

Classical languages guide

First examinations 2016



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Diploma Programme

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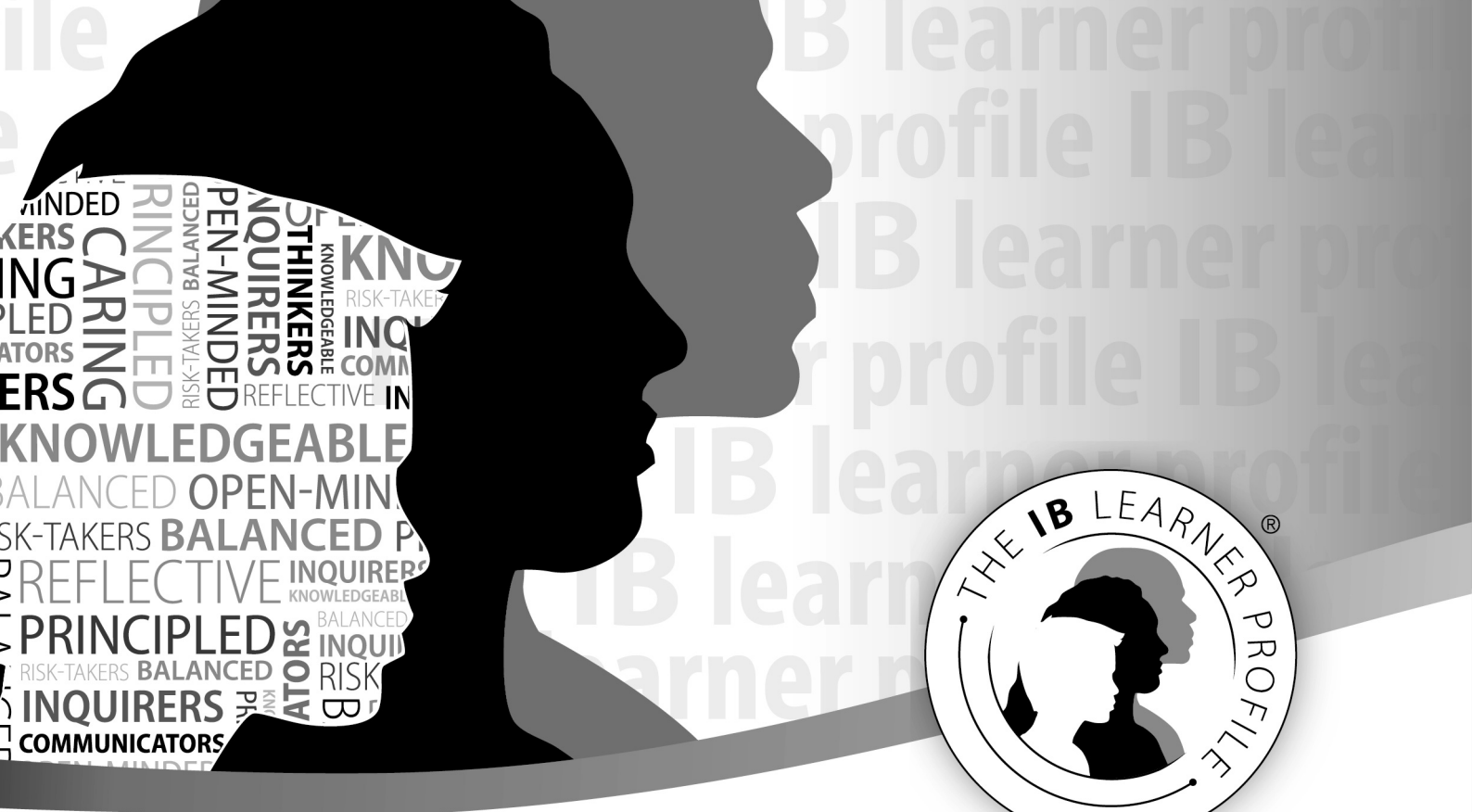
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IB mission statement

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.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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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 specimen papers and markschemes, teacher support materials, subject reports and grade descriptors can also be found on the OCC. 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.

Acknowledgment

The IB wishes to thank the educators and associated schools for generously contributing time and resources to the production of this guide.

First assessment 2016

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 model

The course is presented as six academic areas enclosing a central core (see figure 1). 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 and 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.



Figure 1
Diploma Programme model

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 core of the Diploma Programme model

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

Theory of knowledge (TOK) is a course that is fundamentally about critical thinking and inquiry into the process of knowing rather than about learning a specific body of knowledge. The TOK course examines the nature of knowledge and how we know what we claim to know. It does this by encouraging students to analyse knowledge claims and explore questions about the construction of knowledge. The task of TOK is to emphasize connections between areas of shared knowledge and link them to personal knowledge in such a way that an individual becomes more aware of his/her own perspectives and how they might differ from others.

Creativity, action, service (CAS) is at the heart of the Diploma Programme. The emphasis in CAS is on helping students to develop their own identities, in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme. The three strands of CAS are creativity (arts, and other experiences that involve creative thinking), action (physical exertion contributing to a healthy lifestyle) and service (an unpaid and voluntary exchange that has a learning benefit for the student). Possibly, more than any other component in the Diploma Programme, CAS contributes to the IB's mission to create a better and more peaceful world through intercultural understanding and respect.

The extended essay, including the world studies extended essay, offers the opportunity for IB students to investigate a topic of special interest, in the form of a 4,000 word piece of independent research. The area of research undertaken is chosen from one of the students' six Diploma Programme subjects, or in the case of the inter-disciplinary World Studies essay, two subjects, and acquaints them with the independent research and writing skills expected at university. This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject or subjects chosen. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. An authentic learning experience it provides students with an opportunity to engage in personal research on a topic of choice, under the guidance of a supervisor.

Approaches to teaching and approaches to learning

Approaches to teaching and learning across the Diploma Programme refers to deliberate strategies, skills and attitudes which permeate the teaching and learning environment. These approaches and tools, intrinsically linked with the learner profile attributes, enhance student learning and assist student

preparation for the Diploma Programme assessment and beyond. The aims of approaches to teaching and learning in the Diploma Programme are to:

- empower teachers as teachers of learners as well as teachers of content
- empower teachers to create clearer strategies for facilitating learning experiences in which students are more meaningfully engaged in structured inquiry and greater critical and creative thinking
- promote both the aims of individual subjects (making them more than course aspirations) and linking previously isolated knowledge (concurrency of learning)
- encourage students to develop an explicit variety of skills that will equip them to continue to be actively engaged in learning after they leave school, and to help them not only obtain university admission through better grades but also prepare for success during tertiary education and beyond
- enhance further the coherence and relevance of the students' Diploma Programme experience
- allow schools to identify the distinctive nature of an IB Diploma Programme education, with its blend of idealism and practicality.

The five approaches to learning (developing thinking skills, social skills, communication skills, self-management skills and research skills) along with the six approaches to teaching (teaching that is inquiry-based, conceptually focussed, contextualized, collaborative, differentiated and informed by assessment) encompass the key values and principles that underpin IB pedagogy.

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.

Academic honesty

Academic honesty in the Diploma Programme is a set of values and behaviours informed by the attributes of the learner profile. In teaching, learning and assessment, academic honesty serves to promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

All coursework—including work submitted for assessment—is to be authentic, based on the student's individual and original ideas with the ideas and work of others fully acknowledged. Assessment tasks that require teachers to provide guidance to students or that require students to work collaboratively must be completed in full compliance with the detailed guidelines provided by the IB for the relevant subjects.

For further information on academic honesty in the IB and the Diploma Programme, please consult the IB publications *Academic honesty*, *The Diploma Programme: From principles into practice* and the *General regulations: Diploma Programme*. Specific information regarding academic honesty as it pertains to external and internal assessment components of this Diploma Programme subject can be found in this guide.

Acknowledging the ideas or work of another person

Coordinators and teachers are reminded that candidates must acknowledge all sources used in work submitted for assessment. The following is intended as a clarification of this requirement.

Diploma Programme candidates submit work for assessment in a variety of media that may include audio-visual material, text, graphs, images and/or data published in print or electronic sources. If a candidate uses the work or ideas of another person the candidate must acknowledge the source using a standard style of referencing in a consistent manner. A candidate's failure to acknowledge a source will be investigated by the IB as a potential breach of regulations that may result in a penalty imposed by the IB final award committee.

The IB does not prescribe which style(s) of referencing or in-text citation should be used by candidates; this is left to the discretion of appropriate faculty/staff in the candidate's school. The wide range of subjects, three response languages and the diversity of referencing styles make it impractical and restrictive to insist on particular styles. In practice, certain styles may prove most commonly used, but schools are free to choose a style that is appropriate for the subject concerned and the language in which candidates' work is written. Regardless of the reference style adopted by the school for a given subject, it is expected that the minimum information given includes: name of author, date of publication, title of source, and page numbers as applicable.

Candidates are expected to use a standard style and use it consistently so that credit is given to all sources used, including sources that have been paraphrased or summarized. When writing text a candidate must clearly distinguish between their words and those of others by the use of quotation marks (or other method, such as indentation) followed by an appropriate citation that denotes an entry in the bibliography. If an electronic source is cited, the date of access must be indicated. Candidates are not expected to show faultless expertise in referencing, but are expected to demonstrate that all sources have been acknowledged. Candidates must be advised that audio/visual material, text, graphs, images and/or data published in print or in electronic sources that is not their own must also attribute the source. Again, an appropriate style of referencing/citation must be used.

Learning diversity and learning support requirements

Schools must ensure that equal access arrangements and reasonable adjustments are provided to candidates with learning support requirements that are in line with the IB documents *Candidates with assessment access requirements* and *Learning diversity within the International Baccalaureate programmes/Special educational needs within the International Baccalaureate programmes*.

Nature of the subject

Classical languages comprise Latin and Classical Greek, and these subjects are offered in group 2 of the IB Diploma Programme. Whereas the other subjects offered in group 2 cover a broad spectrum of modern language courses, the two classical language subjects provide students with the opportunity to study two historically significant languages that are also embedded in many modern languages. Latin and Classical Greek are separate courses, but they share the same syllabus and assessment criteria. 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 therefore leads to a greater understanding of contemporary languages, literature and cultures. Fundamentally, the study of classical languages trains the mind, developing skills of critical thought, memory and close analysis, as well as an appreciation of the beauty and power of language. Other classical languages such as Sanskrit, Arabic and Hebrew, which have all made important contributions to modern societies, are beyond the scope of this guide.

In the classical languages it is a fundamental principle that the texts be studied in their original language. Linguistic skills lie at the heart of the courses, since it is through a deep understanding of the workings of a language that true intellectual contact can be made with the peoples of the past. Through this course, students will learn to translate Latin and Classical Greek works accurately and sensitively. Students will also study different genres of classical texts, examining the ideas in these works and their artistry within their historical, political and cultural contexts.

Distinction between SL and HL

The SL and HL syllabus requirements share elements, including authors and options. 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 of study and in the level of knowledge and skills expected at assessment, especially in paper 2. In addition, HL students are required to research additional sources for their individual study. At the SL and HL levels, knowledge of the historical, political and cultural background, which is essential for the understanding or appreciation of the texts, will be expected. HL candidates will also be required to demonstrate knowledge and understanding of texts within their broader historical, political and cultural contexts. HL paper 2 section B, the “written response”, assesses the ability to construct an argument supported by relevant examples from the prescribed passages and from supplementary reading.

Classical languages and the core

The study of Classical languages offers many possibilities for TOK 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 TOK. This awareness and appreciation provides other opportunities for ways of seeing and knowing both the ancient and contemporary worlds.

At the heart of the courses is the study of either Latin or Classical Greek. It is considered that, through an understanding of the workings of a language, students can encounter issues and ideas from 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 combined in different options, and, through analysis and interpretation, to try to understand the ancient world from a contemporary viewpoint. In exploring Latin and Classical Greek to try to reach an understanding of the knowledge, values, skills and beliefs of the related culture, students are naturally engaging in a TOK type of activity. Specific recommendations on how to engage with TOK can be found in the “Approaches to the teaching and learning of classical languages” section of this guide.

An extended essay in Latin or Classical Greek provides students with an opportunity to investigate in-depth a topic of particular personal interest in the context of the ancient Roman or Greek world. The chosen topic will normally focus on a non-trivial aspect of the language, literature or civilization of the ancient Roman or Greek world, regarding which scholarly opinion is divided. Students will normally investigate this topic by particular reference to appropriate texts and commentaries or other source material, such as works of art or architecture.

CAS involves students in a range of activities alongside their academic studies throughout the Diploma Programme. CAS enables students to see the application of academic learning as well as social and personal skills to real-life situations that benefit themselves and others. Service activities (such as volunteering at a museum, library or bookstore) or creative activities (such as writing or performing a play for younger students based on a literary work studied in class) could contribute to a successful CAS experience.

Classical languages and international-mindedness

The study of classical languages is inherently international. Students will study the language, literature and civilization of peoples separated from them by time and space, and will engage with different social, moral, ethical, cultural and aesthetic attitudes. Ideally, students will become knowledgeable and develop the critical thinking skills essential for considering issues beyond the classical world. Students will become confident communicators, more aware of the power and beauty of language, and open-minded, as they question their own values in the light of other languages and cultures.

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 through analysing a variety of sources from the classical world, students will have the opportunity to explore aspects of that world, leading to a greater understanding of the contemporary world and to a greater intercultural understanding.

Engaging with sensitive topics

The study of classical languages provides opportunities for teachers and students to engage with stimulating topics and issues of global and personal relevance. Exploring such topics helps students to develop a number of skills, including inquiry, critical thinking and analysis. However, it should also be noted that some topics can be particularly sensitive and challenging for students because they touch on deeply held views and embedded attitudes. Teachers should be aware of this and provide guidance to students on how to engage with such topics in a responsible manner.

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, since the syllabus requires students to work with Latin or Classical Greek texts in the original language. Before undertaking these courses, students must have been exposed to some Latin or Classical Greek: they must be familiar with the grammar and syntax of the chosen language. At the end of the two-year period of the Diploma Programme, students will be expected to be able to read, appreciate, analyse and discuss original texts.

Links to the Middle Years Programme

The MYP classical languages course aims to encourage the student to develop respect for, and understanding of, the languages and cultures of Rome and Classical Greece, and is equally designed to equip the student with a skills base to facilitate further language learning.

The aims of the MYP and Diploma Programme courses in classical languages have much in common and share the intentions of encouraging students to develop an awareness and understanding of the perspectives of people from other cultures, especially those of Rome and Classical Greece, as well as harnessing linguistic competence.

Aims

1. Enable the student to reach an appropriate level of knowledge and understanding of the language and to use this understanding for a variety of purposes, including translation, comprehension and research.
2. Develop the student's appreciation of the literary merit of classical texts and an awareness of the issues raised in them, as well as their connections and relevance to our times.
3. Encourage, through the study of texts and other products of classical cultures, an awareness and appreciation in the student of the different perspectives of people from those cultures.
4. Provide the student with an opportunity for intellectual engagement through the process of inquiry and the development of critical thinking and learning skills.
5. Provide the student with a basis for further study, work and enjoyment in a variety of contexts.

Assessment objectives

It is expected that by the end of the classical languages course, students will be able to:

1. understand and translate texts in the original language
2. demonstrate their knowledge and understanding of texts in the original language and other products of Classical culture within their historical, political, cultural and geographical contexts
3. analyse the style of, and demonstrate a critical understanding of, a variety of classical texts in the original language
4. construct an argument supported by relevant examples in the original language or supplementary reading.

Assessment objectives in practice

Assessment objective	Which component addresses this assessment objective?	How is the assessment objective addressed?
Ability to understand and translate texts in the original language	Examination papers 1 and 2	<p>Paper 1: Students study prescribed authors and, under examination conditions, translate an extract from Latin or Classical Greek into English, French or Spanish.</p> <p>Paper 2: Questions at SL and HL require students to demonstrate reading comprehension of text in the original language. In addition, some questions at SL and HL require students to translate portions of set passages.</p>
Demonstrate knowledge and understanding of texts in the original language and other products of classical culture within their historical, political, cultural and geographical contexts	Examination paper 2 and the individual study	<p>Students study prescribed Latin or Classical Greek passages from different options.</p> <p>Paper 2: Students answer questions in the language of examination pertaining to extracts from the prescribed passages.</p> <p>Individual study: Both SL and HL students analyse classical sources and consider their significance and possible interpretations.</p>
Ability to analyse the style of, and demonstrate a critical understanding of, a variety of classical texts in the original language	Examination paper 2 and the individual study	<p>Students study prescribed Latin or Classical Greek passages from different options.</p> <p>Paper 2: Students answer questions in the language of examination pertaining to extracts from the prescribed passages. Section B on HL paper 2 requires students to construct an argument by responding to a prompt.</p> <p>Individual study: Both SL and HL students analyse classical sources and consider their significance and possible interpretations.</p>
Ability to construct an argument supported by relevant examples in the original language or supplementary reading	Examination paper 2 section B HL and the individual study	<p>Paper 2: Section B on HL paper 2 requires students to demonstrate critical analysis by responding to a prompt.</p> <p>Individual study: Both SL and HL students analyse classical sources and consider their significance and possible interpretations.</p>

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
Part 1: Study of language Latin: The study of Cicero or Ovid in order to develop language skills. One extract from each author will be set and students will be required to translate one of the extracts. Classical Greek: The study of Xenophon in order to develop language skills. Students will be required to translate an extract written by that author. Details of prescribed authors for part 1 are given in this subject guide in the section "Syllabus content".	135	220
Part 2: Study of literature A detailed study of literature from two options in the original language chosen from five prescribed options. Details of prescribed passages for part 2 are given in this subject guide in the section "Syllabus content".		
Part 3: Individual study—Research dossier A collection of annotated primary source materials demonstrating an in-depth exploration of an aspect of classical language, literature or civilization chosen by the student.	15	20
Total teaching hours	150	240

The recommended teaching time is 240 hours to complete HL courses and 150 hours to complete SL courses as stated in the document *General regulations: Diploma Programme for students and their legal guardians* (page 4, article 8.2).

It is essential that teachers are allowed the recommended minimum number of teaching hours necessary to meet the requirements of the classical languages course; **these must include class time dedicated to part 3, the individual study.**

Approaches to the teaching and learning of classical languages

The classical languages courses 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 teacher selects the writings most appropriate to their particular group of students and prepares the students to translate a variety of examples of one writer's work.

In part 2, the teacher chooses two options that the students will study in depth. The prescribed passages for the options are available in this subject guide in the section "Syllabus content". Students read them in the original language (Latin or Classical Greek), with a particular focus on elements of style, as well as vocabulary and grammar. Teachers must present cultural and historical contexts necessary for an understanding of prescribed passages.

In part 3, the individual study is a research dossier that each student prepares on a topic of personal interest. The teacher should 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 too challenging. In this case, the teacher must work with the student, looking carefully at the syllabus details and assessment criteria included in this guide.

Proper dictionary skills are crucial in the study of classical texts and must be developed in class to assist with all areas of the syllabus. These skills might include, but are not limited to:

- 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.

Teachers should also familiarize students with the recommended vocabulary list for part 1, which can be found in the *Classical languages teacher support material*. This recommended vocabulary will also benefit students in other parts of the syllabus.

Part 1: Study of language

Teachers must 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 translate a variety of examples of one writer's work, and teachers must select the writings most appropriate to their particular group of students. It is expected that the extracts 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 and syntax for reading Latin or Classical Greek texts. The relevant grammar lists can be found in the Classical languages teacher support material.
2. Ensure that students have an adequate foundation in vocabulary and proper dictionary skills for reading Latin or Classical Greek texts. The recommended vocabulary list can be found in the Classical languages teacher support material.
3. Teach one prescribed author. Teachers should teach both extended passages from the chosen prescribed author and short passages for translation. Teachers must enable students to develop a familiarity with the style of the author, the particular vocabulary used and the kinds of topics associated with the author. The purpose of this study is to allow students to develop a facility with reading and comprehension that will be demonstrated by each student's ability to translate a passage from the original language into English, French or Spanish. Paper 1 is a translation paper, so teachers must stress in class the various elements that contribute to an accurate translation. These elements include:
 - producing a translation that shows understanding of phrasing, syntax, grammar and vocabulary found in the passage
 - producing a translation that makes sense in English, French or Spanish and that incorporates standard word order and grammar usage of the response language
 - producing a translation that retains the meaning of the original.

Engaging theory of knowledge in part 1

Approaches to the teaching of study of language are directly informed by TOK principles: students are encouraged to reflect on the structure of language, how it influences the way we think and relate within our communities, and how meaning is conveyed; to evaluate how meaning is changed, lost or added in translation; to identify the elements which contribute to a good translation.

Possible questions the teacher may raise when translating from Latin or Classical Greek may include:

- 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?
- Are there some things which cannot be expressed through language?
- What role do metaphors and symbols play in conveying knowledge?
- If people speak more than one language, is what they know different in each language?

Part 2: Study of literature

The teacher must select two of the five available options for in-depth study. The choice is generally determined by a variety of factors, such as teacher or student preference or alignment of options with other programmes (for example, national, state or provincial examinations). Options chosen for study in this section must be studied in depth. Teachers must take careful note of exactly what is prescribed on the syllabus. It is good practice to copy the syllabus for the students, allowing them to see from the very beginning of the course precisely what is to be studied. Details of prescribed passages for part 2 are given in this subject guide in the section "Syllabus content".

Supplementary reading is recommended as it will enhance students' understanding of the historical and cultural influences upon the literature being studied in the original language. Teachers must encourage students to read more widely in order to give students a broader base of knowledge about the authors whose works have been prescribed. For example, the teacher might assign the entire Aeneid to be read in translation outside of class, so that students gain a better understanding of where their portion fits into the complete work. In addition, the teacher might assign secondary literature, such as commentary or critical scholarship, so that students gain a better understanding of the work, the author or their contexts.

The prescribed passages should be studied in class under the direction of the teacher. This study requires careful note of stylistic, poetic and rhetorical nuances in addition to grammatical and syntactical points. The teacher must encourage students to look closely at the text, preparing them to analyse critically each text's meaning, style, vocabulary and figures of speech. At HL, students must also demonstrate knowledge and understanding of texts within their historical, political and cultural contexts, supplemented by additional readings of option authors in translation. Ideally, students will also study 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.

Engaging theory of knowledge in part 2

Approaches to the teaching of the study of literature are directly informed by TOK principles: students are encouraged to consider how the artistry of language contributes to meaning; how we can know for certain what an author wants to say; to what extent are the conventions of these literary languages, and the communities that produced them, different from and similar to the student's own.

Possible questions the teacher may raise when teaching options from Latin or Classical Greek may include:

- 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?
- How does familiarity with the context in which a passage was written affect our understanding?
- Can a study of the ancient world be free of bias in the selection and interpretation of material?
- Does literature help us to interpret our own experiences?
- What is the role of language in allowing knowledge to be shared?
- What can we learn from literature?

Part 3: Individual study—Research dossier

The teacher should encourage students to reflect upon which aspects of classical studies are of most interest to them, combining this with a consideration of the students' personal strengths. The teacher must also ensure that each student is familiar with the information given for the individual study under "Syllabus content" in this subject guide. The sample research questions in the "Internal assessment" section of this guide are designed in particular to suggest the range of suitable research questions and to act as a guide for the suitability of the student's own ideas.

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. Teachers must ensure that the research question allows an argument to be developed. Students may annotate just about anything relevant to their personal interest in classical language, history or civilization, as long as the relevance to the research question can be demonstrated.

The guidelines for presenting the dossier must be followed. It is good practice for teachers to copy the assessment criteria for internal assessment that are found in this guide and give them to the students. As a result, students will be aware of the standard they will be expected to reach at the end of the two-year Diploma Programme course.

Engaging theory of knowledge in part 3

Approaches to the teaching of individual study are directly informed by TOK principles: students are encouraged to develop a critical approach to both primary and secondary sources; to compare and contrast; in exploring a topic, to discuss how values and knowledge shared by Latin and Greek authors and their communities are still relevant to the student's own knowledge and communities.

Possible questions the teacher may raise when helping students prepare their individual studies may include:

- 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?
- To what extent do moral values differ, depending on the context of the society or the time of history? For example, could a practice such as slavery be acceptable in one era and unacceptable in another?
- To what extent can we speak with certainty about anything in the past?
- What factors affect the reliability of historical sources?
- Comparing the ancient world to the world today, does it seem that history is progressing?

Syllabus content

Part 1: Study of 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 authors

Latin (SL and HL)

- Ovid, *Metamorphoses*
- Cicero (speeches)

Classical Greek (SL and HL)

- Xenophon

Suggested preparation

The aim of the Latin or Classical Greek syllabus is to teach a facility with reading and understanding, and to develop some sensitivity to style. After grammar has been taught, selected reading of the prescribed author should be pursued. In paper 1, students are asked to produce a translation with the use of a dictionary, and proper dictionary skills should be developed in class to assist with all areas of the syllabus. It is best practice for teachers to encourage students to familiarize themselves with the most common words in prescribed authors.

The passage for translation is 50–70 words at SL and 105–125 words at HL.

Part 2: Study of literature

The main aim of this part of the syllabus is to give students some experience of classical literature in the original language. Prescribed passages in Latin or Classical Greek are grouped into options and must be studied in the original language; in addition, it is assumed that students at HL will undertake supplementary reading in translation. At the SL and HL levels, knowledge of the historical, political and cultural background will be expected where this is essential for the understanding or appreciation of the text. HL candidates will also be required to demonstrate knowledge and understanding of texts within their broader historical, political and cultural contexts. HL paper 2 section B, the *written response*, assesses the ability to construct an argument supported by relevant examples from the prescribed passages and from supplementary reading.

Options

Options for study in this section are comprised of readings taken from one or more authors. The options allow either for a more traditional approach or a theme-based approach through texts chosen from multiple authors. Teachers may prepare students for any two options. The prescribed list of options is available in this subject guide. The length of the readings is 300–350 lines at SL and 500–550 lines at HL.

Suggested preparation

The prescribed passages should be studied in class under the direction of the teacher. This study requires careful note of stylistic, poetic and rhetorical nuances, in addition to grammatical and syntactical points. The students must read the texts closely, analysing critically each text's meanings, style, vocabulary and figures of speech. Both SL and HL students must develop some knowledge and understanding of texts within their historical, political and cultural contexts. HL students are expected to have broader background knowledge of each option. The most important preparation must be the careful study of the texts in the original language. Commentaries are very useful, and 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 during the final examination.

Prescribed passages

LATIN

	List 1		List 2	
Options	SL and HL (for examinations in: 2016, 2017, 2018)	HL (for examinations in: 2016, 2017, 2018)	SL and HL (for examinations in: 2019, 2020, 2021)	HL (for examinations in: 2019, 2020, 2021)
A Vergil	Vergil, <i>Aeneid</i> 1.1–49, 223–493	Vergil, <i>Georgics</i> 4.315–529	Vergil, <i>Aeneid</i> 12.614–952	Vergil, <i>Eclogues</i> 1, 6
B History	Tacitus, <i>Annals</i> 2.70–73, 82–83; 3.1–6, 10–18	Suetonius, <i>Tiberius</i> 22–26, 33–36, 39–42, 52–53	Caesar, <i>De Bello Gallico</i> 7.68–74, 76–90	Livy, <i>Ab Urbe Condita</i> 22.3–7
C Love poetry	Catullus, <i>Carmina</i> 3, 5, 7, 8, 9, 45, 50, 65, 72, 85, 86, 92, 107, 109 Propertius, <i>Elegies</i> 1.1; 2.12, 17, 19; 3.23	Catullus, <i>Carmina</i> 76 Tibullus, <i>Elegies</i> 1.1; 3.2, 3, 13, 14, 15, 16, 17, 18	Catullus, <i>Carmina</i> 2, 13, 35, 40, 51, 62, 67, 70, 75, 87, 96, 99, 110 Horace, <i>Carmina</i> 1.5, 13, 22; 3.26; 4.1	Ovid, <i>Amores</i> 1.1, 3, 4, 6
D Women	Ovid, <i>Heroides</i> 1 Livy, <i>Ab Urbe Condita</i> 2. 13 Cicero, <i>Pro Caelio</i> 35–40 Vergil, <i>Aeneid</i> 11. 648–724	Horace, <i>Carmina</i> 1.37 Propertius, <i>Elegies</i> 3.11 Catullus, <i>Carmina</i> 64. 48–158	Not offered	Not offered
E Social criticism	Not offered	Not offered	Horace, <i>Epodes</i> 7, 16 Horace, <i>Satire</i> 1.6 Martial, <i>Epigrams</i> 1.35, 41; 6.64; 10.10, 20; 12.61	Horace, <i>Carmina</i> 1.2 Martial, <i>Epigrams</i> 11.6, 32, 56, 98
F Good living	Lucretius, <i>De Rerum Natura</i> 1.54–135; 2.1–61 Horace, <i>Carmina</i> 1.9; 2.16; 3.26; 4.7 Seneca, <i>Epistulae Morales</i> 1, 16	Seneca, <i>De Tranquillitate Animi</i> 2–3	Not offered	Not offered
G Villians	Not offered	Not offered	Vergil, <i>Aeneid</i> 10.689–768 Livy, <i>Ab Urbe Condita</i> 1.57–60 Sallust, <i>Bellum Catilinae</i> 1–6	Livy, <i>Ab Urbe Condita</i> 3.44–48

CLASSICAL GREEK

	List 1		List 2	
Options	SL and HL (for examinations in: 2016, 2017, 2018)	HL (for examinations in: 2016, 2017, 2018)	SL and HL (for examinations in: 2019, 2020, 2021)	HL (for examinations in: 2019, 2020, 2021)
A Homer	Homer, <i>Iliad</i> 16.112–430	Homer, <i>Iliad</i> 22.131–366	Homer, <i>Odyssey</i> 22.178–501	Homer, <i>Odyssey</i> 19.100–334
B History	Herodotus, <i>The Histories</i> 1.29–49	Herodotus, <i>The Histories</i> 7.223–228, 234–238	Thucydides, <i>The Peloponnesian War</i> 7.73–84	Thucydides, <i>The Peloponnesian War</i> 6.45–53, 85–87
C Tragedy	Sophocles, <i>Electra</i> 516–822	Euripides, <i>Electra</i> 774–858, 998–1146	Sophocles, <i>Ajax</i> 1–133 Sophocles, <i>Philoctetes</i> 1–134, 974–1044	Sophocles, <i>Ajax</i> 1318–1380 Sophocles, <i>Philoctetes</i> 865–973
D Agon	Sophocles, <i>Antigone</i> 387–525 Lysias, <i>On the Murder of Eratosthenes</i> 1–36	Aristophanes, <i>Clouds</i> 961–1104 Thucydides, <i>The Peloponnesian War</i> 4.17–22	Not offered	Not offered
E Women	Not offered	Not offered	Euripides, <i>Iphigenia at Aulis</i> 1336–1465 Plato, <i>Republic Book 5</i> 454d–457b Plutarch, <i>Lycurgus</i> 14.1–16.3	Euripides, <i>Medea</i> 214–356
F Scientific knowledge	Hippocrates, <i>De aere aquis et locis</i> 1–8	Plato, <i>Phaedrus</i> 270b–275e	Not offered	Not offered
G Barbarians	Not offered	Not offered	Herodotus, <i>The Histories</i> 2.35–45 Aeschylus, <i>Persae</i> 159–214, 760–851	Euripides, <i>Medea</i> 446–662

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 assessments 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>). Additional publications such as specimen papers and markschemes, teacher support materials, subject reports and grade descriptors can be found on the OCC. 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.

Analytic markschemes

Analytic markschemes are prepared for those examination questions that expect a particular kind of response and/or a given final answer from students. They give detailed instructions to examiners on how to break down the total mark for each question for different parts of the response.

Marking notes

For some assessment components marked using assessment criteria, marking notes are provided. Marking notes give guidance on how to apply assessment criteria to the particular requirements of a question.

Inclusive assessment arrangements

Inclusive assessment arrangements are available for candidates with assessment access requirements. These arrangements enable candidates with diverse needs to access the examinations and demonstrate their knowledge and understanding of the constructs being assessed.

The IB document *Candidates with assessment access requirements* provides details on all the inclusive assessment arrangements available to candidates with learning support requirements. The IB document *Learning diversity within the International Baccalaureate programmes/Special educational needs within the International Baccalaureate programmes* outlines the position of the IB with regard to candidates with diverse learning needs in the IB programmes. For candidates affected by adverse circumstances, the IB documents *General regulations: Diploma Programme* and the *Handbook of procedures for the Diploma Programme* provide details on access consideration.

Responsibilities of the school

The school is required to ensure that equal access arrangements and reasonable adjustments are provided to candidates with special educational needs that are in line with the IB documents *Candidates with assessment access requirements* and *Learning diversity within the International Baccalaureate programmes/Special educational needs within the International Baccalaureate programmes*.

Assessment outline—SL

First assessment 2016

Assessment component	Weighting
External assessment (2 hours 45 minutes) Paper 1 (1 hour 15 minutes) Translation of one extract from a prescribed author. (90 marks for Latin and 90 marks for Classical Greek) Paper 2 (1 hour 30 minutes) Questions based on 10 extracts, 2 from each option. Students answer questions on three extracts from two options. (45 marks)	80% 35% 45%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual study—Research dossier An annotated collection of seven to nine primary source materials relating to a topic in classical history, literature, language, religion, mythology, art, archeology or some aspect of classical influence. (24 marks)	20%

Assessment outline—HL

First assessment 2016

Assessment component	Weighting
External assessment (3 hours 30 minutes) Paper 1 (1 hour 30 minutes) Translation of one extract from a prescribed author. (180 marks for Latin and 180 marks for Classical Greek)	80% 35%
Paper 2 (2 hours) Questions based on 10 extracts, 2 from each option. Students answer questions on four extracts from two options (40 marks), and provide a written response to a prompt on one option. (12 marks)	45%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Research dossier An annotated collection of 10–12 primary source materials relating to a topic in classical history, literature, language, religion, mythology, art, archeology or some aspect of classical influence. (24 marks)	20%

External assessment

External assessment consists of two examination papers.

- Paper 1 measures the ability to understand and translate texts in the original language.
- Paper 2 measures the ability to analyse the style and to demonstrate a critical understanding of a variety of classical texts.

For the purposes of marking, the extracts set for paper 1 will be divided into a fixed number of sections called “sense units”. There will be 15 sense units at SL and 30 at HL; these do not appear on the examination paper. Each sense unit will be assessed by applying a set of assessment criteria.

For paper 2, students are assessed through detailed markschemes. At HL, an additional written response is assessed by assessment criteria.

All assessment criteria are published in this guide.

The markbands are related to the assessment objectives established for the classical languages course and the group 2 grade descriptors. The markschemes are specific to each examination.

External assessment details—SL

Paper 1

Duration: 1 hour 15 minutes

Weighting: 35%

Latin: 90 marks

Classical Greek: 90 marks

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

Students translate **one** extract from a prescribed author in part 1 of the syllabus into English, French or Spanish. The total number of words to be translated is 50–70 at SL.

Students are asked to produce a translation with the use of a dictionary, and proper dictionary skills should be developed in class to assist with all areas of the syllabus. It is also best practice for teachers to encourage students to familiarize themselves with the recommended vocabulary list, which can be found in the *Classical languages teacher support material*.

External assessment criteria are applied to paper-specific, pre-determined divisions of an extract into 15 sense units.

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

Paper 2

Duration: 1 hour 30 minutes

Weighting: 45%

Latin: 45 marks

Classical Greek: 45 marks

Paper 2 examines understanding and literary appreciation of set texts, as well as the background knowledge necessary for the understanding of prescribed passages within the options.

Students study two of the five options in part 2 of the syllabus. Students are required to answer questions on **three** extracts chosen from the two options they have studied. The questions may require students to:

- explain the context and content of the extract
- identify features characteristic of the type of literature
- demonstrate understanding of literary and stylistic features
- translate part of the extract
- scan selected lines of poetry.

Please note that scansion is only required in Latin of hexameters and elegiacs; in Classical Greek, of hexameters and iambic trimeters.

Assessment is by a paper-specific markscheme.

The use of a Latin or Classical Greek dictionary is not permitted for paper 2.

External assessment criteria—SL

Paper 1—Translation

Criterion A: Meaning

How well has the student communicated the meaning of each sense unit?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The meaning has not been communicated adequately. The translation conveys some meaning; errors impair the translation significantly.
2	The meaning has been partially communicated. The translation is mostly logical; errors impair the translation.
3	The meaning has been fully communicated. The translation is logical; errors do not impair the translation.

Criterion B: Vocabulary and grammar

How correctly has the student rendered vocabulary and grammar in relation to each sense unit?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Vocabulary and grammar are not rendered adequately. Limited vocabulary is rendered appropriately for the context. Limited grammar is rendered accurately.
2	Vocabulary and grammar are rendered adequately despite inaccuracies. Some vocabulary is rendered appropriately for the context. Some grammar is rendered accurately and effectively.
3	Vocabulary and grammar are rendered correctly. Most vocabulary is rendered appropriately for the context. Most grammar is rendered accurately and effectively.

External assessment details—HL

Paper 1

Duration: 1 hour 30 minutes

Weighting: 35%

Latin: 180 marks

Classical Greek: 180 marks

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

Students translate one extract from a prescribed author in part 1 of the syllabus, into English, French or Spanish. The total number of words to be translated is 105–125 at HL.

External assessment criteria are applied to paper-specific pre-determined divisions of an extract into 30 sense units.

Students are asked to produce a translation with the use of a dictionary, and proper dictionary skills should be developed in class to assist with all areas of the syllabus. It is also best practice for teachers to encourage students to familiarize themselves with the recommended vocabulary list which can be found in the *Classical languages teacher support material*.

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

Paper 2

Duration: 2 hours

Weighting: 45%

Latin: 52 marks

Classical Greek: 52 marks

Paper 2 examines understanding, literary appreciation and essential background knowledge of set texts, as well as broader background knowledge and perspectives for each option.

In section A, students study two of the five options in part 2 of the syllabus. Students are required to answer questions on **four** extracts chosen from the two options. The questions may require students to:

- explain the context and content of the extract
- identify features characteristic of the type of literature
- demonstrate understanding of literary and stylistic features
- translate short passages from the extract
- scan selected lines of poetry.

Please note that scansion is only required in Latin of hexameters and elegiacs; in Classical Greek, of hexameters and iambic trimeters.

In section B, students are required to give one written response to a prompt. Students are not required to respond to the prompt for the options they have studied. This written response assesses the ability to construct an argument supported by relevant examples from the prescribed passages and from supplementary reading. Students are expected to demonstrate broader knowledge of context(s) and background (for example, cultural or literary) related to the option.

Assessment of section A is by a paper-specific markscheme (40 marks). Assessment of section B is by assessment criteria (12 marks).

The use of a Latin or Classical Greek dictionary is not permitted for paper 2.

External assessment criteria—HL

Paper 1—Translation

Criterion A: Meaning

How well has the student communicated the meaning of each sense unit?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The meaning has not been communicated adequately. The translation conveys some meaning; errors impair the translation significantly.
2	The meaning has been partially communicated. The translation is mostly logical; errors impair the translation.
3	The meaning has been fully communicated. The translation is logical; errors do not impair the translation.

Criterion B: Vocabulary and grammar

How correctly has the student rendered vocabulary and grammar in relation to each sense unit?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Vocabulary and grammar are not rendered adequately. Limited vocabulary is rendered appropriately for the context. Limited grammar is rendered accurately.
2	Vocabulary and grammar are rendered adequately despite inaccuracies. Some vocabulary is rendered appropriately for the context. Some grammar is rendered accurately and effectively.
3	Vocabulary and grammar are rendered correctly. Most vocabulary is rendered appropriately for the context. Most grammar is rendered accurately and effectively.

Paper 2—Section B

Criterion A: Range of evidence

To what extent does the evidence represent both prescribed passages and supplementary reading?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The response includes weak evidence from the prescribed passages only.
2	The response includes specific evidence from the prescribed passages only.
3	The response includes evidence from both the prescribed passages and supplementary reading.
4	The response includes specific evidence from both the prescribed passages and supplementary reading.

Criterion B: Understanding and argument

How well does the response demonstrate understanding of the chosen option?

How well is the argument constructed?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The response demonstrates a limited understanding of the chosen option without addressing contexts and background knowledge pertinent to the examples. The argument has limited focus, coherence and development.
3–4	The response demonstrates limited understanding of the contexts and background knowledge pertinent to the chosen examples. The argument has focus but has limited coherence and is not developed.
5–6	The response demonstrates an understanding of the chosen option by addressing contexts and background knowledge pertinent to the examples in a limited way. The argument has focus and coherence but is not developed.
7–8	The response demonstrates an understanding of the chosen option by addressing contexts and background knowledge pertinent to the examples. The argument has focus and coherence, and is developed.

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 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 structure and assessment criteria of the individual study for SL and HL are the same; however, the number of sources and the word count vary to reflect the time allocated to this task.

Guidance and authenticity

The individual study (SL and HL) 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. As part of the learning process, teachers should read and give advice to students on one draft of the work. The teacher should provide oral or written advice on how the work could be improved, but not edit the draft. The next version handed to the teacher must be the final version for submission.

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 be prepared according to the requirements and must explain clearly to students that the internally assessed work must be entirely their own. Where collaboration between students is permitted, it must be clear to all students what the difference is between collaboration and collusion.

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 academic misconduct. Each student must 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 it cannot be retracted. The requirement to confirm the authenticity of work applies to the work of all students, not just the sample work that will be submitted to the IB for the purpose of moderation. For further details refer to the IB publications *Academic honesty*, *The Diploma Programme: From principles into practice* and the relevant articles in the *General regulations: Diploma Programme*.

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 analysis of the work by a web-based plagiarism detection service such as turnitin.com.

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 course, 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.

It is recommended that a total of approximately 15 hours (SL) and 20 hours (HL) of teaching time should be allocated to the work. This should include:

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

Requirements and recommendations

The classical languages individual study is internally assessed by the teacher and externally moderated by the IB.

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

Supervision of individual study

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

- The topic must be chosen by the student in discussion with the teacher.
- If two or more students choose the same topic for the individual study, they are required to work independently of each other.
- Students propose a research question on the chosen topic, and the teacher advises on the suitability of the question.
- Teachers must encourage students to establish a clear and appropriate research plan.

- The teacher should provide oral or written advice on how the work could be improved, but must not write comments on the draft work or edit it. The next version handed to the teacher must be the final version for submission.
- 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 achievement levels, 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.

- The same 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; the work may be close to achieving marks in the level above. Teachers should award the lower marks if the student's work demonstrates the qualities described to a lesser extent; the work may be close to achieving marks in the level below.
- Only whole numbers should be recorded; partial marks, (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 achievement level in relation to one criterion will not necessarily attain high achievement levels in relation to the other criteria. Similarly, a student who attains a low achievement level 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

The task offers students the opportunity to examine in some depth an aspect of classical language, literature or civilization that is of particular interest to them. 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 single piece of evidence, not a complete work from the classical world, is considered one primary source. A primary source may be textual or material.

The topic

The topic must be in the form of a research question and may come from any aspect of the classical world.

The following example shows one possible title development.

Title	Scope	Form
Christianity in the Roman Empire	Too broad with no identified research focus	Not presented as a question
Roman attitude to the rise of Christianity	More focused with an indication of a research area	Not presented as a question
What was the Roman attitude to the rise of Christianity during the principate of Nero?	An appropriate topic that is sufficiently focused for a candidate to deal with in terms of sources and word limit	Correctly presented as a question

Sources

The number of sources is **7–9** at SL and **10–12** at HL. This allows students to choose whether to support their argument with a larger number of sources or with a more focused selection. The relevance of individual sources to the research question and how they contribute to a wide coverage of the topic is assessed under criterion A.

Examples of sources may include, but are not limited to:

- a selection of passages from an author or range of authors
- a selection of material remains
- a selection of pictures or drawings
- a selection of architectural designs
- a combination of the above.

Textual sources must be presented both in the original language and in translation whenever textual analysis is directly relevant to the argument, whereas they can be given in translation only when the reference is subsidiary and/or there is no textual analysis involved. For instance, a comparison of heroic epithets in Homer and Vergil must quote both the Greek and Latin originals and give a translation, whereas a reference to the disease spread by Apollo in book 1 of the *Iliad* can be given in translation in the context of an analysis of approaches to diseases in the ancient world. Translations can be taken from any published work or be the student's own—in both cases, they must be acknowledged. All Greek and Latin written sources must also be translated.

Examples of acceptable research questions and primary sources for the individual study include the following.

- How does the portrayal of Hector differ in the *Iliad* and the *Aeneid*?
 - A selection of quotations from the *Iliad* compared with quotations from the *Aeneid*
- What was the political significance of the Colosseum for the Flavian dynasty?
 - Archeological evidence and quotations from a collection of Latin texts that illustrate a variety of attitudes to the political significance of the Colosseum during the Flavian dynasty
- What difficulties would a modern play director face in putting on a performance of Aristophanes' *Wasps*?
 - Quotations from the play to illustrate the difficulties posed by contemporary political references and problems of translation

Annotations

An annotation must analyse the chosen source in relation to the research question. The level of analysis of the individual sources and how they relate to the research question is assessed under criterion B.

Argument

The dossier should develop a coherent argument addressing the research question. The argument emerges through the choice of the sources as a whole as well as the way annotations are correlated. There must therefore be a justification, implicit or explicit, for the choice of sources, and the annotations must contribute to the argument in a meaningful and structured manner. For example, in a dossier on how Ovid's *Metamorphoses* is reflected in later visual art, it should be clear why those particular sources have been chosen (a random selection of images from an internet search engine will not score highly in this respect). The logic of the progression of the argument related to the research question is assessed under criterion C.

Word count

The word count will be a **maximum of 1000 words** at SL and a **maximum of 1500 words** at HL. Candidates who exceed the word count may risk not achieving the highest mark in certain assessment criteria, since the examiner will not consider any work that exists beyond the word limit.

The word count **includes** the annotations (and any introduction or conclusion if the student includes them). It does **not** include the source material, footnotes, bibliography or any appendices that might be provided.

Footnotes and bibliography

The dossier must follow a suitable referencing system chosen by the student with teacher guidance. Proper referencing must be evident throughout the dossier. Any material the candidate takes from an external source should be clearly credited in the body of the text (using quotation marks, indentation or an indication—for example, “according to ...” to introduce referenced material). All in-text citations must be complemented by an entry in the bibliography (or reference list / list of works cited). Guidance about academic honesty can be found earlier in this guide as well as in the *Classical languages teacher support material*.

Internal assessment criteria—SL

Criterion A: Sources

How relevant are the individual primary sources to the research question?

How do the primary sources contribute to broad coverage of the topic?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	Few of the selected sources are relevant. The sources provide limited coverage of the topic.
3–4	Some of the selected sources are relevant. The sources provide a narrow coverage of the topic.
5–6	Most of the selected sources are relevant. The sources contribute to a general coverage of the topic.
7–8	Nearly all selected sources have clear relevance. The sources contribute to a broad coverage of the topic.

Criterion B: Annotations

To what extent do the annotations relate to the research question?

What is the level of analysis of the individual sources?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The annotations relate to the research question in a limited way. The analysis shows limited understanding of the sources.
3–4	The majority of annotations is not directly related to the research question. The analysis shows some understanding of the sources.
5–6	The majority of annotations is directly related to the research question. The analysis shows general understanding of each source.
7–8	Nearly all annotations are directly related to the research question. The analysis shows deep understanding of each source.

Criterion C: Argument

How well is the argument supported by the sources and the annotations?

How logical is the progression of the argument?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	There is little focus or coherence to the argument. The argument lacks a logical progression.
3–4	There is some focus and coherence to the argument. The argument is organized in a mostly logical progression.
5–6	The argument is focused and coherent but not consistently developed. The argument is organized in a logical progression throughout the dossier.
7–8	The argument is focused, coherent and developed. The argument is consistently organized in a clear and logical progression throughout the dossier.

Internal assessment criteria—HL

Criterion A: Sources

How relevant to the research question are the individual primary sources?

How do the primary sources contribute to broad coverage of the topic?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	Few of the selected sources are relevant. The sources provide limited coverage of the topic.
3–4	Some of the selected sources are relevant. The sources provide a narrow coverage of the topic.
5–6	Most of the selected sources are relevant. The sources contribute to a general coverage of the topic.
7–8	Nearly all selected sources have clear relevance. The sources contribute to a broad coverage of the topic.

Criterion B: Annotations

To what extent do the annotations relate to the research question?

What is the level of analysis of the individual sources?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The annotations relate to the research question in a limited way. The analysis shows limited understanding of the sources.
3–4	The majority of annotations is not directly related to the research question. The analysis shows some understanding of the sources.
5–6	The majority of annotations is directly related to the research question. The analysis shows general understanding of each source.
7–8	Nearly all annotations are directly related to the research question. The analysis shows deep understanding of each source.

Criterion C: Argument

How well is the argument supported by the sources and the annotations?

How logical is the progression of the argument?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	There is little focus or coherence to the argument. The argument lacks a logical progression.
3–4	There is some focus and coherence to the argument. The argument is organized in a mostly logical progression.
5–6	The argument is focused and coherent but not consistently developed. The argument is organized in a logical progression throughout the dossier.
7–8	The argument is focused, coherent and developed. The argument is consistently organized in a clear and logical progression throughout the dossier.

Glossary of command terms

Command terms for classical languages

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.
Construct	Display information in a diagrammatic or logical form.
Contrast	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
Deduce	Reach a conclusion from the information given.
Define	Give the precise meaning of a word, phrase, concept or physical quantity.
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.
Formulate	Express precisely and systematically the relevant concept(s) or argument(s).
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.
State	Give a specific name, value or other brief answer without explanation or calculation.
Suggest	Propose a solution, hypothesis or other possible answer.
To what extent	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.

Glossary of subject-specific terms

Teachers and students should be familiar with the following key terms and phrases used in the context of the classical languages course.

Annotation	Student's analysis of chosen source(s), showing how the source contributes to the argument in answer to the research question.
Argument	A coherent series of statements that serve as evidence to answer the research question.
Dossier	Collection of primary sources with accompanying annotations, organized by the student to answer a research question.
Extract	Piece of an original text or texts from the prescribed passages only, used in an exam setting. An extract may comprise either a complete poem; or a section of a prose text or poem; or two or more short poems.
First draft	Draft of the individual study that the student submits to the teacher for comment (not annotation or editing); the version handed to the teacher after the first draft must be the final one.
Passage	Any piece of an original text or texts from the prescribed or supplementary readings.
Primary source	Product of classical antiquity, textual or material.
Sense unit	Phrase, clause or short sentence predetermined for marking purposes of paper 1. Sense units are not printed on the examination paper.
Supplementary reading	Reading in the original language or in translation beyond the prescribed passages that contributes to the students' knowledge of the classical world for the purposes of paper 2 HL. This may include textual commentaries, collections of essays, journal articles and websites.

Bibliography

This bibliography lists the principal works used to inform the curriculum review. It is not an exhaustive list and does not include all the literature available: judicious selection was made in order to better advise and guide teachers. This bibliography is not a list of recommended textbooks.

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