 from NCS

8. Cluster moderation sheets

9. Marking Rubric for Latin Oral Presentation

10. Marking Rubric for Latin Integrated Research Task: Argumentative/ Discussion Essay

1. PORTFOLIO COVER SHEET WITH DECLARATION

NATIONAL SENIOR CERTIFICATE EXAMINATION

NON OFFICIAL LANGUAGES

LATIN SECOND ADDITIONAL LANGUAGE

PORTFOLIO COVER SHEET

NAME OF CANDIDATE: EXAMINATION NUMBER:

_____

	Possible Mark	Actual Mark
SECTION A INTEGRATED RESEARCH TASK 1. Oral presentation 2. Application task	30 20	
TOTAL FOR SECTION A	**50**	
SECTION B TESTS 1. Unseen 2. Prescribed Poetry 3. Prescribed Prose		
TOTAL FOR SECTION B	**10**	
SECTION C EXERCISES (CONTINUOUS ASSESSMENT) 4 PIECES 1. 2. 3. 4.		
TOTAL FOR SECTION C	**20**	
SECTION D PRELIMINARY EXAMINATIONS Paper 1 Paper 2		
TOTAL FOR SECTION D	**20**	
TOTAL	**100**	

I certify that all the work in this folder is the candidate's.

Signature of Candidate: _____   Date: _____

I certify that all the work in this folder is my work.

Signature of Candidate: _____   Date: _____

2. IEB PORTFOLIO RANK ORDER MARK SHEET

NATIONAL SENIOR CERTIFICATE EXAMINATION

NON OFFICIAL LANGUAGES

LATIN SECOND ADDITIONAL LANGUAGE

PORTFOLIO RANK ORDER MARK SHEET

CENTRE NO ☐☐☐☐☐☐

CANDIDATES LISTED IN RANK ORDER OF MARKS (HIGHEST TO LOWEST)

	EXAMINATION NUMBER	MARK - 100
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		

3.   IEB ORAL MODERATION RANK ORDER MARK SHEET

NATIONAL SENIOR CERTIFICATE EXAMINATION

NON OFFICIAL LANGUAGES

LATIN SECOND ADDITIONAL LANGUAGE

ORAL ASSESSMENT

CENTRE NO ☐☐☐☐☐☐

CANDIDATES LISTED IN RANK ORDER OF MARKS (HIGHEST TO LOWEST)

	EXAMINATION NUMBER	MARK - 100
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		

4. SELECTED THEMES AND LITERARY TEXTS (IF APPLICABLE)

NATIONAL SENIOR CERTIFICATE EXAMINATION

NON OFFICIAL LANGUAGES

LATIN SECOND ADDITIONAL LANGUAGE

A.   THEMES

The following TWO themes will be studied:

1.   **Prescribed theme** (indicate the theme prescribed by the IEB):

_____

2.   **Selected theme** (indicate the theme selected by the teacher):

_____

AND

B.   LITERATURE TEXTS
(Indicate the literary texts chosen by the teacher, relating to the selected theme.)

The following PLAY or NOVEL has been selected.

_____

OR

The following TWO SHORT STORIES and THREE poems have been selected:

Short stories:

1.   _____

2.   _____

Poems:

1.   _____

2.   _____

3.   _____

5.   GENERIC DOCUMENT ON RICH TASKS

NATIONAL SENIOR CERTIFICATE EXAMINATION

NON OFFICIAL LANGUAGES

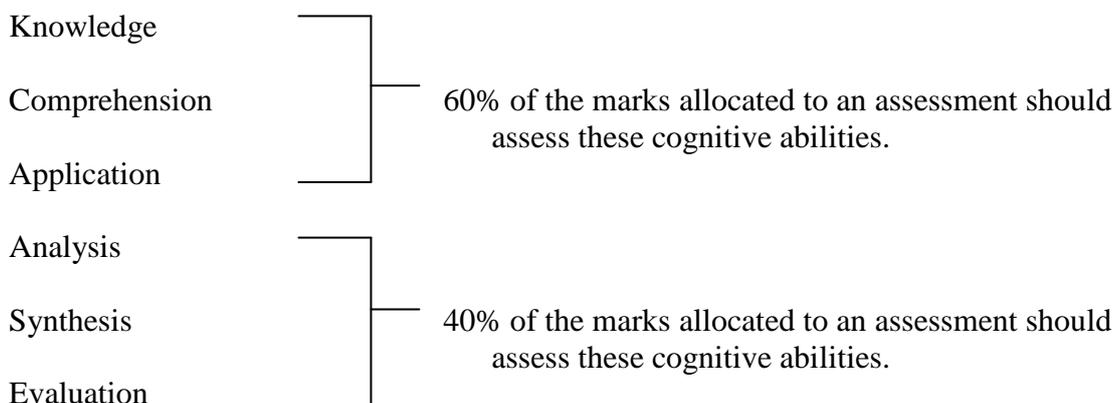**LATIN SECOND ADDITIONAL LANGUAGE**

RICH TASKS

The portfolio requirements of both the GET and FET see a reduction in the number of portfolio pieces but an increase in the rigour required – a less is more approach. The portfolio pieces that are not examination or test oriented, should be rich.

What do we mean by rich tasks?

1.   Tasks that assess a cluster of Assessment Standards
     They should assess a meaningful chunk of the qualification, either deeply in one Learning Outcome or broadly across Learning Outcomes.

2.   Tasks that require an integration of knowledge, skills, attitudes and values
     They should require learners to use knowledge, skills, attitudes and values learned over time in an integrated way in an applied context.

3.   Tasks that make use of unfamiliar/unrehearsed contexts
     Learners should be required to demonstrate applied competence, i.e. transfer their learning gained over time into new situations. These new contexts should be:
     ▪ real life
     ▪ relevant and appropriate to the age group
     ▪ present a problem or scenario or issue with which the learners have to engage
     ▪ allow assessment of process as well as product
     ▪ encourage metacognition (awareness of the process of learning)
     ▪ cater for all levels of cognitive ability

SETTING TO COGNITIVE LEVELS

Portfolio tasks should be set with the following in mind:

Knowledge

Comprehension   60% of the marks allocated to an assessment should
                          assess these cognitive abilities.

Application

Analysis

Synthesis   40% of the marks allocated to an assessment should
                          assess these cognitive abilities.

Evaluation

6.   ASSESSMENT DESIGN AND REPORTING LEVELS

BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES (ADAPTED BY THE IEB)

Level	Description	Explanation	Skills demonstrated	Action verbs
7	Evaluation	Making judgments based on certain criteria	Compare and discriminate between ideas; assess value of theories, presentations; make choices based on reasoned arguments; verify value of evidence; recognize subjectivity	Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize, critique, interpret, justify.
6	Synthesis	The ability to put elements together to form a new whole	Use old ideas to create new ones, generalize from given facts, relate knowledge from several areas, predict, draw conclusions	Combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if? Compose, formulate, prepare, generalize, rewrite, categorize, combine, compile, reconstruct
5	Analysis	The ability to break down a whole into its component parts. Elements embedded in a whole are identified and the relations among the elements are recognised	Seeing patterns, organization of parts, recognition of hidden meanings, identification of components.	Analyse, separate, order, explain, connect, classify, arrange, divide, compare, select, infer, break down, contrast, distinguish, diagram, illustrate
4	Application	The ability to use (or apply) information in new situations	Use information, use methods, concepts, theories in new situations, solve problems using required skills or knowledge	Apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover, construct, manipulate, prepare, produce
3	Comprehension	First level of understanding, recall and understand information, describe meaning	Understanding information, grasp meaning, translate knowledge into new context, interpret facts, compare, contrast, order, group, infer causes, predict consequences	Summarise, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend, comprehend, convert, defend, explain, generalize, give example, rewrite
2	Knowledge	Act of remembering facts. Only recall	Observation and recall of information	List, define, tell, describe, identify, show, know, label, collect, select, reproduce, match, recognize, examine, tabulate, quote, name
1	Fragmented knowledge	Recalls knowledge with errors	Unable to recall accurately or coherently; partial recall	-

8. LEARNING OUTCOMES AND ASSESSMENT STANDARDS FOR GRADE 12 FROM NCS

NATIONAL SENIOR CERTIFICATE EXAMINATION

NON OFFICIAL LANGUAGES

LATIN SECOND ADDITIONAL LANGUAGE

ASSESSMENT STANDARDS

LEARNING OUTCOME 1

LISTENING AND SPEAKING

The learner is able to listen and speak for a variety of purposes, audiences and contexts.

We know this when the learner is able to:

- demonstrate knowledge of different forms of oral communication for social purposes:
    - comment on experiences, defend a position, make prepared and unprepared responses and tell a story;
    - initiate and sustain a conversation;
    - give and follow directions and instructions with accuracy;
    - interact actively in group discussions by expressing own ideas and opinions and listening to and respecting those of others, while engaging with a range of familiar issues;
    - make a short prepared speech or presentation.

- demonstrate planning and research skills for oral presentations
    - research a familiar topic by referring to a range of sources;
    - organise a range of material coherently by choosing main ideas and relevant details or examples for support;
    - identify and choose appropriate vocabulary, language structures and formats;
    - prepare effective introductions and endings;
    - incorporate appropriate visual, audio and audio-visual aids such as charts, posters, photographs, slides, images, music, sounds and electronic media.

- demonstrate the skills of listening to and delivery of fluent oral presentations:
    - use familiar rhetorical devices such as rhetorical questions, pauses and repetition;
    - use tone, voice projections, pace, eye contact, posture and gestures correctly and respond appropriately;
    - pronounce words without distorting meaning;
    - demonstrate comprehension of oral texts by making notes, checklists and summaries and/or by retelling and explaining main and supporting ideas;
    - listen critically and respond to different straightforward questions for clarification.

- demonstrate critical awareness of language use in oral situations:
    - use appropriate style and register to suit purpose, audience and context;
    - distinguish between facts and opinions;
    - comment on language use and motivate with evidence;
    - recognise the relationship between language and culture;

> – recognise and challenge emotive and manipulative language such as in propaganda and advertising.

LEARNING OUTCOME 2

READING AND VIEWING

The learner is able to read and view for understanding and to evaluate critically and respond to a wide range of texts.

We know this when the learner is able to:

- demonstrate various reading and viewing strategies for comprehension and appreciation:
  - ask questions to make predictions;
  - skim texts for information by reading titles, introductions, first paragraphs and introductory sentences of paragraphs;
  - scan a range of texts for specific information;
  - read fluently according to purpose and task;
  - summarise main ideas in point form, sentences and paragraphs;
  - work out the meaning of unfamiliar words and/or images in familiar contexts by using knowledge of grammar, contextual clues, sound, colour, design and by using the senses;
  - reread, review and revise to promote understanding

- explain the meaning of a range of written, visual and audio-visual texts:
  - find information and detail in texts;
  - explain the writer's/narrator's/character's viewpoint and give some supporting evidence from the text;
  - explain rhetorical and figurative devices such as metaphor, symbol, simile and contrast and how they affect meaning;
  - explain the writer's conclusions and compare with own;
  - interpret a range of familiar graphic texts;
  - give and motivate personal responses to texts.

- recognise how language and images may reflect and shape values and attitudes in texts:
  - explain socio-cultural/political values, attitudes and beliefs such as attitudes towards gender, class, age, power relations, human rights and environmental issues;
  - explain ideas and themes.

- explore key features of texts and explain how they contribute to meaning (these features should never be dealt with in isolation):

  * transactional and creative texts:
    - identify and explain the purpose, structure and language use in texts such as reports, retelling, descriptions, expositions and explanations.
  * literary texts:
    - explain development of plot, sub-plot and character;
    - interpret messages and themes and their significance in the text as a whole;
    - explain how background and setting relate to character and/or theme;
    - interpret word choices, imagery and sound devices;
    - explain how rhyme, rhythm and punctuation affect meaning;
    - explain the use of dialogue and action.
  * visual, audio and multi-media texts:

- explain the basic visual, audio and audio-visual techniques such as the use of colour, subtitles, music, sound, lighting and camera techniques.

LEARNING OUTCOME 3

WRITING AND PRESENTING

The learner is able to write and present for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts.

We know this when the learner is able to:

- demonstrate planning skills for writing for a specific purpose, audience and context:
    - explain the requirements of a selected range of tasks;
    - identify the target audience and the specific purpose such and narrating, explaining, informing, describing, manipulating;
    - identify and explain types of texts to be produced such as imaginative, informational, creative, transactional and multi-media texts;
    - decide on and apply the appropriate style and format of texts effectively;
    - research topics from a variety of sources and record findings;
    - locate, access, select, organise and integrate relevant information from a variety of sources;
    - develop and organise ideas by using techniques such as mind maps, diagrams, lists of key words and flow-charts with coherence;
    - use a range of visual and design elements appropriately

- demonstrate the use of writing strategies and techniques for first drafts:
    - use main and supporting ideas from the planning process effectively;
    - identify and use appropriate figurative language, words, descriptions, colour, placement and sound;
    - use a variety of sentence types, and sentences of different lengths and structures;
    - use paragraph conventions such as topic sentences, introduction and ending and logical progression of paragraphs to improve coherence;
    - use conjunctions, pronouns and adverbs to improve cohesion.

- reflect on own work, considering the opinion of others, redraft and present final product:
    - use set criteria to reflect on own and others' writing;
    - improve coherence and cohesion in overall structure;
    - consider whether content, style, register and effects are appropriate to purpose, audience and context;
    - sustain own point of view competently;
    - refine word choice, sentence and paragraph structure and eliminate obvious errors and offensive language;
    - show sensitivity to human rights, social, cultural, environmental and ethical issues;
    - prepare a final draft by proofreading and editing;
    - present final product paying attention to appropriate presentation style such as a neatly presented text or a striking, colourful poster.

LEARNING OUTCOME 4

LANGUAGE

The learner is able to use learner structures and conventions appropriately and effectively.

We know this when the learner is able to:

- identify and explain the meanings of words and use them correctly in a range of texts:
    – spell commonly used words correctly;
    – keep a personal spelling list;
    – use common abbreviations correctly;
    – use dictionaries and the thesaurus to find meanings of words;
    – use gender, plurals and diminutives of nouns correctly;
    – use the comparative and superlative degrees of adjectives and adverbs correctly
    – use complex (root and prefix and/or suffix) compound words (combination of words) correctly;
    – use polysemes, homophones, homonyms, synonyms, antonyms and one word for a phrase.

- use structurally sound sentences in a meaningful and functional manner:
    – use verb forms and auxiliaries to express tense and mood accurately in different contexts;
    – use negative forms correctly;
    – use subject, object and predicate correctly;
    – use word order correctly;
    – use simple sentences correctly and construct acceptable compound and complex sentences by using clauses, phrases, pronouns and conjunctions;
    – use and recognise different sentence types such as statements, questions, commands and instructions;
    – use active and passive voice for appropriate purposes and understand how voice can change meaning;
    – use direct and indirect speech correctly and for required effect;
    – use concord correctly;
    – use punctuation correctly and for a range of purposes such as to clarify meaning, show grammatical relationships and add emphasis;
    – use determiners and prepositions correctly.
    – use personal, relative, possessive and interrogative pronouns accurately;
    – use figurative language such as idioms, idiomatic expressions, proverbs appropriately;
    – translate short paragraphs from target language into home language and vice versa.

- develop critical language awareness:
    – Explain and use words with different connotations;
    – Explore how hidden messages, values and attitudes in texts reflect the position of the speaker/receiver/reader/viewer;
    – Identify and challenge bias and stereotyping, emotive, persuasive, manipulative and insensitive language.

8. CLUSTER MODERATION SHEETS

LATIN SECOND ADDITIONAL LANGUAGE: GRADE 12 PORTFOLIOS
NATIONAL/CLUSTER MODERATION CHECKLIST: LEARNER'S
PORTFOLIO

Examination Centre : _____   Name of School : _____

Province: _____   Subject: _____

Comments on particular numbers may be made overleaf.

GENERAL ADMINISTRATION / PRESENTATION		**YES**	**NO**
1	IEB Cover Sheet – marks converted & totalled accurately?		
2	IEB Cover Sheet – signed by teacher & candidate?		
3	File dividers for each section?		
4	Correct number of tasks in each section (2 + 3 + 4 + 2 = 11)?		
5	Tasks filed in order of cover sheet?		
6	Requirements (questions/essay titles/etc.) filed before each task?		
7	Candidate's work all dated?		
8	Portfolio easy to read (margins/no pockets or clips to undo/etc.)?		

CONTENTS : SECTION A (Integrated Research Task)		**YES**	**NO**
9	Oral presentation		
10	Application task		

CONTENTS : SECTION B (Tests)		**YES**	**NO**
11	Tests reflect sections of final external examinations as prescribed SAGS		
12	Each test marked out of at least 20?		

CONTENTS : SECTION C (Exercises)		**YES**	**NO**
13	Exercises facilitate engagement with and response to texts		

CONTENTS : SECTION D (Preliminary/Trials Examinations)		**YES**	**NO**
	Examinations set according to IEB (NSC) criteria?		
	Both Paper 1 & Paper 2 included?		

ASSESSMENT (GENERAL)		**YES**	**NO**
14	Level of questioning/expectation appropriate to 2nd Add. Language?		
15	Assessment criteria clear & applied (e.g. rubrics/mark allocations)?		
16	Assessment visible (corrections/comments/marks)?		
17	Marks still accurate after mathematical conversion (really A/B/etc.)?		
18	Evidence of internal moderation where more than one teacher?		
19	Level of assessment valid in relation to other centres? (high?/low?)		

COMMENTS : _____

_____

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_____

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_____

_____

_____

Name of Moderator : _____

Signature of Moderator : _____ **Date :** _____

LATIN SECOND ADDITIONAL LANGUAGE: GRADE 12 PORTFOLIOS

NATIONAL MODERATION CHECK LIST: EDUCATOR'S PORTFOLIO

Examination Centre : _____   **Name of School :** _____

Province: _____   **Subject:** _____

Comments on particular numbers may be made overleaf.

	GENERAL ADMINISTRATION / PRESENTATION	YES	NO
1	Contents page?		
2	File dividers for each section?		
3	Rank order list of all candidates (indicating different teachers)?		
4	IEB lists of candidates for moderation (cluster/final)?		
5	Correct learner portfolios presented for moderation?		

	TASKS (GENERAL)	YES	NO
6	Correct number of tasks set for each section (minimum 2/3/4/2 = 11)?		
7	Copies of all tasks set in each section?		
8	Copies of all stimulus materials / authentic texts used for tasks?		
9	Requirements for all tasks clear?		
10	A variety of tasks covering NSC requirements?		

	ASSESSMENT (GENERAL)	YES	NO
11	Assessment criteria for all tasks clear & varied?		
12	Copies of rubrics/marking memoranda/etc. for each task?		
13	Both ideas & expression taken into account in criteria?		
14	Evidence of internal moderation where more than one teacher?*		
15	Level of assessment valid in relation to other centres? (high?/low?)*		
16	Full range of marks used (as appropriate)?*		

To be completed after moderating learner portfolios

COMMENTS : _____

_____

_____

_____

_____

_____

_____

_____

_____

Name of Moderator : _____

Signature of Moderator : _____   **Date :** _____

9.   MARKING RUBRIC FOR LATIN ORAL PRESENTATION

	1	2	3 – 4	5 – 6				
Prepared speech: **Content – research**	Inadequate preparation.	Some evidence of research.	Sufficient evidence of research.	Impressive use of source material.				
	1	2	3 – 4	5 – 6				
Shape: logical and balanced argument	Minimal attention to structure style and language; illogical arguments; audience left uninspired; presents a one-sided picture.	Flawed in term of structure and style; very little thought-provoking text; some illogical/ unbalanced arguments.	Adequate attention to structure and style; somewhat thought-provoking selection of material; generally logical, well-balanced arguments.	Structure and style well crafted; thought-provoking election of material and a logical, well-balanced argument.				
	1	2	3 – 4	5 – 6				
Voice enunciation; use of language and posture	Inappropriate register and poor enunciation; inappropriate use of language and posture/ body language.	Fairly capable speaker but with lapses in audibility and voice control; some inappropriate use of language and posture/ body language.	A competent speaker with adequate voice control and posture/ body language; language used appropriately.	Lively, original and inspiring speaker with good voice control and posture/ body language; good command of language.				
	1	2	3 – 4	5 – 6				
Audience awareness	No confidence; poor audience rapport.	Some measure of confidence with little audience rapport.	Fairly confident speaker with some audience rapport.	A confident speaker with good audience rapport.				
	1	2	3 – 4	5 – 6				
Use of keycards and visual or other iads.	Keycards ineffectively used; no supporting aids.	Frequent reference to keycards; few supporting aids used.	Keycards often used effectively; some supporting aids used.	Effective use of keycards and supporting materials.				

TOTAL: 30 MARKS

10.   MARKING RUBRIC FOR LATIN INTEGRATED RESEARCH TASK: ARGUMENTATIVE/ DISCUSSION ESSAY

NAME:								
	0 – 1	**2 – 3**	**4 – 5**	**6 – 7**	**8**	**9**	**10**	
Organisation (this may include a written, project essay, model, diary, board game, orals, art work, videos, multi media presentations, power point presentations, tape/ slide/ computer programmes) and research (gathering of information).	The learner's overall structure is incomplete or confusing. The learner has little or no research evidence. There is complete lack of planning skills.	The learner's organisational structure does not establish connection between/ among ideas/ events. The learner displays elementary competence in research evidence.	The learner's organisational structure establishes some relationship between/ among some of the ideas/ events. The learner displays moderate competence in providing research evidence.	The learner's organisational structure is minimally complete. The learner can present evidence of the research in acceptable manner.	The learner's organisational structure establishes relationships between ideas/ events although minor lapses may still occur. The learner can provide evidence of the research in a very well-structured manner.	The learner's organisational structure establishes relationships between ideas/ events. The learner has a very good understanding of how research adds meaning to his/ her presentation.	The learner's organisational structure establishes strong relationships between ideas/ events. The learner accurately integrates exceptional research skill into his/ her excellent presentation.	
	1 – 2	**3 – 5**	**6 – 8**	**9 – 10**	**11 – 12**			
Quality of information, understanding and insight, content	Information has nothing to do with the main topic; topic/ subject is unclear or confusing. Learner is not able to show any insight or understanding. Content is incomplete. Little attempt to use the facts needed. Riddled with untruths and errors.	Information relates to the main topic. No details and/ examples are given; topic / subject may be vague. Learner shows some insight and understanding. Facts not related closely to the topic.	Information clearly relates to the main topic. It provides a few supporting details and/ examples; topic/ subject is clear. Learner shows knowledge, insight, competence and understanding. Slightly flawed in that insufficient facts are provided.	Information clearly relates to the main topic. It includes several details and/ or examples; topic/ subject is clear. Learner shows knowledge, insight, competence and understanding. Facts mostly appropriate to topic. Few errors if any.	Information strongly relates to the main topic. It includes several supporting details and/ or examples; topic/ subject is clear. Learner shows knowledge, insight, competence and understanding. Sufficient facts provided to support the response. Facts are appropriate to the topic. No errors.			

	1 – 2	2 – 3	4 – 5	5 – 6	7 – 8			
Presentation, i.e. cover-page, table of contents, bibliography, sources and numbering. This may include illustrations (including relevant and functional pictures, charts, quotations, tables, etc.)	The learner's project is poorly presented. Illustrations, if included, are not neat and accurate and do not add to the reader's understanding of the topic.	The learner's project is poorly presented, but at least three to four of the following are present: cover-page, table of contents, bibliography, sources and numbering. Illustrations, if included, are not neat and accurate and rarely add to the reader's understanding of the topic	The learner's project is adequately presented; at least five of the following are present: cover-page, table of contents, bibliography, sources and numbering. Illustrations, if included, are neat and accurate and sometimes add to the reader's understanding of the topic	The learner's project is well presented. the following are present: cover-page, table of contents, bibliography, sources and numbering. Illustrations, if included, are neat and accurate and add to the reader's understanding of the topic	The presentation of the learner's project is excellent. The following are present: cover-page, table of contents, bibliography, sources and numbering. Illustrations, if included, are neat and accurate and add to the reader's understanding of the topic.			
	1 – 3	4 – 6	7 – 10	11 – 13	14 – 15	16 – 17	18 – 20	
Written work, format and style.	Learner has done very little or no written work. Purpose of task is not met. Often vague and irrelevant statements which have very little to do with the text.	Learner has done unacceptable written work. Poor command of language is shown. Correct structure is not in evidence.	Learner displays some competence in written abilities. Written work is passable. Language usage may be fair to muddled.	Learner presents acceptable written work. No particular flair is shown in written work. There may be some faults in expression, but the language is competently handled in general.	Learner presents good written work. Written work is sound and reasonably correct. Relevant information has been selected and used. It just covers the ground, with occasional flashes of insight.	Learner presents very good written work. Written work is commendable without being brilliant, written work is fluent and present reasoned arguments, showing careful selection of material.	Learner presents excellent written work. Written work shows perspective, insight, and confident judgment and reveals originality of mind. Exceptional knowledge of the content is evident.	

TOTAL: 50 MARKS – DOUBLE AND DIVIDE BY 5 TO GET A MARK OUT OF 20.