Introduction

* [Purpose of this document](https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=d_2_class_gui_1402_2_e&part=1&chapter=1)
* [The Diploma Programme](https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=d_2_class_gui_1402_2_e&part=1&chapter=2)
* [Nature of the subject](https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=d_2_class_gui_1402_2_e&part=1&chapter=3)
* [Aims](https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=d_2_class_gui_1402_2_e&part=1&chapter=4)
* [Assessment objectives](https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=d_2_class_gui_1402_2_e&part=1&chapter=5)
* [Assessment objectives in practice](https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=d_2_class_gui_1402_2_e&part=1&chapter=6)

Syllabus

* [Syllabus outline](https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=d_2_class_gui_1402_2_e&part=2&chapter=1)
* [Approaches to the teaching and learning of classical languages](https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=d_2_class_gui_1402_2_e&part=2&chapter=2)
* [Syllabus content](https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=d_2_class_gui_1402_2_e&part=2&chapter=3)

Assessment

* [Assessment in the Diploma Programme](https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=d_2_class_gui_1402_2_e&part=4&chapter=1)
* [Assessment outline—SL](https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=d_2_class_gui_1402_2_e&part=4&chapter=2)
* [Assessment outline—HL](https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=d_2_class_gui_1402_2_e&part=4&chapter=3)
* [**External assessment**](https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=d_2_class_gui_1402_2_e&part=4&chapter=4)
* [Internal assessment](https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=d_2_class_gui_1402_2_e&part=4&chapter=5)

Appendices

* [Glossary of command terms](https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=d_2_class_gui_1402_2_e&part=5&chapter=1)
* [Glossary of subject-specific terms](https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=d_2_class_gui_1402_2_e&part=5&chapter=2)
* [Bibliography](https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=d_2_class_gui_1402_2_e&part=5&chapter=3)

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 analyze 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, predetermined 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 predetermined 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 familiarise 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. |