



International Baccalaureate®
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Diploma Programme

Classical languages guide

First examinations 2010



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IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Contents

Introduction	1
Purpose of this document	1
The Diploma Programme	2
Nature of the subject	4
Aims	7
Assessment objectives	8
Assessment objectives in practice	9
Syllabus	11
Syllabus outline	11
Approaches to the teaching of classical languages	12
Syllabus content	15
Assessment	20
Assessment in the Diploma Programme	20
Assessment outline—SL	22
Assessment outline—HL	23
External assessment	24
Internal assessment	26
Appendix	40
Glossary of command terms	40

Purpose of this document

This publication is intended to guide the planning, teaching and assessment of the subject in schools. Subject teachers are the primary audience, although it is expected that teachers will use the guide to inform students and parents about the subject.

This guide can be found on the subject page of the online curriculum centre (OCC) at <http://occ.ibo.org>, a password-protected IB website designed to support IB teachers. It can also be purchased from the IB store at <http://store.ibo.org>.

Additional resources

Additional publications such as teacher support materials, subject reports, internal assessment guidance and grade descriptors can also be found on the OCC. Specimen and past examination papers as well as markschemes can be purchased from the IB store.

Teachers are encouraged to check the OCC for additional resources created or used by other teachers. Teachers can provide details of useful resources, for example: websites, books, videos, journals or teaching ideas.

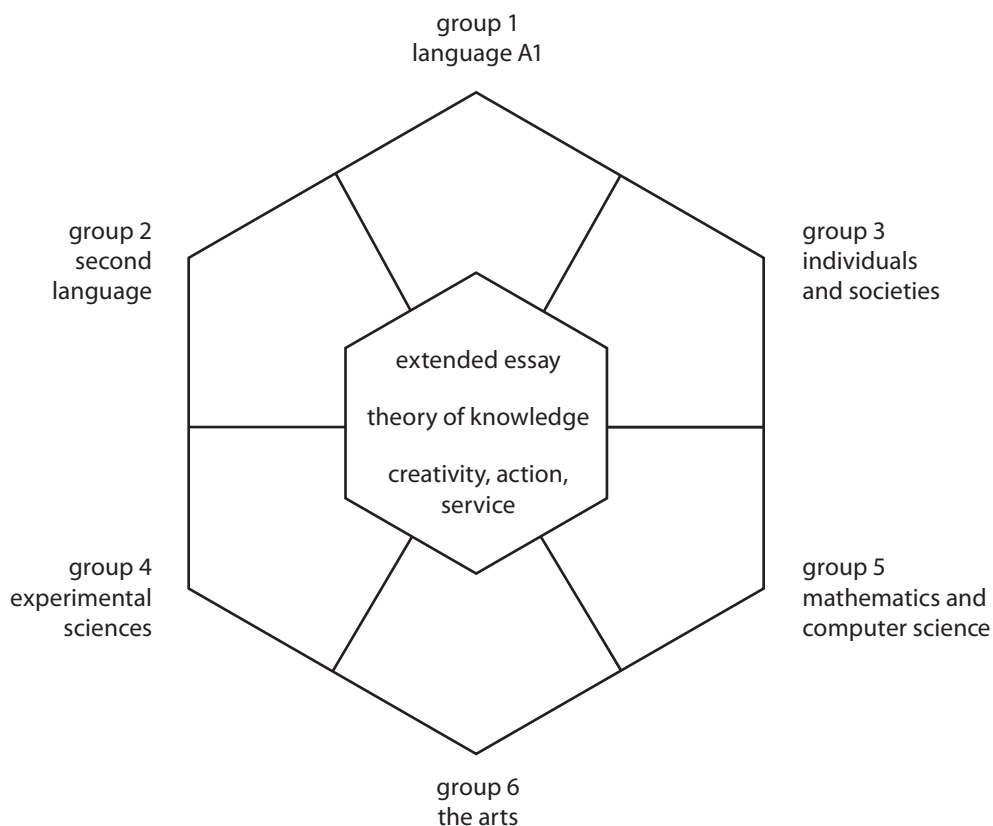
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The Diploma Programme

The Diploma Programme is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

The Diploma Programme hexagon

The course is presented as six academic areas enclosing a central core. It encourages the concurrent study of a broad range of academic areas. Students study: two modern languages (or a modern language and a classical language); a humanities or social science subject; an experimental science; mathematics; one of the creative arts. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.



Choosing the right combination

Students are required to choose one subject from each of the six academic areas, although they can choose a second subject from groups 1 to 5 instead of a group 6 subject. Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL.

At both levels, many skills are developed, especially those of critical thinking and analysis. At the end of the course, students' abilities are measured by means of external assessment. Many subjects contain some element of coursework assessed by teachers. The course is available for examinations in English, French and Spanish.

The core of the hexagon

All Diploma Programme students participate in the three course requirements that make up the core of the hexagon. Reflection on all these activities is a principle that lies at the heart of the thinking behind the Diploma Programme.

The theory of knowledge course encourages students to think about the nature of knowledge, to reflect on the process of learning in all the subjects they study as part of their Diploma Programme course, and to make connections across the academic areas. The extended essay, a substantial piece of writing of up to 4,000 words, enables students to investigate a topic of special interest that they have chosen themselves. It also encourages them to develop the skills of independent research that will be expected at university. Creativity, action, service involves students in experiential learning through a range of artistic, sporting, physical and service activities.

The IB mission statement and the IB learner profile

The Diploma Programme aims to develop in students the knowledge, skills and attitudes they will need to fulfill the aims of the IB, as expressed in the organization's mission statement and the learner profile. Teaching and learning in the Diploma Programme represent the reality in daily practice of the organization's educational philosophy.

Nature of the subject

Classical languages comprise Latin and Classical Greek and these courses are offered in group 2 of the IB Diploma Programme. The other subjects offered in group 2 cover a broad spectrum of modern language courses, while the two classical language subjects provide an opportunity to study two historically significant languages that are also embedded in many modern languages.

The Diploma Programme courses in classical languages provide an opportunity for students to explore the languages, literatures and cultures of ancient Greece and Rome. These ancient civilizations have played a vital part in shaping many modern societies and cultures. The languages themselves are versatile and finely structured, and have had a major influence on the development of most modern European languages. The rich and varied literatures of Greece and Rome have left their mark on almost every genre of modern writing. The study of classical languages gives important insights into the cultures that produced them, and offers a bridge between the contemporary world and the civilizations of antiquity. Other classical languages such as Sanskrit, Arabic and Hebrew are beyond the scope of this guide but they have all made parallel contributions of incalculable importance to modern societies.

Much contemporary thinking is still informed by the political, religious and legal principles of the Greek and Roman worlds, and the courses include a study of their historical development and wider cultural achievements. The courses may also encompass an examination of their technological and artistic achievements, which remain an inspiration for artists, architects and civil engineers across the world.

In the classical languages it is a fundamental principle that the texts should be studied in the original language. Linguistic skills lie at the heart of the courses, since it is through a visceral understanding of the workings of a language that true intellectual contact can be made with the peoples of the past. In order to broaden students' knowledge of classical literature, students will study some works in translation, but the foundation remains linguistic. It is intended that through studying the classical languages in their cultural context, students will see that culture and language are symbiotic, and that they shape one another. It is hoped that students will also enjoy the intellectual challenge of these languages and appreciate as wide a range of texts and registers within them as possible.

Classical Greek and Latin are separate courses but they share the same syllabus and assessment. Prescribed authors and genre studies for each course are available in the *Handbook of procedures for the Diploma Programme* (formerly the *Vade Mecum*) and on the OCC.

Distinction between SL and HL

The SL and HL syllabus requirements share elements, including authors and genres. This serves to facilitate course planning when SL and HL students are taught together. However, the difference in recommended teaching times (150 hours at SL and 240 hours at HL) signals a clear distinction between the demands on students studying at these levels. This difference between SL and HL is reflected in both the breadth and depth of study and in the assessment of the objectives.

Part 1: Study of the language

To develop the ability to understand and translate classical texts in the original language, both SL and HL students study selected writings by a prescribed author. For Classical Greek, students at SL and HL study the same prescribed author. For Latin, teachers may choose a different author for each level. The main difference between SL and HL in this part of the course is in the length, the choice and the presentation of the passage for translation in the examination. The SL passage is 55–65 words, compared with 115–125 words at HL, and a more accessible passage is selected for SL. Additional glossing may also be used to modify the degree of difficulty of the SL passage in comparison with the HL passage, though glossing may also be used at HL.

Part 2: Genre study

In part 2, the study of literature, both SL and HL students are required to study selected readings from the writings of prescribed authors from two genres. However, there are significant differences in breadth and depth. One difference is in the length of the readings: 300–350 lines at SL compared with 500–550 lines at HL. Another distinction is that in paper 2, SL students are required to answer three questions, while HL students are required to answer four. In regard to depth, a close and accurate understanding of the meaning of the language and the style of the chosen genres is expected from all students, but HL students only are required to answer two examination questions that specifically test their understanding of style and literary qualities.

Part 3: Individual study

Through the individual study, the course provides an opportunity for students to examine in detail some aspect of language or civilization. Students may choose from three types of assessment tasks and the choices are the same for SL and HL (research dossier, oral presentation or composition). The differences in depth and breadth between the two levels are distinguished by the number of sources used in the dossier, the length of the commentaries and the oral presentation, and the assessment criteria, the latter being more demanding of HL students. The suggested number of sources for the research dossier is 7–12 at SL and 10–15 at HL. The oral presentation should last no more than 7 minutes at SL and 10 minutes at HL. The total length of the annotations or written commentary must be a maximum of 800 words at SL and 1,200 words at HL.

Prior learning

The classical language courses are designed for students who have already been introduced to the language and culture of Rome or Classical Greece and the syllabus requires students to work with authentic Latin or Classical Greek texts. Before undertaking these courses students should have been exposed to some Roman or Classical Greek texts and they should have some familiarity with the grammar and syntax of the chosen language. It is expected that students will consolidate their knowledge of the language over the two-year period of the Diploma Programme course.

Links to the Middle Years Programme

Classical languages are not offered in the IB Middle Years Programme. Students may study Latin or Classical Greek as an additional subject, which they would need to do if they were considering taking either of these subjects at Diploma Programme level.

Classical languages and theory of knowledge

The study of classical languages offers many possibilities for theory of knowledge questioning and reflection. A central aim of these courses is to encourage students to develop awareness and appreciation of the different perspectives of people from ancient cultures, an aim very much in keeping with a key strand of theory of knowledge, to open students to other ways of seeing and knowing things. At the heart of the courses is the study of either Latin or Classical Greek and it is considered that, through an understanding of the workings of a language, true intellectual contact can be made with the peoples of the past, in itself an idea that students need to examine critically. Learning the grammar, syntax and vocabulary of the language is not an end in itself but enables students to read a variety of literature in at least two genres and, through analysis and interpretation, to try to understand a world that no longer exists. In exploring the implications of the language studied, and using that to try to reach an understanding of the knowledge, values, skills and beliefs of the related culture, students are naturally engaging in a theory of knowledge type of activity.

The following questions are adapted from the *Theory of knowledge guide*. They are intended to assist teachers of classical languages to challenge students to explore the method of study in the field and to enhance students' critical reflection on related knowledge issues, ways of knowing and areas of knowledge.

- To what extent is knowledge about the past different from other kinds of knowledge?
- What categories of knowledge about people in the past are easy or difficult to acquire? What is it about these categories that makes this so?
- If, through study, we can make an intellectual contact with people from the past, to what extent does this give us an insight into the way these people lived?
- What different functions does language perform? Which are most relevant in creating and communicating knowledge?
- What is lost in translation from one language to another? Why?
- Can emotions be classified as good or bad? Can there be a correct emotional response to different ethical values and practices in the ancient world?
- Can a study of the ancient world be free of bias in the selection and interpretation of material?
- Why study the ancient world? Is it possible to know who we are without knowledge of the past?
- Can a study of the ancient world provide a guide to understanding contemporary affairs?
- If truth is difficult to prove in studying the ancient world, does it follow that all versions are equally acceptable?
- To what extent do moral values differ, depending on the society or the historical time? For example, can a practice such as slavery be right in one era or region and wrong in another?
- Can the practice of one society be judged with any validity by applying the values of another generation or another culture?

Aims

Classical languages aims

The aims of the Diploma Programme courses in **classical languages** are to:

1. enable students to understand the language they have studied in a range of contexts and to use their understanding for a variety of purposes
2. encourage, through the study of texts and through interaction with classical culture, an awareness and appreciation of the different perspectives of people from ancient cultures
3. develop students' appreciation of the literary merit of classical texts and an awareness of issues raised in them
4. provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of a language
5. provide students with a basis for further study, work and leisure through language.

Assessment objectives

Having followed a course in **classical languages** (Latin or Classical Greek) at either SL or HL, students are expected to demonstrate:

1. ability to understand and translate texts in the original language
2. knowledge and understanding of these texts within their historical, political and cultural contexts
3. ability to appreciate and analyse the techniques and styles of a variety of classical texts in the original language
4. understanding of the implications in the texts
5. ability to construct a clear argument supported by relevant examples.

Assessment objectives in practice

Assessment objective	Which component addresses this assessment objective?	How is the assessment objective addressed?
1. Ability to understand and translate texts in the original language	Examination paper 1	Part 1: Students study a prescribed author and, under examination conditions, translate a passage from Latin or Classical Greek into English, French or Spanish.
2. Knowledge and understanding of these texts within their historical, political and cultural contexts	Examination paper 2	Part 2: Students study prescribed Latin or Classical Greek readings from different genres. The examination comprises extracts from the readings with questions that are answered in the language of examination.
3. Ability to appreciate and analyse the techniques and styles of a variety of classical texts in the original language	Examination papers 1 and 2 and the individual study	<p>Paper 1: The translation is expected to show sensitivity to the style of the passage.</p> <p>Paper 2: Some questions on extracts from the readings probe the students' understanding of style and literary technique. At HL one of each pair of questions focuses on literary technique.</p> <p>Individual study A: Students analyse classical sources and consider their significance and possible interpretations.</p> <p>Individual study B: Students read aloud a passage or passages in Latin or Classical Greek and comment on their choice of delivery.</p> <p>Individual study C: Students write a composition in the style of a classical author and write an accompanying commentary.</p>

Assessment objective	Which component addresses this assessment objective?	How is the assessment objective addressed?
4. Understanding of the implications in the texts	Examination paper 2 and the individual study	<p>Paper 2: Questions on extracts from the readings test students' understanding of the implications in the texts.</p> <p>Individual study: The annotations/commentary in the internal assessment tasks require students to analyse textual implications. The objective is assessed as part of criterion B—knowledge and understanding.</p>
5. Ability to construct a clear argument supported by relevant examples	Individual study	Coherence and clarity of argument is one of three criteria by which the three individual study tasks are assessed.

Syllabus outline

Note: Specific teaching times are not allocated to each part of the syllabus. Teachers are expected to divide their time across the syllabus as appropriate.

Syllabus component	Teaching hours	
	SL	HL
<p>Part 1: Study of the language</p> <p>Latin: The study of one of two prescribed authors in order to develop language skills. Students will be required to translate a passage written by that author.</p> <p>Classical Greek: The study of one prescribed author in order to develop language skills. Students will be required to translate a passage written by that author.</p> <p>Details of prescribed authors for part 1 are given in the <i>Handbook of procedures for the Diploma Programme</i> and on the OCC.</p>		
<p>Part 2: Genre study</p> <p>A detailed study of two genres in the original language (with supplementary reading in translation) chosen from five prescribed genres.</p> <p>Details of prescribed genres, authors and readings for part 2 are given in the <i>Handbook of procedures for the Diploma Programme</i> and on the OCC.</p>		
<p>Part 3: Individual study</p> <p>Option A: Research dossier</p> <p>An annotated collection of source materials relating to a topic in classical history, literature, language, religion, mythology, art, archaeology or some aspect of classical influence.</p> <p>Option B: Oral presentation</p> <p>Reading aloud of one or more passages in Latin/Classical Greek. The reading is accompanied by a written commentary.</p> <p>Option C: Composition</p> <p>A translation into Latin/Classical Greek prose or verse of a short piece of English, French or Spanish prose or verse. The translation is accompanied by a written commentary.</p>		
Total teaching hours	150	240

Approaches to the teaching of classical languages

Classical languages provide a unique opportunity for teachers and students to appreciate the breadth and depth of writing we have inherited from antiquity. In part 1, the study of the language, the teacher presents readings from one of the prescribed authors. In part 2, the teacher chooses two genres that the students will study in depth. The prescribed readings for the genre categories are available in the *Handbook of procedures for the Diploma Programme* and on the OCC. They will be read in the original language (Latin or Classical Greek) with the specific elements of style, vocabulary and grammar given special emphasis. Teachers will also need to assign students supplementary material in translation to assist them in understanding the cultural and historical context of the prescribed readings. In part 3, the individual study is designed to be just that: a dossier, oral presentation, or composition that the student prepares on a topic of personal interest. It is assumed that the teacher will assist by giving direction and/or structure to the student's proposal. For example, a student may choose a topic that is far too large in scope or technical difficulty for proper consideration. In this case, the teacher should work with the student, looking carefully at the syllabus details and assessment criteria included in this guide.

Part 1: Study of the language

Teachers need to keep in mind the aim of this part of the syllabus, which is to equip students with the language skills to read and understand classical authors in the original language. The purpose of this study is to allow the student to read and translate a variety of examples of one writer's work, and teachers need to select the writings most appropriate to their particular group of students. It is expected that the passage for translation in paper 1 will not have been seen before by students but that they will have the skills to produce an accurate translation.

When approaching part 1, teachers are advised to address the following three strands.

1. Ensure that students have an adequate foundation in grammar, syntax and vocabulary for reading Latin or Classical Greek texts.
2. Teach dictionary skills. In paper 1, students are asked to produce a translation with the use of a dictionary. In order to prepare students adequately, proper dictionary skills should be presented in class. These might include, but are not limited to, the following skills:
 - recognizing the part of speech of a given word in its context and identifying the correct stem of that word
 - locating the word easily with the correct stem
 - selecting the proper meaning from the options given in the dictionary according to the context required in the passage.

3. Study the prescribed author. Choose a few representative writings from the chosen prescribed author for study by the class. Students can get a better feeling for the author by reading several pieces in depth, rather than trying to read dozens of random selections superficially. Allow the students to develop a familiarity with the author's style, the particular vocabulary he uses and the kinds of topics he is likely to include in his writing. The purpose of this study is to allow the student to develop a facility at reading and comprehension, which will be demonstrated by the student's ability to render a Latin/Classical Greek passage into logical English, French or Spanish. Paper 1 is a translation paper, so teachers should stress in class the various elements that contribute to a good translation. These elements should include:
- producing a translation that incorporates the proper punctuation, phrasing, syntax and grammar found in the passage
 - producing a completed translation that makes sense in English, French or Spanish and incorporates standard word order and grammar usage.

One might also consider that whereas these are the elements of a good translation, a great translation also captures the style and tone of the author.

Part 2: Genre study

The teacher must select two genres from the five options for in-depth study. The choice is generally determined by a variety of factors such as text availability, teacher preference or alignment of genres with other programmes (for example, state, national or provincial examinations or Advanced Placement courses). In general, teachers feel more comfortable presenting authors with whom they have a degree of familiarity. Authors chosen for study in this section are to be studied in depth. Specific passages or lines are prescribed on the syllabus, and teachers should note exactly which portions are to be examined. It is good practice to copy the syllabus for the students, allowing them to see from the very beginning of the course precisely which lines or passages are to be studied. In selecting textbooks, teachers should ascertain that the full Latin or Greek text (as found in the Oxford edition for example) is presented. Abridged or edited editions should not be used.

Supplementary readings in translation will enhance students' understanding of the historical and cultural influences upon the literature being studied in the original language. Teachers should encourage students to read approximately the same amount in translation as they are studying in the Latin or Classical Greek. On the other hand, students may also benefit from reading in translation the entire work from which their Latin or Classical Greek passages are extracted. For example, the teacher might assign the entire *Aeneid* to be read outside of class, so that students gain a better understanding of where their portion fits into the completed work. In the elegiac and lyric poetry, historiography, letters and satire genres, the teacher might select additional writings by the same prescribed authors, works by other authors within the genre, or commentaries and biographies. These will give students a broader base of knowledge about the genre and the author whose work has been prescribed.

It is expected that the genre works will be studied in class under the direction of the teacher. This study requires careful note of stylistic, poetic and rhetorical nuances, in addition to the usual grammar and syntactical points. The teacher should encourage each student to look closely at the text, preparing them to analyse critically each author's style, choice of vocabulary and figures of speech. Students should also examine the writing from a broader perspective, speculating as to what factors contributed to the author's point of view, and why the author continues to be important to the modern-day world.

Part 3: Individual study

It is appropriate for the teacher to encourage students to reflect upon which aspects of classical study are of most interest to them, combining this with a consideration of students' personal strengths. They can then decide together whether research, speaking or writing would be the best option to demonstrate each student's knowledge and abilities. The teacher will also need to ensure that each student is familiar with the information given for the individual study under "Syllabus content" in this subject guide. The sample topics in particular are designed to suggest the range of suitable topics and to act as a guide for the suitability of the student's own ideas.

Option A, the research dossier, is by design very broad in its possibilities, since it is intended to allow the student wide latitude in topic and format options. Students may annotate just about anything relevant to their personal interest in classical language, history or civilization. Examples may include, but are not limited to, the following:

- a collection of pictures or drawings
- programme notes for a play or musical performance
- a collection of architectural designs
- medical terms.

It is very important, however, that the guidelines for presenting the dossier are strictly adhered to.

Option B, the oral presentation, has quite strict guidelines for the recording of the piece (or pieces) read aloud (see the *Handbook of procedures for the Diploma Programme*), but the selections to be read in Latin or Classical Greek may be very broad in scope, as long as they are within the 7-minute limit for SL or the 10-minute limit for HL. Students should prepare poetry to be read with the metre in mind, and that prose should reflect the tone of the piece as the author may have intended it. There is no one correct form of pronunciation but the choice must be consistent and the student should aim to give the listener a clear sense of what is being said.

Option C, the composition, is open in regard to the student's choice of material for translation. It is important to note, however, that any poetry must scan and that, whatever the student chooses, the finished product should be in the style of the classical author. The commentary that is handed in with the translation should point out which stylistic points are included in the student's translation.

The teacher should copy the assessment criteria for internal assessment that are found in this guide and give them to the students. Students at the start of the course must be aware of the standard they will be expected to reach at the end of the two-year Diploma Programme course.

Syllabus content

Part 1: Study of the language

The main aim of this part of the syllabus is to equip students with the language skills to read and understand classical authors in the original language.

Prescribed author

Latin SL and HL

- Ovid *Metamorphoses*
- Cicero (speeches)

Classical Greek SL and HL

- Xenophon

Suggested preparation

The aim of the basic Latin or Classical Greek syllabus is to teach a facility at reading and understanding, and to develop some sensitivity to style. After the basic grammar has been taught, selected reading of the prescribed author should be pursued. An essential part of the preparation is to teach students the judicious use of a dictionary under examination conditions.

The passage for translation is **55–65** words at SL and **115–125** words at HL.

The use of Latin or Classical Greek dictionaries is permitted for paper 1.

Part 2: Genre study

The main aim of this part of the syllabus is to give students some first-hand experience of classical literature. The students' reading of these texts should develop an awareness of classical civilization. Prescribed readings in Latin or Classical Greek are grouped by genre and must be studied in the original language; in addition, students are expected to undertake supplementary reading in translation. Knowledge of the historical, political and cultural background will be expected, where this is important for the understanding or appreciation of the text.

Prescribed genres

Authors and readings for study in this section are grouped by genre. The prescribed list of genres is available in the *Handbook of procedures for the Diploma Programme* and on the OCC and the texts and readings will be reviewed periodically. The readings are more extensive at HL than at SL and they will normally be set for three to four years. Any changes will be notified to schools sufficiently in advance of the start of teaching for teachers to obtain books. The length of the readings is **300–350** lines at SL and **500–550** lines at HL.

Suggested preparation

The texts should be read closely. Students will be expected to develop a close and accurate understanding of the meaning of the language and the style and genre represented by each author. Some background knowledge of each author is expected (for example, dates, milieu, major works, most distinctive characteristics).

The most important preparation must be the reading of the texts, and here a good commentary is the most useful aid. Some modern works of criticism may also be helpful in developing the students' understanding of the texts.

The use of dictionaries is **not** permitted for paper 2.

Part 3: Individual study

The aim of this part of the course is to allow the student to examine in some depth an aspect of classical language, literature or civilization that is of particular interest. In the case of Latin, periods after the classical period may also be studied. Students prepare **one** of the following options for internal assessment by the teacher. Further information is given in "Internal assessment details—SL and HL" in this guide.

- Option A—Research dossier
- Option B—Oral presentation
- Option C—Composition

Role of the teacher

Teachers should guide students in their choice of option and support them appropriately throughout their individual studies. However, written drafts, which will form part of the material for final assessment, should not be corrected by the teacher.

The teacher is required to verify that the individual study is the student's own work.

Option A—Research dossier

A research dossier is an annotated collection of primary source materials relating to a topic in Roman or Classical Greek history, literature, language, religion, mythology, art, archeology or their later influence. These may be, but are not required to be, related to an aspect of part 2 of the syllabus. A dossier may combine a variety of sources but it must focus on one topic, issue or question.

The dossier should consist of:

- an introduction that justifies and explains the choice of question or topic
- source material interspersed with annotations that justify and explain the choice of sources
- a conclusion
- a bibliography giving details for all the source materials included.

Footnotes (or endnotes) may be used to cite references or to provide additional explanatory information.

Students should establish clear and realistic limits for the research dossier. It is an annotated collection of source materials, not an essay.

The dossier should show:

- a clear statement of aims
- considerable factual information
- presentation in a logical, coherent fashion
- critical use of a variety of primary and secondary sources
- analysis and interpretation
- personal response.

The suggested number of sources is **7–12** at SL and **10–15** at HL.

The total length of the annotations must be a maximum of **800** words at SL and **1,200** words at HL. Source material, footnotes and bibliography are not included in the word count.

It must be made absolutely clear which parts of the dossier are primary source materials and which are the student's own annotations.

The primary source materials may include quotations from the works of Latin or Classical Greek authors and/or visual material such as maps, pictures, diagrams and photographs. Extracts from texts, either in the original Latin or Classical Greek, or in a modern language, should each be no longer than 10 lines of verse or 150 words of prose. Students should not rely on a small number of lengthy quotations. Secondary source material such as published historical works and commentaries does not count as primary source material but may be used as part of the annotation.

Where it is appropriate to include translations of passages or inscriptions, for example from the original Latin/Classical Greek, these should be provided as footnotes or appendices and not included in the word count. Translations may be taken from standard sources or may be the student's own. No credit is given for translation in this component of the examination, as it is already assessed elsewhere.

The chosen topic should deal with literary, artistic, archeological, historical, religious, social or economic aspects of the Roman or Greek world, and may include the influence of the classical world in later times. Students should be encouraged, where appropriate, to make maximum use of locally available resources. A selection of literary sources could illustrate, for example, character, sets of values, metrical devices, rhetorical devices and sentence structure.

The collection of data or passages should normally be undertaken on an individual basis (except where group work is essential, for example, in archeological fieldwork). The presentation, analysis and annotation of data must always be undertaken on an individual basis. If two or more students choose the same aspect for the research dossier, they are required to work independently of each other.

Option B—Oral presentation

The student is required to read aloud one or more passages in Latin or Classical Greek, totalling no more than **7 minutes** for SL and **10 minutes** for HL, and to supply a written commentary. The total length of the written commentary must be a maximum of **800** words at SL and **1,200** words at HL.

A recording of the reading is made for moderation purposes.

The piece or pieces to be read should be carefully chosen to allow the student to display an understanding of language and context through the accuracy and expressivity of the presentation.

Written commentary

Each reading must be accompanied by a written commentary that:

- highlights reasons for the choice of passage(s)
- describes any difficulties encountered, and how they were tackled
- gives a line-by-line explanation of the interpretation informing the student's reading.

Option C—Composition

The student is required to translate a single, short piece of verse or prose, written in English, French or Spanish, into Latin or Classical Greek in the style of a classical author, and to supply a written commentary. The total length of the written commentary must be a maximum of **800** words at SL and **1,200** words at HL.

Great care should be taken in the selection of the passage to be translated and in the choice of the classical author to be imitated: this is not an exercise in creative writing.

The maximum length of the piece is either:

- **15 lines** of verse (in any metre), or
- **200 words** of prose.

Written commentary

Each composition must be accompanied by a written commentary that:

- explains the choice of passage and classical author
- describes any difficulties encountered and how they were tackled
- gives a detailed explanation of the student's reasons for choosing particular words or phrases in the composition.

Examples

Option A—Research dossier

Examples of acceptable topics and formats for the research dossier include the following.

- A comparison of the portrayal of Hector in the *Iliad* and the *Aeneid*
 - A selection of quotations from the *Iliad* compared with quotations from the *Aeneid* (quotations may be in the original language or in translation)
- The influence of Ovid's *Metamorphoses* on later art
 - Quotations from the *Metamorphoses* supported by a collection of visual materials (copies of paintings and/or sculptures) that depict scenes from the *Metamorphoses*
- Panem et circenses: The Colosseum and its political significance
 - Quotations from a collection of Latin texts that illustrate a variety of attitudes to the Colosseum and the way it was used
- Director's notes for a production of a Latin play, considering the differences in modes of production and context of performance between the ancient and modern worlds
- *Like an astonished shepherd*: A comparison of Virgil's similes demonstrating the power of nature.

Option B—Oral presentation

Examples of acceptable formats for the oral presentation include the following.

- A selection of passages from a single poet (for example, Catullus, Horace) showing their metrical virtuosity
- The opening chapters to the first oration against Catiline with a commentary examining the tone, pace and other relevant aspects of their oral interpretation
- A passage from each of Caesar, Livy and Tacitus with a commentary examining the development between them
- Speeches from Virgil's *Dido* (*Aeneid* IV) and Catullus' *Ariadne* (*Catullus* 64) with a commentary highlighting the similarities/differences

Option C—Composition

Examples of acceptable formats for the composition include the following.

- A passage of historical prose translated in the style of Tacitus
- A portion of a political speech translated in the style of Cicero
- Ten lines of love poetry translated into elegiacs in the style of Ovid

It is important to note that the student's work must show an understanding of the style of the chosen author; poetry must scan and the style should be clearly recognizable as being characteristic of that author.

Assessment in the Diploma Programme

General

Assessment is an integral part of teaching and learning. The most important aims of assessment in the Diploma Programme are that it should support curricular goals and encourage appropriate student learning. Both external and internal assessment are used in the Diploma Programme. IB examiners mark work produced for external assessment, while work produced for internal assessment is marked by teachers and externally moderated by the IB.

There are two types of assessment identified by the IB.

- Formative assessment informs both teaching and learning. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students' strengths and weaknesses in order to help develop students' understanding and capabilities. Formative assessment can also help to improve teaching quality, as it can provide information to monitor progress towards meeting the course aims and objectives.
- Summative assessment gives an overview of previous learning and is concerned with measuring student achievement.

The Diploma Programme primarily focuses on summative assessment designed to record student achievement at, or towards the end of, the course of study. However, many of the assessment instruments can also be used formatively during the course of teaching and learning, and teachers are encouraged to do this. A comprehensive assessment plan is viewed as being integral with teaching, learning and course organization. For further information, see the IB *Programme standards and practices* document.

The approach to assessment used by the IB is criterion-related, not norm-referenced. This approach to assessment judges students' work by their performance in relation to identified levels of attainment, and not in relation to the work of other students. For further information on assessment within the Diploma Programme please refer to the publication *Diploma Programme assessment: Principles and practice*.

To support teachers in the planning, delivery and assessment of the Diploma Programme courses a variety of resources can be found on the OCC or purchased from the IB store (<http://store.ibo.org>). Teacher support materials, subject reports, internal assessment guidance, grade descriptors, as well as resources from other teachers, can be found on the OCC. Specimen and past examination papers as well as markschemes can be purchased from the IB store.

Methods of assessment

The IB uses several methods to assess work produced by students.

Assessment criteria

Assessment criteria are used when the assessment task is open-ended. Each criterion concentrates on a particular skill that students are expected to demonstrate. An assessment objective describes what students should be able to do and assessment criteria describe how well they should be able to do it. Using assessment criteria allows discrimination between different answers and encourages a variety of responses. Each criterion comprises a set of hierarchically ordered level descriptors. Each level descriptor is worth one or more marks. Each criterion is applied independently using a best-fit model. The maximum marks for each criterion may differ according to the criterion's importance. The marks awarded for each criterion are added together to give the total mark for the piece of work.

Markbands

Markbands are a comprehensive statement of expected performance against which responses are judged. They represent a single holistic criterion divided into level descriptors. Each level descriptor corresponds to a range of marks to differentiate student performance. A best-fit approach is used to ascertain which particular mark to use from the possible range for each level descriptor.

Markschemes

This generic term is used to describe analytic markschemes that are prepared for specific examination papers. Analytic markschemes are prepared for those examination questions that expect a particular kind of response and/or a given final answer from the students. They give detailed instructions to examiners on how to break down the total mark for each question for different parts of the response. A markscheme may include the content expected in the responses to questions or may be a series of marking notes giving guidance on how to apply criteria.

Assessment outline—SL

First examinations 2010

Assessment component	Weighting
<p>External assessment (2 hours 45 minutes)</p> <p>Paper 1 (1 hour 15 minutes) Translation of a specified part or parts of one unprepared passage from the prescribed author. (35 marks)</p> <p>Paper 2 (1 hour 30 minutes) Questions based on ten extracts, two from each genre. Students answer questions on three extracts from two genres. (45 marks)</p>	<p>80%</p> <p>35%</p> <p>45%</p>
<p>Internal assessment Individual study, internally assessed by the teacher and externally moderated by the IB. (30 marks) Students choose one of the following three options.</p> <p>Option A—Research dossier Option B—Oral presentation Option C—Composition</p>	<p>20%</p>

Assessment outline—HL

First examinations 2010

Assessment component	Weighting
<p>External assessment (3 hours 30 minutes)</p> <p>Paper 1 (1 hour 30 minutes) Translation of a specified part or parts of one unprepared passage from the prescribed author. (35 marks)</p> <p>Paper 2 (2 hours) Questions based on ten extracts, two from each genre. Students answer questions on four extracts from two genres. (44 marks)</p>	<p>80%</p> <p>35%</p> <p>45%</p>
<p>Internal assessment Individual study, internally assessed by the teacher and externally moderated by the IB. (30 marks) Students choose one of the following three options.</p> <p>Option A—Research dossier Option B—Oral presentation Option C—Composition</p>	<p>20%</p>

External assessment

The method used to assess students for paper 1 and paper 2 is through detailed markschemes specific to each examination paper.

External assessment details—SL and HL

Paper 1

Duration: SL 1 hour 15 minutes/HL 1 hour 30 minutes

Weighting: 35%

The Latin paper consists of two passages for translation, of which students choose one; the Classical Greek paper consists of one passage for translation.

The principle of “momentum translation” is used: that is, an extended passage is set, some of which is accompanied by a parallel translation; a specified part is left untranslated, and the student is required to produce a translation of that part.

Students translate a specified part or parts of **one** unprepared text, taken from the prescribed author in part 1 of the syllabus, into English, French or Spanish. The total number of words to be translated is **55–65** at SL and **115–125** at HL. At both levels assessment is by a paper-specific markscheme (35 marks). A successful translation is likely to demonstrate the following.

- It makes sense in English, French or Spanish.
- Suitable punctuation, phrasing, syntax and grammar are used.
- It incorporates standard word order and grammar usage.
- An attempt is made to capture the style and tone of the author.

The use of Latin or Classical Greek dictionaries is permitted for paper 1.

Paper 2

Duration: SL 1 hour 30 minutes/HL 2 hours

Weighting: 45%

This paper examines students’ understanding of set texts, literary appreciation, response and, where this is necessary for the understanding of the text, knowledge of the cultural and historical background. Students study **two** of the five genres in part 2 of the syllabus.

The questions require students to:

- explain the context and content of the extract
- demonstrate understanding of literary and stylistic features
- identify features characteristic of the genre
- translate short passages from the extract
- scan selected lines written in hexameters, elegiacs, or hendecasyllables.

At both levels assessment is by a paper-specific markscheme. (SL 45 marks/HL 44 marks).

At SL students are required to answer questions on **three** extracts chosen from two genres. The set of questions for each extract is worth 15 marks and will cover a range of the points listed above.

At HL students are required to answer questions on **four** extracts chosen from two genres. For **each genre** one extract will have a set of questions that focuses on the literary qualities of the extract and these questions will be worth 12 marks. The other extract will have a set of questions that covers a range of the points listed above and this set of questions will be worth 10 marks.

The use of dictionaries is **not** permitted for paper 2.

Internal assessment

Purpose of internal assessment

Internal assessment is an integral part of the course and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations. The internal assessment should, as far as possible, be woven into normal classroom teaching and not be a separate activity conducted after a course has been taught.

The internal assessment requirements at SL and at HL are the same. Students select one of three options, which is internally assessed by the teacher and externally moderated by the IB.

Guidance and authenticity

The individual study submitted for internal assessment must be the student's own work. However, it is not the intention that students should decide upon a title or topic and be left to work on the internal assessment component without any further support from the teacher. The teacher should play an important role during both the planning stage and the period when the student is working on the internally assessed work. It is the responsibility of the teacher to ensure that students are familiar with:

- the requirements of the type of work to be internally assessed
- the assessment criteria; students must understand that the work submitted for assessment must address these criteria effectively.

Teachers and students must discuss the internally assessed work. Students should be encouraged to initiate discussions with the teacher to obtain advice and information, and students must not be penalized for seeking guidance. However, if a student could not have completed the work without substantial support from the teacher, this should be recorded on the appropriate form from the *Handbook of procedures for the Diploma Programme*.

It is the responsibility of teachers to ensure that all students understand the basic meaning and significance of concepts that relate to academic honesty, especially authenticity and intellectual property. Teachers must ensure that all student work for assessment is prepared according to the requirements and must explain clearly to students that the internally assessed work must be entirely their own.

As part of the learning process, teachers can give advice to students on a first draft of the internally assessed work. This advice should be in terms of the way the work could be improved, but this first draft must not be heavily annotated or edited by the teacher. The next version handed to the teacher after the first draft must be the final one.

All work submitted to the IB for moderation or assessment must be authenticated by a teacher, and must not include any known instances of suspected or confirmed malpractice. Each student must sign the coversheet for internal assessment to confirm that the work is his or her authentic work and constitutes the final version of that work. Once a student has officially submitted the final version of the work to a teacher (or the coordinator) for internal assessment, together with the signed coversheet, it cannot be retracted.

Authenticity may be checked by discussion with the student on the content of the work, and scrutiny of one or more of the following:

- the student's initial proposal
- the first draft of the written work
- the references cited
- the style of writing compared with work known to be that of the student.

The requirement for teachers and students to sign the coversheet for internal assessment applies to the work of all students, not just the sample work that will be submitted to an examiner for the purpose of moderation. If the teacher and student sign a coversheet, but there is a comment to the effect that the work may not be authentic, the student will not be eligible for a mark in that component and no grade will be awarded. For further details refer to the IB publication *Academic honesty* and the relevant articles in the *General regulations: Diploma Programme*.

The same piece of work cannot be submitted to meet the requirements of both the internal assessment and the extended essay.

Time allocation

Internal assessment is an integral part of the classical languages courses, contributing 20% to the final assessment in the SL and the HL courses. This weighting should be reflected in the time that is allocated to teaching the knowledge, skills and understanding required to undertake the work as well as the total time allocated to carry out the work.

The hours allocated to internal assessment work should include:

- time for the teacher to explain to students the requirements of the internal assessment
- class time for students to work on the internal assessment component
- time for consultation between the teacher and each student
- time to review and monitor progress, and to check authenticity.

Requirements and recommendations

Individual study

The individual study is internally assessed by the teacher and externally moderated by the IB. Students choose **one** of options A, B or C.

The assessment is based on the final research dossier, oral presentation or composition, using the descriptors provided. Students should have access to the descriptors throughout their course of study.

Note: A detailed explanation of each task can be found under "Syllabus content".

Supervision of the individual study

Each student is required to carry out an independent study under the supervision of the teacher.

- The type and title of the individual study should be chosen by the student, although this should be done in discussion with the teacher.
- If two or more students choose the same aspect of a theme for the individual study, they are required to work independently of each other.
- Teachers should discuss individual study themes with each student before the student starts work.
- Teachers should encourage students to establish clear and realistic objectives and help them prepare a scheme of work or other appropriate plan. Students can then choose their own particular study related to the theme.
- Teachers must not correct written drafts but should continue to support the student until the final version of the individual study is ready to be assessed.
- Teachers are required to sign the internal assessment coversheet to confirm that the work of each student is his or her own unaided work.
- The student is required to verify that the copy submitted for assessment is the final copy.

Using assessment criteria for internal assessment

For internal assessment, a number of assessment criteria have been identified. Each assessment criterion has level descriptors describing specific levels of achievement together with an appropriate range of marks. The level descriptors concentrate on positive achievement, although for the lower levels failure to achieve may be included in the description.

Teachers must judge the internally assessed work at SL and at HL against the criteria using the level descriptors.

- Different assessment criteria are provided for SL and HL.
- The aim is to find, for each criterion, the descriptor that conveys most accurately the level attained by the student, using the best-fit model. A best-fit approach means that compensation should be made when a piece of work matches different aspects of a criterion at different levels. The mark awarded should be one that most fairly reflects the balance of achievement against the criterion. It is not necessary for every single aspect of a level descriptor to be met for that mark to be awarded.
- When assessing a student's work, teachers should read the level descriptors for each criterion until they reach a descriptor that most appropriately describes the level of the work being assessed. If a piece of work seems to fall between two descriptors, both descriptors should be read again and the one that more appropriately describes the student's work should be chosen.
- Where there are two or more marks available within a level, teachers should award the upper marks if the student's work demonstrates the qualities described to a great extent. Teachers should award the lower marks if the student's work demonstrates the qualities described to a lesser extent.
- Only whole numbers should be recorded; partial marks, such as fractions and decimals, are not acceptable.
- Teachers should not think in terms of a pass or fail boundary, but should concentrate on identifying the appropriate descriptor for each assessment criterion.
- The highest level descriptors do not imply faultless performance but should be achievable by a student. Teachers should not hesitate to use the extremes if they are appropriate descriptions of the work being assessed.

- A student who attains a high level of achievement in relation to one criterion will not necessarily attain high levels of achievement in relation to the other criteria. Similarly, a student who attains a low level of achievement for one criterion will not necessarily attain low achievement levels for the other criteria. Teachers should not assume that the overall assessment of the students will produce any particular distribution of marks.
- It is recommended that the assessment criteria be made available to students.

Internal assessment details—SL and HL

Option A—Research dossier

The task offers students an opportunity to examine in some depth an aspect of classical language, literature or civilization that is of particular interest. The student is required to put together a research dossier of annotated primary source materials relating to a topic in Roman or Classical Greek history, literature, language, religion, mythology, art, archeology or their later influence. These may be, but are not required to be, related to an aspect of part 2 of the syllabus. A dossier may combine a variety of sources but it must focus on one topic, issue or question.

Sources

The suggested number of sources is **7–12** at SL and **10–15** at HL.

Annotations

The total length of the annotations must be a maximum of **800** words at SL and **1,200** words at HL. Source material, footnotes and bibliography are not included in the word count.

Option B—Oral presentation

The student is required to read aloud one or more passages in Latin or Classical Greek, totalling no more than **7 minutes** for SL and **10 minutes** for HL. The piece or pieces to be read should be carefully chosen to allow the student to display an understanding of language and context through the accuracy and expressivity of the presentation. The reading must be recorded and submitted with the written commentary for moderation purposes.

Written commentary

Each student submits a written commentary giving a background to the reading. The total length of the written commentary must be a maximum of **800** words at SL and **1,200** words at HL.

Option C—Composition

The student is required to translate a single, short piece of verse or prose, written in English, French or Spanish, into Latin or Greek in the style of a classical author.

The maximum length of the piece is either:

- **15 lines** in verse (in any metre), or
- **200 words** in prose.

Written commentary

Each student submits a written commentary giving a background to the composition. The total length of the written commentary must be a maximum of **800** words at SL and **1,200** words at HL.

Internal assessment criteria—SL

A Quality of ideas (SL)

Quality of ideas refers to the following.

- **Research dossier:** the selection of the topic and the sources
- **Oral presentation:** the reading and the choice of passage(s)
- **Composition:** the composition and the choice of author

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<p>Quality of ideas is barely existent.</p> <p>The assignment shows no personal engagement.</p> <p>Research dossier: The sources selected are not appropriate.</p> <p>Oral presentation: The reading is not appropriate for the chosen author and passage(s).</p> <p>Composition: The composition shows no understanding of the classical author.</p>
3–4	<p>Quality of ideas is very limited.</p> <p>The assignment rarely shows any evidence of personal engagement.</p> <p>Research dossier: Few of the sources selected are appropriate.</p> <p>Oral presentation: The reading is occasionally appropriate for the chosen author and passage(s).</p> <p>Composition: The composition shows very limited understanding of the classical author.</p>
5–6	<p>Quality of ideas is limited but generally adequate.</p> <p>The assignment shows some evidence of personal engagement, though this may be limited.</p> <p>Research dossier: The sources selected are sometimes appropriate.</p> <p>Oral presentation: The reading is sometimes appropriate for the chosen author and passage(s).</p> <p>Composition: The composition shows some understanding of the classical author.</p>
7–8	<p>Quality of ideas is consistently satisfactory.</p> <p>The assignment shows some personal engagement.</p> <p>Research dossier: Some judgment has been shown in selecting a range of sources.</p> <p>Oral presentation: The reading is appropriate for the chosen author and passage(s).</p> <p>Composition: The composition shows understanding of the classical author.</p>

Marks	Level descriptor
9–10	<p data-bbox="432 293 687 322">Quality of ideas is good.</p> <p data-bbox="432 342 1062 371">The assignment shows considerable personal engagement.</p> <p data-bbox="432 392 1334 456">Research dossier: Considerable judgment has been shown in selecting a varied and interesting range of sources.</p> <p data-bbox="432 477 1267 542">Oral presentation: The reading shows a degree of inventiveness, shows some sensitivity and is appropriate for the chosen author and passage(s).</p> <p data-bbox="432 562 1289 627">Composition: The composition shows understanding of the classical author and displays a degree of inventiveness and judgment.</p>

B Knowledge and understanding (SL)

Knowledge and understanding refer to the following.

- **Research dossier:** the sources and the annotations
- **Oral presentation:** speaking and pronunciation and the commentary
- **Composition:** grammar and syntax, linguistic accuracy and the commentary

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<p>Knowledge and understanding of the task are barely existent.</p> <p>Research dossier: There are virtually no meaningful annotations, making it difficult to discern any knowledge of the topic or understanding of the relevance and importance of the chosen sources.</p> <p>Oral presentation: There is virtually no knowledge of how to speak the language and no concern with accuracy or consistency in pronunciation, including metre (where appropriate). The commentary has made no meaningful argument for the presentation and choice of passage(s).</p> <p>Composition: The composition displays virtually no knowledge of grammar and syntax, even at the most basic level, and shows no awareness of linguistic accuracy. The commentary has made no meaningful argument for the choice of passage and method of translation.</p>
3–4	<p>Knowledge and understanding of the task are very limited.</p> <p>Research dossier: Annotations demonstrate poor knowledge of the topic and a very limited understanding of the relevance and importance of the chosen sources.</p> <p>Oral presentation: The oral presentation demonstrates little knowledge of how to speak the language and very limited accuracy and consistency in pronunciation, including metre (where appropriate). The commentary makes a poor attempt to argue for the presentation and choice of passage(s).</p> <p>Composition: The composition displays little knowledge or understanding of a very limited range of grammar and syntax and demonstrates very little linguistic accuracy. The commentary makes a poor attempt to argue for the choice of passage and method of translation.</p>
5–6	<p>Knowledge and understanding of the task are limited but generally adequate.</p> <p>Research dossier: Annotations demonstrate some knowledge of the topic and limited understanding of the relevance and importance of the chosen sources.</p> <p>Oral presentation: The oral presentation demonstrates some knowledge of how to speak the language and some accuracy and consistency in pronunciation, including metre (where appropriate). The commentary makes some arguments for the presentation and choice of passage(s).</p> <p>Composition: The composition displays some knowledge and understanding of a limited range of grammar and syntax and demonstrates some linguistic accuracy. The commentary makes some arguments for the choice of passage and method of translation.</p>

Marks	Level descriptor
7–8	<p>Knowledge and understanding of the task are consistently satisfactory.</p> <p>Research dossier: Annotations demonstrate knowledge of the topic and understanding of the relevance and importance of the chosen sources.</p> <p>Oral presentation: The oral presentation demonstrates knowledge of how to speak the language and reasonably good accuracy and consistency in pronunciation, including metre (where appropriate). The commentary makes a relevant argument for the presentation and choice of passage(s).</p> <p>Composition: The composition displays knowledge and understanding of a range of grammar and syntax and demonstrates a reasonably good level of linguistic accuracy. The commentary makes a relevant argument for the choice of passage and method of translation.</p>
9–10	<p>Knowledge and understanding of the task are good.</p> <p>Research dossier: Annotations demonstrate a wide knowledge of the topic and a good understanding of the relevance and importance of the chosen sources.</p> <p>Oral presentation: The oral presentation demonstrates a good knowledge of how to speak the language and a good level of accuracy and consistency in pronunciation, including metre (where appropriate). The commentary argues effectively for the presentation and choice of passage(s).</p> <p>Composition: The composition displays a good knowledge and understanding of a range of grammar and syntax and demonstrates a high level of linguistic accuracy. The commentary argues effectively for the choice of passage and method of translation.</p>

C Coherence and clarity of argument (SL)

Coherence and clarity refer to the following.

- **Research dossier:** the annotations
- **Oral presentation:** the commentary
- **Composition:** the commentary

The total length of the annotations or written commentary must be a maximum of 800 words. Deduct 2 marks for criterion C if the word limit is exceeded.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	Coherence and clarity are barely existent. The material is not organized and there is no logical development of ideas. Arguments show no focus, development or relevance.
3–4	Coherence and clarity are very limited. There is a poor attempt to organize the material and to develop ideas in a logical manner. Very few arguments are focused, developed or relevant.
5–6	Coherence and clarity are limited but generally adequate. There is an attempt to organize the material and to develop ideas in a logical manner. Some arguments are focused, developed and relevant.
7–8	Coherence and clarity are consistently satisfactory. The material is organized and ideas are developed in a logical manner. Arguments are mostly focused, developed and relevant.
9–10	Coherence and clarity are good. The material is well organized and there is a logical flow of ideas. Arguments are well focused, developed and pertinent.

Internal assessment criteria—HL

A Quality of ideas (HL)

Quality of ideas refers to the following.

- **Research dossier:** the selection of the topic and the sources
- **Oral presentation:** the reading and the choice of passage(s)
- **Composition:** the composition and the choice of author

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<p>Quality of ideas is very limited.</p> <p>The assignment rarely shows any evidence of personal engagement.</p> <p>Research dossier: Few of the sources selected are appropriate.</p> <p>Oral presentation: The reading is seldom appropriate for the chosen author and passage(s).</p> <p>Composition: The composition shows very little understanding of the classical author.</p>
3–4	<p>Quality of ideas is limited.</p> <p>The assignment shows some evidence of personal engagement, though this may be limited.</p> <p>Research dossier: The sources selected are sometimes appropriate.</p> <p>Oral presentation: The reading is sometimes appropriate for the chosen author and passage(s).</p> <p>Composition: The composition shows limited understanding of the classical author.</p>
5–6	<p>Quality of ideas is adequate.</p> <p>The assignment shows some personal engagement.</p> <p>Research dossier: Some judgment has been shown in selecting a range of sources.</p> <p>Oral presentation: The reading shows some sensitivity and is appropriate for the chosen author and passage(s).</p> <p>Composition: The composition shows understanding of the classical author.</p>
7–8	<p>Quality of ideas is good.</p> <p>The assignment shows considerable personal engagement.</p> <p>Research dossier: Considerable judgment has been shown in selecting a varied and interesting range of sources.</p> <p>Oral presentation: The reading shows a degree of inventiveness, shows some sensitivity and is appropriate for the chosen author and passage(s).</p> <p>Composition: The composition shows understanding of the classical author and displays a degree of inventiveness and judgment.</p>

Marks	Level descriptor
9–10	<p>Quality of ideas is very good.</p> <p>The assignment shows independence of thought.</p> <p>Research dossier: Great judgment has been shown in selecting an exceptionally varied and interesting range of sources.</p> <p>Oral presentation: The reading shows a high degree of inventiveness and is sensitive and wholly appropriate for the chosen author and passage(s).</p> <p>Composition: The composition is redolent of the classical author and displays a high degree of inventiveness and good judgment.</p>

B Knowledge and understanding (HL)

Knowledge and understanding refer to the following.

- **Research dossier:** the sources and the annotations
- **Oral presentation:** speaking and pronunciation and the commentary
- **Composition:** grammar and syntax, linguistic accuracy and the commentary

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	<p>Knowledge and understanding of the task are very limited.</p> <p>Research dossier: Annotations demonstrate poor knowledge of the topic and a very limited understanding of the relevance and importance of the chosen sources.</p> <p>Oral presentation: The oral presentation demonstrates little knowledge of how to speak the language and very limited accuracy and consistency in pronunciation, including metre (where appropriate). The commentary makes a poor attempt to argue for the presentation and choice of passage(s).</p> <p>Composition: The composition displays little knowledge or understanding of a very limited range of grammar and syntax and demonstrates very little linguistic accuracy. The commentary makes a poor attempt to argue for the choice of passage and method of translation.</p>
3–4	<p>Knowledge and understanding of the task are limited.</p> <p>Research dossier: Annotations demonstrate some knowledge of the topic and limited understanding of the relevance and importance of the chosen sources.</p> <p>Oral presentation: The oral presentation demonstrates some knowledge of how to speak the language and some accuracy and consistency in pronunciation, including metre (where appropriate). The commentary makes some arguments for the presentation and choice of passage(s).</p> <p>Composition: The composition displays some knowledge and understanding of a limited range of grammar and syntax and demonstrates some linguistic accuracy. The commentary makes some arguments for the choice of passage and method of translation.</p>
5–6	<p>Knowledge and understanding of the task are adequate.</p> <p>Research dossier: Annotations demonstrate knowledge of the topic and understanding of the relevance and importance of the chosen sources.</p> <p>Oral presentation: The oral presentation demonstrates knowledge of how to speak the language and reasonably good accuracy and consistency in pronunciation, including metre (where appropriate). The commentary makes an adequate argument for the presentation and choice of passage(s).</p> <p>Composition: The composition displays knowledge and understanding of a range of grammar and syntax and demonstrates a reasonably good level of linguistic accuracy. The commentary makes an adequate argument for the choice of passage and method of translation.</p>

Marks	Level descriptor
7–8	<p>Knowledge and understanding of the task are good.</p> <p>Research dossier: Annotations demonstrate a wide knowledge of the topic and a good understanding of the relevance and importance of the chosen sources.</p> <p>Oral presentation: The oral presentation demonstrates a good knowledge of how to speak the language and a good level of accuracy and consistency in pronunciation, including metre (where appropriate). The commentary argues effectively for the presentation and choice of passage(s).</p> <p>Composition: The composition displays a good knowledge and understanding of a range of grammar and syntax and demonstrates a high level of linguistic accuracy. The commentary argues effectively for the choice of passage and method of translation.</p>
9–10	<p>Knowledge and understanding of the task are very good.</p> <p>Research dossier: Annotations demonstrate a very wide knowledge of the topic and a confident understanding of the relevance and importance of the chosen sources.</p> <p>Oral presentation: The oral presentation demonstrates a thorough knowledge of how to speak the language and a very good level of accuracy and consistency in pronunciation, including metre (where appropriate). The commentary argues very convincingly for the presentation and choice of passage(s).</p> <p>Composition: The composition displays a thorough knowledge and understanding of a wide range of grammar and syntax and demonstrates a very high level of linguistic accuracy. The commentary argues very convincingly for the choice of passage and method of translation.</p>

C Coherence and clarity of argument (HL)

Coherence and clarity refer to the following.

- **Research dossier:** the annotations
- **Oral presentation:** the commentary
- **Composition:** the commentary

The total length of the annotations or written commentary must be a maximum of 1,200 words. Deduct 2 marks for criterion C if the word limit is exceeded.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	Coherence and clarity are very limited. There is a poor attempt to organize the material and to develop ideas in a logical manner. Very few arguments are focused, developed or relevant.
3–4	Coherence and clarity are limited. There is an attempt to organize the material and to develop ideas in a logical manner. Some arguments are focused, developed and relevant.
5–6	Coherence and clarity are adequate. The material is organized and ideas are developed in a logical manner. Arguments are mostly focused, developed and relevant.
7–8	Coherence and clarity are good. The material is well organized and there is a logical flow of ideas. Arguments are well focused, developed and pertinent.
9–10	Coherence and clarity are very good. The material is effectively organized and there is a very logical flow of ideas. Arguments are very well focused, clearly developed and highly pertinent.

Glossary of command terms

Command terms with definitions

Students should be familiar with the following key terms and phrases used in examination questions, which are to be understood as described below. Although these terms will be used frequently in examination questions, other terms may be used to direct students to present an argument in a specific way.

Analyse	Break down in order to bring out the essential elements or structure.
Comment	Give a judgment based on a given statement or result of a calculation.
Compare	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
Compare and contrast	Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Contrast	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Describe	Give a detailed account.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Distinguish	Make clear the differences between two or more concepts or items.
Evaluate	Make an appraisal by weighing up the strengths and limitations.
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
Explain	Give a detailed account including reasons or causes.
Explore	Undertake a systematic process of discovery.
Identify	Provide an answer from a number of possibilities.
Interpret	Use knowledge and understanding to recognize trends and draw conclusions from given information.
Justify	Give valid reasons or evidence to support an answer or conclusion.
List	Give a sequence of brief answers with no explanation.
Outline	Give a brief account or summary.
Present	Offer for display, observation, examination or consideration.
Show	Give the steps in a calculation or derivation.