

NCEA Latin Remote Learning and Assessment

Subject matrices are a guide to assessment where remote teaching, learning and assessment have to take place due to a significant event leading to closure of schools over an extended period of time. For example, lockdown, natural disaster, etc.

Students will need access to digital devices and the internet to share their evidence with their teacher. This may pose equity issues for some students. You will need to take this into consideration when planning your programmes.

Latin Matrix

COLOUR KEY: A colour-coding system to categorise standards according to the advice in this document.

Green:	These standards are suitable for remote teaching, learning and assessment.
Blue:	Teachers can facilitate assessment against these standards by remote learning with guidance (refer to General Guidance above).
Orange:	These standards are suitable for remote teaching and learning provided the candidate has access to appropriate equipment and/or technology. They are not suitable for remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required.
Red:	These standards require a collaborative process or interaction with others, and are not suitable for remote teaching, learning and assessment.

Level 2		Level 3	
<p>AS 91194</p> <p>External (6 credits)</p> <p>Translate adapted Latin text of medium complexity into English, demonstrating understanding</p> <p>Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.</p>	2.1	<p>AS 91506</p> <p>External (6 credits)</p> <p>Translate authentic Latin text into English demonstrating understanding</p> <p>Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.</p>	3.1
<p>AS 91195</p> <p>External (5 credits)</p> <p>Interpret adapted Latin text of medium complexity, demonstrating understanding</p> <p>Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.</p>	2.2	<p>AS 91507</p> <p>External (5 credits)</p> <p>Analyse authentic Latin text demonstrating understanding</p> <p>Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.</p>	3.2

Level 2	Level 3
<p>AS 91196 2.3</p> <p>Internal (6 credits)</p> <p>Interpret studied Latin literary text(s)</p> <p>Suitable for distance learning and assessment using digital platforms for video conferencing, word processing or file sharing. The evidence can be presented using a variety of modes that clearly demonstrate the student’s understanding.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Guidance and support are also provided on the NZQA Latin page. This includes the Alternative Evidence Gathering Templates.</p>	<p>AS 91508 3.3</p> <p>Internal (6 credits)</p> <p>Analyse studied Latin literary text(s)</p> <p>Suitable for distance learning and assessment using digital platforms for video conferencing, word processing or file sharing. The evidence can be presented using a variety of modes that clearly demonstrate the student’s understanding.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Guidance and support are also provided on the NZQA Latin page. This includes the Alternative Evidence Gathering Templates.</p>

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<p>AS 91197 2.4</p> <p>Internal (4 credits)</p> <p>Interpret a Roman viewpoint</p> <p>Suitable for distance learning and assessment using digital platforms for video conferencing, word processing or file sharing. The evidence can be presented using a variety of modes that clearly demonstrate the student's understanding.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Guidance and support are also provided on the NZQA Latin page. This includes the Alternative Evidence Gathering Templates.</p>	<p>AS 91509 3.4</p> <p>Internal (4 credits)</p> <p>Analyse a Roman viewpoint</p> <p>Suitable for distance learning and assessment using digital platforms for video conferencing, word processing or file sharing. The evidence can be presented using a variety of modes that clearly demonstrate the student's understanding.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Guidance and support are also provided on the NZQA Latin page. This includes the Alternative Evidence Gathering Templates.</p>

Level 2	Level 3
<p>AS 91198 2.5 Internal (3 credits) Interpret Latin in current use</p> <p>Suitable for distance learning and assessment using digital platforms for video conferencing, word processing or file sharing. The evidence can be presented using a variety of modes that clearly demonstrate the student's understanding.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Guidance and support are also provided on the NZQA Latin page. This includes the Alternative Evidence Gathering Templates.</p>	<p>AS 91510 3.5 Internal (3 credits) Analyse the influence of Latin text(s) on subsequent culture(s)</p> <p>Suitable for distance learning and assessment using digital platforms for video conferencing, word processing or file sharing. The evidence can be presented using a variety of modes that clearly demonstrate the student's understanding.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Guidance and support are also provided on the NZQA Latin page. This includes the Alternative Evidence Gathering Templates.</p>

Level 2	Level 3
<p>AS 91199 2.6</p> <p>Internal (3 credits)</p> <p>Write Latin sentences of medium complexity that demonstrate understanding of Latin.</p> <p>Suitable for distance learning and assessment using digital platforms for video conferencing, word processing or file sharing. The evidence can be presented using a variety of modes that clearly demonstrate the student's understanding.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Guidance and support are also provided on the NZQA Latin page. This includes the Alternative Evidence Gathering Templates.</p>	<p>AS 91511 3.6</p> <p>Internal (3 credits)</p> <p>Write complex Latin sentences that demonstrate understanding of Latin</p> <p>Suitable for distance learning and assessment using digital platforms for video conferencing, word processing or file sharing. The evidence can be presented using a variety of modes that clearly demonstrate the student's understanding.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Guidance and support are also provided on the NZQA Latin page. This includes the Alternative Evidence Gathering Templates.</p>