



INTERNATIONAL BACCALAUREATE ORGANIZATION

## DIPLOMA PROGRAMME

### Classical languages

For first examinations in 2003

*Classical Languages*  
*February 2001*

© International Baccalaureate Organization 2001

International Baccalaureate Organization  
Route des Morillons 15  
1218 Grand-Saconnex  
Geneva, SWITZERLAND

# CONTENTS

---

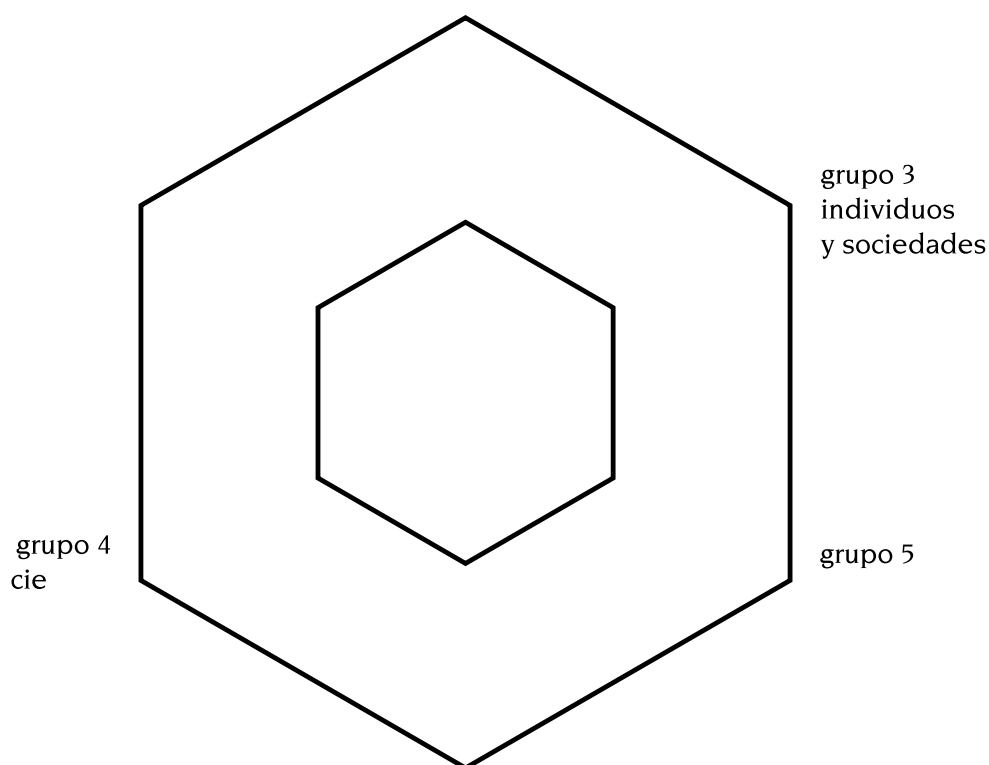
INTRODUCTION	1
NATURE OF THE SUBJECT	3
AIMS AND OBJECTIVES	4
SYLLABUS OUTLINE	5
SYLLABUS DETAILS	7
ASSESSMENT OUTLINE	12
ASSESSMENT DETAILS	15
ASSESSMENT CRITERIA	18

# INTRODUCTION

---

The International Baccalaureate Diploma Programme is a rigorous pre-university course of studies, leading to examinations, that meets the needs of highly motivated secondary school students between the ages of 16 and 19 years. Designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems, the Diploma Programme model is based on the pattern of no single country but incorporates the best elements of many. The programme is available in English, French and Spanish.

The curriculum is displayed in the shape of a hexagon with six academic areas surrounding the core. Subjects are studied concurrently and students are exposed to the two great traditions of learning: the humanities and the sciences.



Diploma Programme candidates are required to select one subject from each of the six subject groups. At least three and not more than four are taken at higher level (HL), the others at standard level (SL). Higher Level courses represent 240 teaching hours; SL courses cover 150 hours. By arranging work in this fashion, students are able to explore some subjects in depth and some more broadly over the two-year period; this is a deliberate compromise between the early specialization preferred in some national systems and the breadth found in others.

Distribution requirements ensure that the science-orientated student is challenged to learn a foreign language and that the natural linguist becomes familiar with science laboratory procedures. While overall balance is maintained, flexibility in choosing higher level concentrations allows the student to pursue areas of personal interest and to meet special requirements for university entrance.

Successful Diploma Programme candidates meet three requirements in addition to the six subjects. The interdisciplinary Theory of Knowledge (TOK) course is designed to develop a coherent approach to learning which transcends and unifies the academic areas and encourages appreciation of other cultural perspectives. The extended essay of some 4000 words offers the opportunity to investigate a topic of special interest and acquaints students with the independent research and writing skills expected at university. Participation in the creativity, action, service (CAS) requirement encourages students to be involved in artistic pursuits, sports and community service work.

*For first examinations in 2003*

# NATURE OF THE SUBJECT

---

The Diploma Programme classical languages courses introduce students to 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 two rich and varied literatures of Greece and Rome have left their mark on almost every genre of modern writing, both within Europe and far beyond. They give enormously important insights into the cultures which produced them, and offer a bridge between the contemporary world and the often alien, but always fascinating, civilizations of antiquity.

The courses also involve studying the historical development and wider cultural achievements of the Greeks and Romans, whose political, religious and legal principles still inform the thinking of many peoples around the world. They may also encompass an examination of their technological and artistic achievements, which remain an inspiration for artists, architects and engineers across the world. It is hoped that in the future it may also be possible to introduce courses in other classical languages such as Sanskrit, Arabic and Hebrew, which have all made parallel contributions of incalculable importance to modern societies.

In all the classical languages it is a fundamental principle that the surviving texts should be studied in the original language, and that linguistic skills should lie at the heart of the courses, since it is only 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, additional texts are set for study 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. At the same time, it is hoped that students will enjoy the intellectual challenge of these languages and appreciate as wide a range of texts and registers within them as possible. "The past is a foreign country; they do things differently there": it is hoped that students will become appreciative, enthusiastic, and well-informed travellers in the classical past.

Note: With very few exceptions the following classical languages syllabus and assessment are described and exemplified entirely in relation to the Latin language and Roman civilization. The syllabus and assessment in Classical Greek differ only in that they deal with the Classical Greek language and ancient Greek civilization, so are not repeated here. Prescribed authors and topics for both languages and both levels are given separately in the *Vade Mecum*.

# AIMS AND OBJECTIVES

---

## Aims

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

- enable students to understand the language they have studied in a range of contexts and use their understanding for a variety of purposes
- 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
- develop students' awareness of the role of language in relation to other areas of knowledge
- provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of a language
- provide students with a basis for further study, work and leisure through language.

## Objectives

Having followed a **classical languages** syllabus (Latin or Classical Greek) at either higher level or standard level, students are expected to demonstrate:

- an ability to understand and translate texts in the original language and, where appropriate, read them aloud with suitable expression and emphasis
- a knowledge and understanding of these texts within their historical and cultural contexts
- an awareness of relationships between the classical and modern worlds
- an ability to construct a clear argument supported by relevant examples
- an ability to appreciate and analyse the techniques and styles of a variety of ancient texts in the original language.

# SYLLABUS OUTLINE

---

## Higher Level

*The higher level (HL) syllabus consists of **three** compulsory parts.*

### Part 1: Study of the Language

The study of **one** prescribed author in order to develop language skills, including the translation into English, French or Spanish of an unprepared text.

### Part 2: Topics

A detailed study of **two** topics, in the original language and in translation, chosen from five prescribed topics.

### Part 3: Individual Study

Students should prepare **one** of the following three options:

#### Option A—Research Dossier

An annotated collection of source materials relating to a topic in classical history, literature, language, religion, mythology, art, archeology or influence, which may be related to, but not overlapping with, a subject area studied in part 2 (topics) or a new subject area.

#### Option B—Oral Presentation

Reading aloud of one or more passages in Latin, lasting no more than 10 minutes. A written commentary is also submitted prior to the reading.

#### Option C—Latin Composition

A translation into Latin prose or verse of a short piece of English, French or Spanish prose or verse not exceeding 200 words (prose) or 15 lines (verse). The translation is accompanied by a written commentary.

Details of prescribed authors for part 1 and prescribed topics for part 2 are given in the <i>Vade Mecum</i> .
---

# SYLLABUS OUTLINE

---

## Standard Level

*The standard level (SL) syllabus consists of **two** compulsory parts.*

### Part 1: Study of the Language

The study of **one** prescribed author in order to develop language skills, including the translation into English, French or Spanish of an unprepared text.

### Part 2: Topics

A detailed study of **two** topics, in the original language and in translation, chosen from five prescribed topics.

Details of prescribed authors for part 1  
and prescribed topics for part 2 are given in the *Vade Mecum*.

# SYLLABUS DETAILS

---

## 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 with understanding Latin authors in the original language.

### Prescribed Author

The prescribed author for this section will be reviewed periodically, although it is not anticipated that the author will change in every review. Any change will be notified to schools sufficiently in advance of the start of teaching for teachers to obtain books.

### Suggested Preparation

The aim of the basic Latin 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. It is recommended that extended sections of the author should be read, rather than an incoherent series of unconnected “unseen” passages: in this way the student will achieve a much better understanding of the author’s style and techniques.

For the early stages of the Latin course, any of the following texts for English-speaking or Spanish-speaking students may be recommended:

- *The Cambridge Latin Course*, 4th edition, Cambridge University Press
- *Ecce Romani*, 2nd revised edition, Oliver & Boyd
- *The Oxford Latin Course*, 2nd edition, Oxford University Press
- Rubio Fernández, L, *Nueva gramática latina*, 3rd edition, Editorial Coloquio
- Contreras, J, *et alii*, *Paulatim*, 1st edition, Editorial Octaedro

For the early stages of the Classical Greek course, any of the following texts for English-speaking or Spanish-speaking students may be recommended:

- Balme, M, Lawall, G, *Athenaze* (2 volumes), new edition, Oxford University Press
- Peckett, C, Munday, A, *Thrasymachus*, new edition, Bristol Classical Press
- *Reading Greek*, Cambridge University Press
- Valle Delgado, J (trans), *Método para la lectura del griego clásico (Reading Greek)*, 1st edition, PPU
- Pozo Ortiz, A del, *Introducción al griego*, 14th edition, Editorial Teide

Equivalent texts should be identified by teachers for French-speaking students.

## Readings

The teacher should select readings for the prescribed author. There is no prescribed list of texts for each author. Works by the prescribed author may be read in any edition. The following publishers' lists include Latin texts in the original:

- Aris and Phillips
- Cambridge University Press
- Duckworth/Bristol Classical Press
- Oxford University Press
- Teubner
- Editorial Bosch, Barcelona
- Editorial Gredos, Madrid
- Editorial Alma Mater, Barcelona
- Editorial Clásicas, Madrid
- Editorial Coloquio, Madrid

Below is an example of a typical selection of readings for a prescribed author. Please note that this list is not prescriptive, and most students will be able to cover only a few of the passages selected. The passage for translation may or may not be taken from this list.

### Prescribed author: Livy

<b>Preface</b>	Illustration of Livy's overall aims and techniques
<b>1.1–1.9</b>	The foundation of the city
<b>1.16</b>	The apotheosis of Romulus
<b>1.27–1.29</b>	The battle for Alba, the punishment of Mettius, and the fall of Alba (each episode has its own distinctive character)
<b>1.53–1.54</b>	Gabii
<b>1.57–1.59</b>	Lucretia and the fall of the Tarquins
<b>2.10</b>	Horatius
<b>2.33–2.40</b>	Coriolanus
<b>3.44–3.49</b>	Verginia
<b>4.17–4.20</b>	Cossus and the <i>spolia opima</i>
<b>5.35–5.55</b>	The fight against the Gauls (especially 29–43.5, 55)
<b>21.1–21.10.2</b>	The origins of the second Punic War
<b>21.32.6–21.32.37</b>	Alps and elephants
<b>21.58</b>	A storm
<b>22.4–22.7</b>	Lake Trasimene
<b>22.16–22.17</b>	The stratagem of the lighted faggots
<b>22.43.10–22.51.4</b>	Cannae
<b>27.26.7–27.27</b>	An ambush
<b>30.11–30.15.8</b>	Sophoniba
<b>34.1–34.8.3</b>	The Lex Oppia: Cato's view of female extravagance

## Part 2: Topics

The main aim of this part of the syllabus is to give students some first-hand experience of ancient literature; the study of original texts is to be complemented by the reading of related sections of text in translation. The student's reading of these texts should develop his or her awareness of classical civilization. Knowledge of the historical and cultural background will be expected when this is important for the understanding or appreciation of the text.

### Prescribed Topics

The prescribed topics for this section will be reviewed periodically, although it is not anticipated that all topics will change in every review. Set texts, which are more extensive at higher than at standard level, will normally be set for at least two years and not more than two will change at any one time. Any changes will be notified to schools sufficiently in advance of the start of teaching for teachers to obtain books.

### Suggested Preparation

The texts should be read closely, both the sections prescribed for study in the original and those which are to be read in translation. In the case of the sections read in the original, students will be expected to develop a close and accurate understanding of the meaning of the Latin. Some background knowledge of each author is expected (for example, date, milieu, major works, most distinctive characteristics).

The sections prescribed in translation provide essential material for the understanding of the passages to be read in the original, and students will be expected to exploit their knowledge of the translated material throughout this part of the course.

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 found helpful.

## Part 3: Individual Study (Higher Level Only)

The aim of this part of the course is to allow the student to examine in some depth an aspect of classical or later Latin language, Roman literature or civilization that he/she finds of particular interest. Students prepare **one** of the following options for internal assessment by the teacher. Further information is given in Assessment Details.

- Option A—Research dossier
- Option B—Oral presentation
- Option C—Latin 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.

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

## Option A—Research Dossier

The topic should deal with a literary, artistic, archeological, historical, religious, social or economic aspect of the Roman world, although this could include the influence of the classical world in later times. Students should be encouraged to make maximum use of locally available resources.

The collection of data should be undertaken on an individual basis (except where group work is essential, for example, in archeological fieldwork), but the presentation, analysis and annotation of data **must** 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.

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

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

## Option B—Oral Presentation

The student is required to read aloud one or more passages in Latin. 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 his/her presentation.

### Written Commentary

Each student submits in advance a written commentary giving a background to the reading.

## Option C—Latin Composition

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

### Written Commentary

Each student submits a written commentary giving a background to the composition.

## Examples

### Option A

Examples of acceptable topics and formats for the research dossier include:

- the influence of Ovid's *Metamorphoses* on later art
- in what sense is the first half of Virgil's *Aeneid* Homeric?
- Nero's Golden House: its political and architectural significance
- director's notes towards a production of a Latin play, considering the differences in modes of production and context of performance in the ancient and modern worlds.

### Option B

Examples of acceptable formats for the oral presentation include:

- a selection of passages from a single poet (Catullus, Horace etc) showing their metrical virtuosity
- the opening chapters to the first Catilinarian 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, say, Virgil's Dido (*Aeneid IV*) and Catullus' Ariadne (*Catullus 64*) with a commentary highlighting the similarities/differences.

### Option C

Examples of acceptable formats for the Latin composition include:

- 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.

# ASSESSMENT OUTLINE

---

## Higher Level

*For first examinations in 2003*

External Assessment: 4 hours 80%

Paper 1 (2 hours) 40%

The paper consists of **two** compulsory sections:

Section A 35%

Translation into English, French or Spanish of a specified part or parts of **one** unprepared passage, from the prescribed author (part 1). Total length: up to **120 words**.

Section B 5%

Compulsory questions on the passage.

Paper 2 (2 hours) 40%

The paper consists of **two** compulsory sections, each based on the prescribed topics (part 2).

Section A 30%

Questions based on extracts from the five prescribed topics—two extracts from each topic. Candidates answer questions on **three** extracts covering **two** topics.

Section B 10%

One short essay question is set on each of the five prescribed topics. Candidates answer **one** question covering **one** topic.

## Internal Assessment

20%

Individual study, internally assessed by the teacher and externally moderated by the IBO.

Candidates choose **one** of the following three options:

### Option A—Research Dossier

A collection of source materials, annotated in English, French or Spanish, relating to a topic in classical history or culture. The annotations should amount to approximately **1000 words**.

### Option B—Oral Presentation

Reading aloud of one or more passages in Latin, lasting no more than **10 minutes**. A written commentary is also submitted prior to the reading.

### Option C—Latin Composition

A translation into Latin prose or verse of a short piece of English, French or Spanish prose or verse not exceeding **200 words** (prose) *or* **15 lines** (verse). The translation is accompanied by a written commentary.

# ASSESSMENT OUTLINE

---

## Standard Level

*For first examinations in 2003*

External Assessment: 3 hours 100%

Paper 1 (1 hour) 40%

Translation into English, French or Spanish of a specified part or parts of **one** unprepared passage from the prescribed author (part 1).  
Total length: up to **70 words**.

Paper 2 (2 hours) 60%

The paper consists of **two** compulsory sections, each based on the prescribed topics (part 2).

Section A 45%

Questions based on extracts from the five prescribed topics—two extracts from each topic. Candidates answer questions on **three** extracts covering **two** topics.

Section B 15%

One short essay question is set on each of the five prescribed topics. Candidates answer **one** question covering **one** topic.

# ASSESSMENT DETAILS

---

## External Assessment

### Paper 1 (HL/SL)

40%

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

The translation is into English, French or Spanish of a specified part or parts of **one** unprepared text, from the prescribed author in part 1. The total number of words to be translated is up to 120 at higher level and up to 70 at standard level. At higher level the passage is followed by questions on its content. At higher level 35 marks are awarded for the

# Internal Assessment

## Individual Study (HL only)

20%

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

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

### Supervision of the Individual Study

Each candidate 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 candidate, although he/she should discuss these with the teacher.
- If two or more candidates 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 candidate before the candidate starts work.
- Teachers should encourage candidates to establish clear and realistic objectives and help them prepare a scheme of work or other appropriate plan. Candidates can then choose their own particular study related to the theme.
- Teachers must not correct written drafts but should continue to support the candidate until the final version of the individual study is ready to be assessed.
- The teacher is required to verify that the individual study is the candidate's own work.

### Option A—Research Dossier

An annotated collection of source materials relating to a topic in classical history, literature, language, religion, mythology, art, archeology or influence, which may be related to, but not overlapping with, a subject area studied in part 2 (topics) or may be a new subject area.

The overall length of the research dossier should be approximately **20** standard pages (A4 or similar). This includes both the selected source materials and annotations.

Source materials may include a variety of visual material, such as maps, pictures, diagrams, and photographs. A single oversize image which has to be folded to fit into the dossier may still be counted as just one page. Extracts from texts, either in the original Latin, or in a modern language, should each be no longer than **10** lines of verse or **150** words of prose. Candidates are required to exercise judgment in their selection of a range of interesting material, rather than relying on a small number of extensive quotations.

Annotation may take the form of an introduction to the dossier justifying and explaining the following source materials, or it may be partly or wholly interspersed throughout the dossier. In either case, it must be made absolutely clear which parts of the dossier are source materials and which are the candidate's own annotations. The total length of the annotations should be approximately **1000 words**.

The dossier should include bibliographical details for all the source materials included.

Where it is appropriate to include translations of passages or inscriptions, for example from the original Latin, 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 candidates' own. There is no credit given for translation in this component of the examination, as it is already assessed elsewhere.

## Option B—Oral Presentation

The candidate is required to read aloud one or more passages in Latin, totalling no more than **10 minutes**, and to supply a written commentary.

An audio cassette recording of the reading is made for moderation purposes.

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

### Written Commentary

Each candidate submits in advance of the reading a written commentary which:

- 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 candidate's reading.

## Option C—Latin Composition

The candidate is required to translate a single piece of verse or prose, written in English, French or Spanish, into Latin in the style of a classical author, and to supply a written commentary.

Great care should be taken in the selection of the passage to be translated and 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:

- in verse, **15 lines** (in any metre)

*or*

- in prose, **200 words**.

### Written Commentary

Each composition is accompanied by a written commentary which:

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

# ASSESSMENT CRITERIA

---

## Using the Assessment Criteria

The method of assessment used by the IBO is criterion related. That is to say, the method of assessing each component of the assessment judges it in relation to identified assessment criteria and not in relation to the work of other candidates.

- There are **two** assessment criteria (A and B) for the paper 2 (section B) essay at higher level, **two** (A and B) for the paper 2 (section B) essay at standard level and **four** (A to D) for each individual study option at higher level only. For each assessment criterion, achievement level descriptors are defined which concentrate on positive achievement, although for the lower levels (0 = the lowest level of achievement) failure to achieve may be included in the description.
- The aim is to find, for each criterion, the descriptor which conveys most adequately the achievement level attained by the candidate. The process, therefore, is one of approximation. In the light of any one criterion, a candidate's work may contain features denoted by a high achievement level descriptor combined with defects appropriate to a lower one. A professional judgment should be made in identifying the descriptor which approximates most closely to the work and which rewards the **positive** achievements of the candidate.
- Having scrutinized the work to be assessed, the descriptors for each criterion should be read, starting with level 0, until one is reached which describes a level of achievement that the work being assessed has **not** attained. The work is therefore best described by the preceding achievement level descriptor and this level should be recorded.
- Only whole numbers should be used, not partial marks such as fractions and decimals.
- The highest descriptors do not imply faultless performance and assessors and teachers should not hesitate to use the extremes, including zero, if they are appropriate descriptions of the work being assessed.
- Descriptors should not be considered as marks or percentages, although the descriptor levels are ultimately added together to obtain a total score. It should not be assumed that there are other arithmetical relationships; for example, a level 4 performance is not necessarily twice as good as a level 2 performance.
- A candidate who attains a particular level of achievement in relation to one criterion will not necessarily attain similar levels of achievement in relation to the others. It should not be assumed that the overall assessment of the candidates will produce any particular distribution of scores.
- The assessment criteria should be available to candidates during the course.

# Summary of Assessment Criteria

## External Assessment

### Paper 2 Essay (HL)

- A** Knowledge and understanding
- B** Quality of argument

### Paper 2 Essay (SL)

- A** Knowledge and understanding
- B** Quality of argument

## Internal Assessment (HL only)

### Option A—Research Dossier

- A** Approach
- B** Knowledge and understanding
- C** Coherence and clarity of argument
- D** Interest and quality of ideas

### Option B—Oral Presentation

- A** Approach
- B** Knowledge and understanding
- C** Coherence and clarity of argument
- D** Interest and quality of ideas

### Option C—Latin Composition

- A** Approach
- B** Knowledge and understanding
- C** Coherence and clarity of argument
- D** Interest and quality of ideas

Note: Paper 1 (HL and SL) is not assessed using criteria. At both levels, paper 1 is assessed by a paper-specific markscheme.

## External Assessment

### Paper 2 Essay (HL)

#### A Knowledge and Understanding

##### Achievement Level

- |          |  |
|----------|--|
| <b>0</b> | The candidate has not reached level 1.   |
| <b>1</b> | The candidate has demonstrated limited knowledge and understanding of the prescribed topic. The essay shows little evidence of wider reading and little familiarity with the texts studied.  |
| <b>2</b> | The candidate has demonstrated some knowledge and understanding of the prescribed topic. The essay shows some evidence of wider reading as well as some familiarity with the texts studied. Where appropriate, the candidate has shown only a little awareness of authors' techniques and styles, and/or has made few connections with other, non-literary, features of Roman civilization.  |
| <b>3</b> | The candidate has demonstrated satisfactory knowledge and understanding of the prescribed topic. The essay draws on a satisfactory range of literary knowledge as well as familiarity with the texts studied. Where appropriate, the candidate has shown some awareness of authors' techniques and styles, and/or has made connections with other, non-literary, features of Roman civilization. Where appropriate, the candidate has shown some understanding of the topic from ancient and modern perspectives.  |
| <b>4</b> | The candidate has demonstrated good knowledge and understanding of the prescribed topic. The essay draws on a wide range of literary knowledge as well as considerable familiarity with the detail of the texts studied. Where appropriate, the candidate has commented on authors' techniques and styles, and/or has made relevant connections with other, non-literary, features of Roman civilization. Where appropriate, the candidate has shown a degree of understanding of the topic from ancient and modern perspectives.                        |
| <b>5</b> | The candidate has demonstrated excellent knowledge and understanding of the prescribed topic. The essay draws on a very wide range of literary knowledge as well as great familiarity with the detail of the texts studied. Where appropriate, the candidate has made perceptive comments on authors' techniques and styles, and/or has made relevant connections with other, non-literary, features of Roman civilization. Where appropriate, the candidate has shown a high degree of understanding of the topic from ancient and modern perspectives. |

## Paper 2 Essay (HL)

### B Quality of Argument

#### Achievement Level

- |          |   |
|----------|---|
| <b>0</b> | The candidate has not reached level 1.  |
| <b>1</b> | The essay is poorly structured, with arguments either incoherent or unsupported by examples or quotations. The overall impression is very weak.   |
| <b>2</b> | The essay has some organization but arguments are supported by few examples or quotations. The overall impression is weak.  |
| <b>3</b> | The essay is adequately structured, with an argument satisfactorily supported by examples and quotations. The overall impression is sound.  |
| <b>4</b> | The essay is well structured, with a clear line of argument well supported by appropriate examples and quotations. The overall impression is solid and carefully argued.                      |
| <b>5</b> | The essay is very well structured, with a clear, strong line of argument supported by highly appropriate examples and quotations. The overall impression is powerful, precise and persuasive. |

## Paper 2 Essay (SL)

### A Knowledge and Understanding

#### Achievement Level

- |          |   |
|----------|---|
| <b>0</b> | The candidate has not reached level 1.  |
| <b>1</b> | The candidate has demonstrated limited knowledge and understanding of the prescribed topic. The essay shows little evidence of wider reading and little familiarity with the texts studied.   |
| <b>2</b> | The candidate has demonstrated some knowledge and understanding of the prescribed topic. The essay shows some evidence of wider reading as well as some familiarity with the texts studied. Where appropriate, the candidate has shown only a little awareness of authors' techniques and styles, and/or has made few connections with other, non-literary, features of Roman civilization.   |
| <b>3</b> | The candidate has demonstrated satisfactory knowledge and understanding of the prescribed topic. The essay draws on other literary knowledge as well as familiarity with the texts studied. Where appropriate, the candidate has shown some awareness of authors' techniques and styles, and/or has made connections with other, non-literary, features of Roman civilization. Where appropriate, the candidate has shown some understanding of the topic from ancient and modern perspectives.   |
| <b>4</b> | The candidate has demonstrated good knowledge and understanding of the prescribed topic. The essay draws on a range of literary knowledge as well as considerable familiarity with the detail of the texts studied. Where appropriate, the candidate has commented on authors' techniques and styles, and/or has made relevant connections with other, non-literary, features of Roman civilization. Where appropriate, the candidate has shown a degree of understanding of the topic from ancient and modern perspectives.                        |
| <b>5</b> | The candidate has demonstrated excellent knowledge and understanding of the prescribed topic. The essay draws on a wide range of literary knowledge as well as great familiarity with the detail of the texts studied. Where appropriate, the candidate has made perceptive comments on authors' techniques and styles, and/or has made relevant connections with other, non-literary, features of Roman civilization. Where appropriate, the candidate has shown a high degree of understanding of the topic from ancient and modern perspectives. |

## Paper 2 Essay (SL)

### B Quality of Argument

#### Achievement Level

- |          |   |
|----------|---|
| <b>0</b> | The candidate has not reached level 1.  |
| <b>1</b> | The essay is poorly structured, with arguments either incoherent or unsupported by examples or quotations. The overall impression is very weak.   |
| <b>2</b> | The essay has some organization but arguments are seldom supported by examples or quotations. The overall impression is weak.   |
| <b>3</b> | The essay is adequately structured, with an argument supported by a few examples and quotations. The overall impression is sound.   |
| <b>4</b> | The essay is well structured, with a clear line of argument supported by appropriate examples and quotations. The overall impression is solid and carefully argued.                         |
| <b>5</b> | The essay is very well structured, with a clear, strong line of argument well supported by appropriate examples and quotations. The overall impression is powerful, precise and persuasive. |

## Internal Assessment (HL only)

### Option A—Research Dossier

#### **A**      Approach

##### **Achievement Level**

- |          |  |
|----------|--|
| <b>0</b> | The candidate has not reached level 1.   |
| <b>1</b> | The candidate has approached the research with limited effort and organization.  |
| <b>2</b> | The candidate has approached the research with some effort and has shown some organization in the presentation of the chosen source material.  |
| <b>3</b> | The candidate has approached the research with a satisfactory amount of effort and involvement and has presented the chosen source material in an organized way.   |
| <b>4</b> | The candidate has approached the research in a methodical, industrious and thoughtful manner; has displayed enthusiasm and personal involvement in the research dossier; and has presented the chosen source material in a well-organized way.                                   |
| <b>5</b> | The candidate has approached the research in a very methodical, industrious and thoughtful manner; has displayed considerable enthusiasm and personal involvement in the research dossier; and has presented the chosen source material in a highly organized and effective way. |

## Option A—Research Dossier

### B Knowledge and Understanding

#### Achievement Level

- |          |  |
|----------|--|
| <b>0</b> | The candidate has not reached level 1.   |
| <b>1</b> | The candidate's annotations in the research dossier demonstrate limited knowledge of the topic and limited understanding of the relevance and importance of the chosen sources.            |
| <b>2</b> | The candidate's annotations in the research dossier demonstrate some knowledge of the topic and some understanding of the relevance and importance of the chosen sources.                  |
| <b>3</b> | The candidate's annotations in the research dossier demonstrate a satisfactory knowledge of the topic and an adequate understanding of the relevance and importance of the chosen sources. |
| <b>4</b> | The candidate's annotations in the research dossier demonstrate a wide knowledge of the topic and a good understanding of the relevance and importance of the chosen sources.              |
| <b>5</b> | The candidate's annotations in the research dossier demonstrate a very wide knowledge of the topic and an excellent understanding of the relevance and importance of the chosen sources.   |

## Option A—Research Dossier

### C Coherence and Clarity of Argument

#### Achievement Level

- |          |   |
|----------|---|
| <b>0</b> | The candidate has not reached level 1.  |
| <b>1</b> | The candidate's annotations in the research dossier show only a little coherence and clarity, and give little justification for the inclusion of the chosen sources.        |
| <b>2</b> | The candidate's annotations in the research dossier show some coherence and clarity, and give some reasons, not always convincing, for the inclusion of the chosen sources. |
| <b>3</b> | The candidate's annotations in the research dossier show a satisfactory level of coherence and clarity, and give adequate reasons for the inclusion of the chosen sources.  |
| <b>4</b> | The candidate's annotations in the research dossier show a good level of coherence and clarity, and give good reasons for the inclusion of the chosen sources.              |
| <b>5</b> | The candidate's annotations in the research dossier show a high level of coherence and clarity, and give excellent reasons for the inclusion of the chosen sources.         |

## Option A—Research Dossier

### D Interest and Quality of Ideas

#### Achievement Level

- |          |   |
|----------|---|
| <b>0</b> | The candidate has not reached level 1.  |
| <b>1</b> | The candidate has chosen a small number of source materials, with little variety and interest, for inclusion in the research dossier.     |
| <b>2</b> | The candidate has chosen a limited range of source materials, with limited variety and interest, for inclusion in the research dossier.   |
| <b>3</b> | The candidate has chosen a satisfactory range of source materials, with some variety and interest, for inclusion in the research dossier. |
| <b>4</b> | The candidate has chosen a wide range of source materials, of both variety and interest, for inclusion in the research dossier.           |
| <b>5</b> | The candidate has chosen an exceptionally varied and interesting range of source materials for inclusion in the research dossier.         |

## Option B—Oral Presentation

### A Approach

#### Achievement Level

- |          |  |
|----------|--|
| <b>0</b> | The candidate has not reached level 1.   |
| <b>1</b> | The candidate has shown little care in the selection of reading(s) and has approached the oral presentation with limited effort and organization.  |
| <b>2</b> | The candidate has shown some care in the selection of reading(s) and has approached the oral presentation with some effort and organization.   |
| <b>3</b> | The candidate has shown care and some intelligence in the selection of reading(s) and has approached the oral presentation with a satisfactory amount of effort, involvement and organization.   |
| <b>4</b> | The candidate has shown care and intelligence in the selection of reading(s); has approached the oral presentation in a methodical, industrious and thoughtful manner; has revealed good skills of organization in his/her approach; and has displayed enthusiasm and personal involvement in the oral presentation.   |
| <b>5</b> | The candidate has shown great care and intelligence in the selection of reading(s); has approached the oral presentation in a very methodical, industrious and thoughtful manner; has revealed highly developed skills of organization in his/her approach; and has displayed considerable personal involvement in, and enthusiasm for, the oral presentation. |

## Option B—Oral Presentation

### B Knowledge and Understanding

#### Achievement Level

- |          |   |
|----------|---|
| <b>0</b> | The candidate has not reached level 1.  |
| <b>1</b> | The candidate has displayed limited knowledge and understanding of how to speak Latin; has demonstrated little accuracy in his/her pronunciation; and has, if reading verse, largely failed to follow the metre.  |
| <b>2</b> | The candidate has displayed some knowledge and understanding of how to speak Latin; has demonstrated some accuracy in his/her pronunciation; and has, if reading verse, followed the metre to some degree.  |
| <b>3</b> | The candidate has displayed a satisfactory knowledge and understanding of how to speak Latin; has demonstrated a high level of accuracy in his/her pronunciation; and has, if reading verse, followed the metre adequately.   |
| <b>4</b> | The candidate has displayed a good knowledge and understanding of how to speak Latin; has demonstrated a very high level of accuracy in his/her pronunciation; and has, if reading verse, followed the metre in an almost completely accurate and appropriate manner. |
| <b>5</b> | The candidate has displayed an excellent knowledge and understanding of how to speak Latin; has demonstrated an extremely high level of accuracy in his/her pronunciation; and has, if reading verse, followed the metre in an accurate and appropriate manner.       |

## Option B—Oral Presentation

### C Coherence and Clarity of Argument

#### Achievement Level

- |          |  |
|----------|--|
| <b>0</b> | The candidate has not reached level 1.   |
| <b>1</b> | The candidate has produced a written commentary with limited structure, coherence and clarity; has made little argument for his/her presentation; and has produced few notes for the listener/reader.  |
| <b>2</b> | The candidate has produced a written commentary with some structure, coherence and clarity; has made some argument for his/her presentation; and has produced some notes for the listener/reader.  |
| <b>3</b> | The candidate has produced a written commentary which is adequately structured, with a satisfactory level of coherence and clarity; has made an adequate argument for his/her presentation; and has produced a satisfactory set of notes for the listener/reader.                                  |
| <b>4</b> | The candidate has produced a written commentary which is well structured, coherent and clear; has effectively argued for his/her presentation; and has demonstrated a logical flow of ideas and produced a good set of notes for the listener/reader.  |
| <b>5</b> | The candidate has produced a written commentary which is very well structured and has a high level of coherence and clarity; has convincingly argued for his/her presentation; and has demonstrated a highly logical flow of ideas and produced an excellent set of notes for the listener/reader. |

## Option B—Oral Presentation

### D Interest and Quality of Ideas

#### Achievement Level

- |          |  |
|----------|--|
| <b>0</b> | The candidate has not reached level 1.   |
| <b>1</b> | The candidate has read his/her choice of passage(s) in a way which displays very little inventiveness, intelligence or enterprise; has produced a reading which is almost entirely unsuitable for the passage(s) and chosen classical author(s); and has produced a poor presentation which has very little to interest the listener.  |
| <b>2</b> | The candidate has read his/her choice of passage(s) in a way which displays a limited degree of inventiveness, intelligence and enterprise; has produced a reading which is only partially suitable for the passage(s) and chosen classical author(s); and has produced a presentation which has a few points of interest to the listener.   |
| <b>3</b> | The candidate has read his/her choice of passage(s) in a way which displays some inventiveness, intelligence and enterprise; has produced a satisfactory reading which is acceptable for the passage(s) and chosen classical author(s); and has produced a satisfactory presentation which is of some interest to the listener.  |
| <b>4</b> | The candidate has read his/her choice of passage(s) in a way which displays a high degree of inventiveness, intelligence and enterprise; has approached his/her chosen passage(s) in an interesting manner and has produced a thoughtful reading which is appropriate for the passage(s) and chosen classical author(s); and has produced an intellectually sound presentation which is interesting to the listener.                                     |
| <b>5</b> | The candidate has read his/her choice of passage(s) in a way which displays a very high degree of inventiveness, intelligence and enterprise; has approached his/her chosen passage(s) in an interesting and sensitive manner and has produced a sophisticated reading which is wholly appropriate for the passage(s) and chosen classical author(s); and has produced a scholarly presentation which is both interesting and appealing to the listener. |

## Option C—Latin Composition

### A Approach

#### Achievement Level

- |          |  |
|----------|--|
| <b>0</b> | The candidate has not reached level 1.   |
| <b>1</b> | The candidate has selected a classical author whose style is poorly suited to the chosen passage and has approached the Latin composition with limited effort and organization.  |
| <b>2</b> | The candidate has selected a classical author whose style is only partially appropriate to the chosen passage and has approached the Latin composition with some effort and organization.  |
| <b>3</b> | The candidate has selected a classical author whose style is suited to the chosen passage and has approached the Latin composition with a satisfactory amount of effort, involvement and organization.   |
| <b>4</b> | The candidate has selected a classical author whose style is well suited to the chosen passage; has approached the Latin composition in a methodical, industrious and thoughtful manner; has revealed good organization skills in his/her approach; and has displayed enthusiasm and personal involvement in the Latin composition.                                  |
| <b>5</b> | The candidate has selected a classical author whose style is very suitable for the chosen passage; has approached the Latin composition in a very methodical, industrious and thoughtful manner; has revealed highly developed organization skills in his/her approach; and has displayed considerable enthusiasm and personal involvement in the Latin composition. |

## Option C—Latin Composition

### B Knowledge and Understanding

#### Achievement Level

- |          |   |
|----------|---|
| <b>0</b> | The candidate has not reached level 1.  |
| <b>1</b> | The candidate has displayed limited knowledge and understanding of Latin grammar and syntax; and has demonstrated little linguistic accuracy in his/her Latin composition.                                      |
| <b>2</b> | The candidate has displayed some knowledge and understanding of Latin grammar and syntax; and has demonstrated some linguistic accuracy in his/her Latin composition.   |
| <b>3</b> | The candidate has displayed satisfactory knowledge and understanding of a range of Latin grammar and syntax; and has demonstrated a satisfactory level of linguistic accuracy in his/her Latin composition.     |
| <b>4</b> | The candidate has displayed good knowledge and understanding of a wide range of Latin grammar and syntax; and has demonstrated a high level of linguistic accuracy in his/her Latin composition.                |
| <b>5</b> | The candidate has displayed excellent knowledge and understanding of a very wide range of Latin grammar and syntax; and has demonstrated a very high level of linguistic accuracy in his/her Latin composition. |

## Option C—Latin Composition

### C Coherence and Clarity of Argument

#### Achievement Level

- |          |   |
|----------|---|
| <b>0</b> | The candidate has not reached level 1.  |
| <b>1</b> | The candidate has produced a written commentary with limited structure, coherence and clarity; has made little argument for his/her method of translation; and has produced few notes for the reader.   |
| <b>2</b> | The candidate has produced a written commentary with some structure, coherence and clarity; has made some argument for his/her method of translation; and has produced some notes for the reader.   |
| <b>3</b> | The candidate has produced a written commentary which is adequately structured, with a satisfactory level of coherence and clarity; has made an adequate argument for his/her method of translation; has produced a satisfactory set of notes for the reader; and has written a commentary which is pertinent to the passage and classical author chosen.   |
| <b>4</b> | The candidate has produced a written commentary which is well structured, coherent and clear; has effectively argued for his/her method of translation; has demonstrated a logical flow of ideas and produced a good set of notes for the reader; and has written a commentary which is well focused and pertinent to the passage and classical author chosen.  |
| <b>5</b> | The candidate has produced a written commentary which is well structured and has a high level of coherence and clarity; has convincingly argued for his/her method of translation; has demonstrated a highly logical flow of ideas and produced an excellent set of notes for the reader; and has written a commentary which is very well focused and pertinent to the passage and classical author chosen. |

## Option C—Latin Composition

### D Interest and Quality of Ideas

#### Achievement Level

- |          |   |
|----------|---|
| <b>0</b> | The candidate has not reached level 1.  |
| <b>1</b> | The candidate has written a Latin composition in a way which displays very little inventiveness, intelligence or enterprise; has produced a translation which is almost entirely unsuitable for the passage and chosen classical author; and has produced a poor composition which has very little to interest the reader.  |
| <b>2</b> | The candidate has written a Latin composition in a way which displays a limited degree of inventiveness, intelligence and enterprise; has produced a translation which is only partially suitable for the passage and chosen classical author; and has produced a composition which has little to interest the reader.  |
| <b>3</b> | The candidate has written a Latin composition in a way which displays some inventiveness, intelligence and enterprise; has produced a satisfactory translation which is acceptable for the passage and chosen classical author; and has produced a satisfactory composition which has a few points of interest to the reader.   |
| <b>4</b> | The candidate has written a Latin composition in a way which displays considerable inventiveness, intelligence and enterprise; has produced a sound translation which is redolent of the chosen classical author; and has produced a good composition which is of some interest to the reader.  |
| <b>5</b> | The candidate has written a Latin composition in a way which displays a high degree of inventiveness, intelligence and enterprise; has approached his/her chosen passage(s) in an interesting manner and produced a thoughtful translation which is redolent of the chosen classical author; and has produced an intellectually sound composition which is interesting to the reader. |