

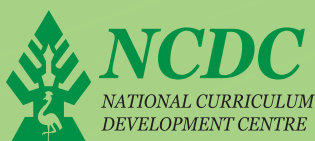


THE REPUBLIC OF UGANDA
Ministry of Education and Sports

ADVANCED SECONDARY CURRICULUM



LATIN LANGUAGE ASSESSMENT GUIDELINES



2026

ADVANCED

SECONDARY CURRICULUM

LATIN LANGUAGE

ASSESSMENT GUIDELINES

2026



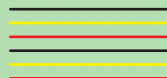
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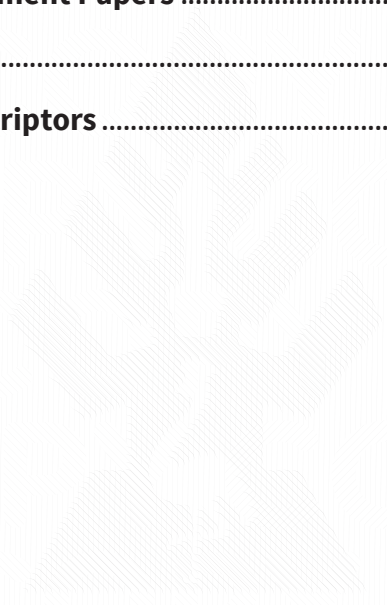
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NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P. O Box 7002, Kampala, or Email: admin@ncdc.go.ug or on the Website: www.ncdc.go.ug



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1. Introduction

This assessment guidelines document has been developed as a companion to the Assessment Framework for Advanced Secondary Curriculum and should be read and applied in conjunction with it. The Framework provides the overarching principles, standards, and requirements for assessment across all subjects, while this guideline contextualises those provisions to the specific demands and practices of **Latin** as a subject.

The assessment of **Latin** will be guided by four assessment objectives drawn from the four assessment constructs. The assessment of items will be set at the level of the construct, allowing learners to integrate knowledge, skills, and values drawn from the topics within a construct to address a societal challenge or problem. The end-of-cycle assessment of Latin will be administered by the Uganda National Examinations Board (UNEB). Assessment of Latin at the school level will be formative and summative.

1.1 Latin Assessment Objectives

The End of Cycle assessment for Latin will be guided by two assessment objectives focusing on the learner's ability in:

AO1: Reading and Writing

To assess the learner's ability to interpret, analyse, and respond to written texts in Latin, and to produce clear, coherent, and functional written Latin texts appropriate to purpose, audience, and context.

AO2: Listening and Speaking

To assess the learner's ability to understand main ideas and relevant details in spoken Latin, and to interact and express ideas clearly and appropriately in Latin using acceptable pronunciation, fluency, and culturally appropriate communication strategies.

1.2 Linkage Between Assessment Objectives, Constructs, and Syllabus

Table 1: Table showing relationship between assessment objectives, constructs and the topics in the syllabus

Assessment Objective	Construct	Description of construct	Area in the Syllabus
A01: interpret, analyse, and respond to written texts in Latin, and produce clear, coherent, and functional written Latin texts appropriate to purpose, audience, and context.	Effective Communication	Exchanging information and clearly expressing ideas using appropriate vocabulary and grammar in Latin through oral and written means, using culturally and socially relevant language to facilitate meaningful interactions and mutual understanding.	All Topics
A02: understand main ideas and relevant details in spoken Latin, and interact and express ideas clearly and appropriately in Latin using acceptable pronunciation, fluency, and culturally appropriate communication strategies.			

2. TABLE OF CONSTRUCT

The table below details the constructs for Latin, i.e. the competencies / learning outcomes that make up the construct, the expected learner abilities and what the assessor should look out for in the learner's work as evidence of achievement of the intended learning outcomes (indicators of mastery).

Construct	Competency The learner should be able to:	Ability The learner is able to:	Indicators of Mastery The learner:	Level of Complexity
i) Effective Communication ii) Exchanging information and clearly expressing ideas using appropriate vocabulary and grammar in Latin through oral and written means, using culturally and	i) demonstrate a strong grasp by accurately applying Latin vocabulary, morphology, and syntax to construct/produce and analyse Latin sentences across various textual contexts. (Topic 1)	a) use a range of Latin vocabulary appropriately b) apply morphological structures correctly. c) construct coherent sentences.	demonstrates accuracy in sentence composition and translation, avoiding major syntactic errors while maintaining textual coherence.	High

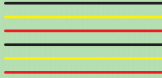
socially relevant language to facilitate meaningful interactions and mutual understanding.		ii) demonstrate effective understanding of clauses in Latin sentences and develop reading skills to understand Latin texts and recall content. (Topic 2)	a) identify main and subordinate clauses. b) interpret sentence structure. c) understand textual meaning in various Latin passages.	i) accurately distinguishes clause types. ii) recalls details from texts, explained grammatical function of words in sentences.	Medium
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		d) form complex sentences using conjunctions. d) use appropriate mood and tense in the clauses (main and subordinate).	
	iii) demonstrate the skill of using nouns, pronouns and verbs to construct sentences following the Latin sentence structure. (Topic 3)	• apply Latin grammatical rules systematically in sentence formation and textual analysis.	Medium
	iv) develop a critical and analytical mind to make informed judgments on issues pertaining to real-	• use Latin texts as a basis for ethical, political, or philosophical	High

	life. (Topic 4)	debate, drawing parallels with contemporary society.	support. ii) compares perspectives within Roman literature. iii) constructs persuasive arguments.	
	v) demonstrate creative thinking to appreciate drama for aesthetic and imaginative growth and develops a critical and analytical mind to make an informed judgement. (Topic 5)	a) engage with Latin dramatic texts, b) interpret symbolism, and formulates independent perspectives on dramatic works.	i) explains artistic choices in drama. ii) compares Latin theatrical styles, and critiqued characters' motivations with reasoning. iii)	High

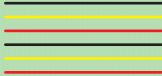
	vi) read, understand, appreciate, and analyse aesthetic, ethical, linguistic, political, religious, and social issues written in Latin. (Topic 6)	a) examine Latin texts for philosophical and ideological themes. b) identify rhetorical techniques. c) discuss societal reflections.	i) writes analytical essays. ii) interprets cultural subtexts. iii) evaluates moral implications within historical narratives.	High
	vii) demonstrate knowledge, understanding and appreciation of Latin texts within their literary, social and historical contexts; also evaluate evidence, draw conclusions using appropriate reference or quotation and produce	a) identify cultural influences on Latin texts. b) formulate arguments using textual citations. c) develop historical	i) writes structured literary reviews. ii) applies historical knowledge in interpretation. iii) expresses	High

	personal responses to Latin literature showing an understanding of the Latin text. (Topic 7)	comparisons.	informed personal views.	
	viii) demonstrate knowledge and understanding of the historical context of the cities; their development including their decline and, where relevant, destruction and resultant preservation; prominent individuals, groups, events and institutions of Pompeii, Herculaneum and Ostia; social identity and the different social classes within the cities, the definition of social identity through public	analyse inscriptions, architecture, and urban planning to understand Roman social identity and lifestyle.	i) cites historical sources. ii) interprets funerary monuments. iii) explains the relationship between public and domestic spaces.	Medium



	buildings and inscriptions in public places through funerary monuments, and through domestic space (including gardens) and decoration; use of domestic space (including gardens) and the extent to which schemes of decoration reflect this; and the changing use of domestic space over time. (Topic 8)			
	x) demonstrate knowledge and understanding of the following: the composition of both epics (Virgil and the World of the Hero) plot, narrative techniques including speeches and a) identify epic conventions. b) analyse themes of heroism, honour, fate, and war. i) provides structured analysis of major characters.			High

	repetition, descriptive techniques including similes and imagery, characterisation, and themes (including heroism, honour and reputation, family, women, the role of the gods, the power of fate, the portrayal of war, moral values and the role of Aeneas in Rome's imperial destiny in the political, social, historical and cultural contexts) within the epics. (Topic 9)	c) evaluate Virgil's narrative strategies.	ii) discusses literary devices such as imagery and similes. iii) interprets symbolic motifs.	
	x) demonstrate an awareness of Virgil's relationship to Augustus' regime and the political and historical background in which the <i>Aeneid</i> was written. (Topic 10)	analyse Virgil's themes within the socio-political context of Augustus' Rome, discussing the poet's intentions and influences.	draws connections between passages in the <i>Aeneid</i> and historical events, referencing	High



			political ideology and literary techniques.	
	xi) demonstrate knowledge and understanding of specified literary themes through relevant and appropriate literary, documentary, and material evidence and also supports his/her arguments through the use of appropriate original sources. (Topic 11)	• evaluate Roman literature in historical and ethical contexts, applying textual analysis skills.	i) supports arguments with textual references. ii) synthesises perspectives across documents. iii) articulates thematic interpretations.	Medium

3. Structure of the Assessment Papers

There will be two assessment papers for Latin at Advanced Secondary Level (ASL). Each assessment paper will be divided into sections and parts, with each section or part addressing an assessment objective.

Paper 1 will assess written Latin (reading comprehension, translation and writing), this will contain three sections A, B and C (Section C has three questions from which to choose one). The items in the paper will be scenario-based and the entire paper will take three hours. Section A consists of 3 texts (**PROSE, VERSE: POEMS OR CHRISTIAN HYMNS and PLAY**) and the learner chooses 1. This paper will last for 3 hours.

Paper 2 will assess oral Latin (listening and speaking), this will contain two sections: 2A and 2B. The items in the paper will be scenario-based and the entire paper will last as follows:

- 1) Section 2A will take 40 minutes for all learners.
- 2) Section 2B will take 30 minutes for each learner, as only a prescriptive guide. These minutes can be lesser or even more depending on the learners exhibited competence. In section B the individual learner will be given 10 minutes to prepare for both parts, then they will have 5 minutes for monologue and 5 minutes for dialogue. There will be 3 scenarios for both monologue and dialogue from which the learner will choose 1 for both.

Latin

Exercitatio I

November 2026

Time: 3 hours

UGANDA ADVANCED CERTIFICATE OF EDUCATION

SAMPLE EXAMINATION PAPER

LATIN

Exercitatio I

(Legens, Translatio et Scribens)

III Horae

INSTRUCTIONES CANDIDATIS:

Responde modo ad unam quaestionem ex utraque sectione.

*Responde **Latine** omnino ad tres quaestiones.*

SECTIO A: LEGENS

Responde ad unam quaestionem de sequentibus.

1) Epistula ad Atticum

Attice mi, valde te desidero. De re publica nihil certi. Omnes enim in magno timore sumus. Hostes appropinquant, sed senatus divisus est. Ego tamen in urbe maneo. Speramus pacem, sed parati sumus ad omnia. Cura ut valeas.

Senatus hesterno die convocatus est. Multa dicta sunt, sed nihil decretum. Pompeius ipse non adfuit; Caesar autem in Gallia manet. Non desunt rumores variis ex partibus, sed quibus credamus incertum est. Ego ipse litteras accepi quibus dicitur legiones moveri.

Magna est perturbatio in urbe. Cives dubitant quid agant. Ego consilium cepi ut in bibliotheca maneam et scribam quantum possum. Haec epistula tibi ostendit me in bonis studiis manere, etiamsi res publicae turbatae sunt. Vale iterum, carissime Attice.

De rebus domesticis pauca scribam. Familia bene valet. Tullia tua amicissime de te loquitur. Puer noster litteris studet, sed saepe ludit quoque. Ego ipse epistulas tuas exspecto. Si potes, mitte aliquid de Graecia. Rumores novi semper gratissimi sunt.

Interim, libellos tuos evolvo. Placet mihi quod de philosophia scribis. Tempus fugit, et aetas nostra monet ut sapienter vivamus. Nonne ita censes? Vale iterum atque iterum. Scribas ad me quam primum potes. (***Adaptatum ex Cicerone, Epistulae ad Atticum***)

Lexica :

- 1) *nihil certi*= nothing is certain
- 2) *decretum*= resolved
- 3) *perturbatio*= disturbance, turbulence
- 4) *libellus*, i= a letter
- 5) *evolvere*= to unfold, to open
- 6) *censere*= to think.

Opera:

- a) In mundo severae respublicae perturbationes multas habent, sicut eae in textu. Igitur, explica perturbationes rei publicae ubi Atticus habitabat.
- b) Secundum textum, auctor in loco periculoso scribit. Ita, eum mone quomodo tutus esse possit.
- c) Lector bonus opinionem auctoris intellegere debet. Aestima utrum Tullius recte faciat manens in bibliotheca et scribens, et rationem tuam ex textu iustifica.

- d) Omnes homines sapientiam in scripturis historiae scire debent. Analysa sapientiam in epistula ad Atticum et quid nobis doceat. (de civibus, senatu, et imperatoribus temporibus perturbationis.)
- 2) Quinque superioribus libris satis mihi adversus eos uideor disputasse, qui multos deos et falsos, quos esse inutilia simulacra vel imundos spiritus et perniciose daemones vel certe creaturas, non creatorem veritas Christiana convincit, propter vitae huius mortalis rerumque terrenarum utilitatem eo ritu ac servitute, quae Graece **latreia* dicitur et uni vero Deo debetur, venerandos et colendos putant. Et nimiae quidem stultitiae vel pertinaciae nec istos quinque nec ullos alios quancumque numeri libros satis esse posse quis nesciat? quando ea putatur gloria vanitatis, nullis cedere viribus veritatis, in perniciem utique eius, cui vitium tam inmane dominatur. Nam et contra omnem curantis industriam non malo medici, sed aegroti insanibilis morbus invictus est. Hi vero, qui ea quae legunt vel sine ulla vel non cum magna ac nimia veteris erroris obstinatione intellecta et considerata perpendunt, facilius nos isto numero terminatorum quinque voluminum plus, quam quaestionis ipsius necessitas postulabat, quam minus disseruisse iudicabunt, totamque invidiam, quam Christianae religioni de huius vitae cladibus terrenarumque contritione ac mutatione rerum imperiti facere conantur, non solum dissimulantibus, sed contra suam conscientiam etiam faventibus doctis, quos impietas vesana possedit, omnino esse inanem rectae cogitationis atque rationis plenamque levissimae temeritatis et perniciosissimae animositatis dubitare non poterunt.

(AUGUSTINUS, DE CIVITATE DEI:VI, I)**LEXICA**

- 1) Superior=previous, earlier
- 2) Simulacrum, -i=an image.
- 3) Pertinacia, -ae= obstinacy.
- 4) Vitium, -i= a vice.
- 5) Perpendere= to weigh thoroughly/carefully
- 6) Disserere= to discuss
- 7) Vesanus, -a, -um=mad
- 8) Ratio, -onis= reason
- 9) Historicus= a historian.
- 10) Obstinatio, -onis=obstinacy

Opera :

- a) Discipulus quiddam quid Sanctus Augustinus de deis falsis doceat, scire vult. De textu explica ei quid Sanctus Augustinus de ea re dicat.
- b) Scriptores nos adiuvant ut multas res melius intellegamus. De textu argumenta quae christianos adiuvent ut veritatem Christianitatis plus intellegant, breviter interpreta.
- c) Historicus doctrinarum religiosarum eas analysare prudenter debet. Secundum textum christianos de rationibus impietatis et obstinationis educa, et eos mone quomodo eae superent.
- d) Lector opinionem de opere quod lexit formare debet. Dic utrum argumenta in hoc textu valida sint contra obstinationem hominis ad Deum, et rationem tuam **iustifica**.
- 3) Urbem Romam a principio reges habuere; libertatem et consulatum L. Brutus instituit. dictaturae ad tempus sumebantur; neque decemviralis potestas ultra biennium, neque tribunorum militum consulare ius diu valuit. non Cinnae, non Sullae longa dominatio; et Pompei Crassique potentia cito in Caesarem, Lepidi atque Antonii arma in Augustum cessere, qui cuncta discordiis civilibus fessa nomine principis sub imperium accepit. sed veteris populi Romani prospera vel adversa claris scriptoribus memorata sunt; temporibusque Augusti dicendis non defuere decora

ingenia, donec gliscente adulatione deterrerentur. Tiberii Gaique et Claudii ac Neronis res florentibus ipsis ob metum falsae, postquam occiderant, recentibus odiis compositae sunt. inde consilium mihi pauca de Augusto et extrema tradere, mox Tiberii principatum et cetera, sine ira et studio, quorum causas procul habeo. (**TACITUS, LIBER PRIMUS ANNALIUM, 1**)

Lexica :

- 1) Consulatus,-us= the Consulate.
- 2) Valère= to be strong, to prevail.
- 3) Sumere= to establish, to receive, to experience.
- 4) Decemviralis= decimviri office (ruling of 10 men)
- 5) Cito= Quickly, soon.
- 6) Deterrère= to hinder, to deter, to stop
- 7) Gliscere= to grow.

Opera :

- a) Nationes per mundum ducatus vel pacate vel violenter vel per electiones mutant. In eodem modo, populi in textu ducatus eorum mutaverunt. Ita explica quomodo populi illi ducatus eorum mutarent.
- b) Adest discipulus cui nomen Ioseph qui discipulus historiam Europae est. Hic scire vult de duce Augustus nominatur et de ducibus qui eum secuti sunt. Ita, conscriptionem de hac re breviter scribe ad explicandum ei.
- c) In hoc textu scriptum est : “sine ira et studio”. Significationem eius scripturae in relatione ducatus in textu breviter discute.
- d) Multi de scriptoribus rerum politicarum severas difficultates saepe experiuntur dum opera eorum agunt. In referendo ad textum, compara difficultates quas scriptores in textu experiebantur cum eis, quas scriptores rerum politicarum in Uganda experiuntur.

SECTIO B – TRANSLATIO

Discipulus Latinus in schola biblica es. Magister tibi dedit hanc historiam de Herode, Iohanne Baptista, et Iesu. Non intellegit latinam. Te rogat ut hunc textum in Anglicam traducas, ut intellegat eventus et verba narrata.

HEROD PUTS JOHN TO DEATH

In illo tempore audivit Herodes tetrarcha fama Iesu : et ait pueris suis : Hic est Joannes Baptista : ipse surrexit a mortuis, et ideo **virtutes** operantur in eo. Herodes enim tenuit Joannem, et alligavit eum: et posuit in carcerem propter Herodiadem uxorem fratris sui. Dicebat enim illi Joannes: Non licet tibi habere eam. Et volens illum occidere, timuit populum: quia sicut prophetam eum habebant.

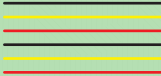
Die autem natalis Herodis saltavit filia Herodiadis in medio, et placuit Herodi : unde cum **juramento** pollicitus est ei dare quodcumque postulasset ab eo. At illa praemonita a matre sua : Da mihi, inquit, hic in disco caput Joannis Baptistae. Et **contristatus** est rex : propter juramentum autem, et eos qui pariter recumbabant, jussit dari. Misitque et decollavit Joannem in carcere.

Et allatum est caput ejus in disco, et datum est puellae, et attulit matri suae. Et accedentes discipuli ejus, tulerunt corpus ejus, et **sepelierunt illud** : et venientes nuntiaverunt Iesu. Quod cum audisset Iesus, secessit inde in navicula, in locum desertum **seorsum** : et cum audissent turbae, secutae sunt eum pedestres de civitatibus.

(Secundum Mattheum XIV, I-XIII)

LEXICA

- i) Virtutes=powers
- ii) Juramentum, -i=an oath.
- iii) Contristare= to make sad.
- iv) Sepelire=to bury.
- v) Seorsum=by himself, separately.

**SECTIO C – SCRIBENS**

*Elige **unum** e tribus casibus et ad ducenta verba Scribe compositionem Latine.*

- 4) Discipulus es qui vrtutes christinas amat. In variis scholis tamen per patriam tuam, adsunt discipuli, qui saepe se violenter agunt contra virtutes christianas. Ei qui haec faciunt multa delent, et alios discipulos magistrosque suos nocent. Educationis ministerium enim hoc nescit quare problema solvere non potest.

De causis illius violentiae in scholis ad ministerium educationis scribe et solutiones propone.

- 5) Te invitaris ad conventum iuvenum de fide ad loquendum, quia es amicus fidelis et sapiens, quem multi volunt audire. Rogaris ad scribendum brevem orationem de virtute fidei in temporibus difficilibus.

Orationem tuam scribe

FINIS

Latin

Exercitatio 2A

November 2026

Time: 3 hours

UGANDA ADVANCED CERTIFICATE OF EDUCATION

SAMPLE EXAMINATION PAPER

LATIN

Exercitatio 2A

(Audiens)

XL Minuta

INSTRUCTIONES CANDIDATIS :

In hac exercitatione, recordationem quam tibi ludetur audies.

Noli opus legere/spectare ante pertegeris!

Quinque minuta daberis ut quaestiones perlegas.

Post secundam ludentem, decem minuta ad scribendum response tua daberis.

Post tertiam ludentem, decem minuta ad confirmandum response tua daberis.

Opus colligetur.

Evolve

SECTIO A – AUDIENS

PARS I – TEXTUS AD AUDIENDUM (for recording)

Medicus et Aeger Puer

Medicus quidam nomine Galēnus in villā magnā prope urbem Rōmam habitābat. Is erat vir doctus et clārissimus, quī multōs aegrōs sānābat. Quōdam diē, puer parvus, quī pedem suum **laeserat** cadendō, ad medicum ductus est.

"Ubi **dolēt?**" inquit Galēnus.

"Pēs dexter," respondet puer cum lacrimīs.

Medicus pedem spectāvit et manū leviter **tetigit**.

"Nihil frāctum est," inquit. "Sed tū, puer, manēre in lectō debes duōs diēs, nē peius fiat."

Puer medicum spectābat et timidus rogāvit: "Num necesse est mihi medicāmentum **amārum** bibere?"

"Est," **rīsīt** medicus, "sed postea tū valēbis melius quam antea!"

QUAESTIONES

- a) In communitate nostra multi populorum saepe aegrescunt ut auxilium eis nos dare debemus. Ita, de textu breviter explica, quomodo populi in textu puerum aegrum iuarent.

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- b) Laborare diligenter et prudenter est decorum. Igitur de textu describe signa quae indacarent medicum diligenter laboraret.

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- c) Oboedire instructiones medici est rectum. In relatione textu cur esset bonum ut puer aeger oboediret instructiones medici, breviter aestima.

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- d) “Puer aeger recte fecit in rogando medico.” Breviter expone cur puer in textu medicum rogaret.

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- e) Hic *textus* nos multa docet. Scribe in summario quae tu de textu discas.

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LEXICA

1. Aegrescere= to fall sick.
2. Laedere= to injure/ to hurt
3. Dolēre= to feel pain.
4. Tangere= to touch.
5. Amārus, -a, -um=bitter.
6. Rīdēre= to laugh

Finis

Latin

Exercitatio 2B

November 2026

30 Minutes

UGANDA ADVANCED CERTIFICATE OF EDUCATION

SAMPLE EXAMINATION PAPER

LATIN

Exercitatio 2B

(Loquens)

XXX Minuta

INSTRUCTIONES CANDIDATIS:

Haec exercitatio a duabus partibus constat, scilicet : I et II

Responde ad unam quaestionem ex utraque parte.

PARS I: MONOLOGUS (Oratio Brevis)

Elige unum e tribus argumentis et praesentationem fac.

- 1) Est dies Lunae mane in schola. **Campana** sonuit, sed magister per viginti minuta non venit. Tu stas ante discipulos et conaris eos quietos tenere. Sed quidam discipuli **canunt** clare, alii pila ludunt in classe, unus etiam super mensam saltat. Subito, magister princeps ad ianuam venit et vult totam classem domum mittere per duas **hebdomadas**.

Explica breviter ad magistum ut tu et amici tui in schola maneatis.

- 2) Est Saturni post meridiem et pluit. **Revenis** e taberna, et matrem tuam in **tapete** iacentem vides. **Sudat** et loqui non potest. Pater tuus heri ad urbem abiit. Solus cum matre manes.

Dic quid facias ut vitam matris tuae serves.

- 3) In vehiculo in via magna sedes. Viator iratus **pretium** vehiculo solvere non vult, quia dicit **vecturam** publicam in Uganda esse **gratuitam**. De verbis fiunt clamores. **Autista litigat** dum vehiculum gubernat. Populi partes accipiunt. Taxi periculosum est. Prope te sedet mater cum infante, quae timet. Tu homo doctus es et **peritus** in viis.

Explica quid facias ut pax fiat.

LEXICA

- 1) Campana= a, the bell
- 2) Canere= to sing.
- 3) Hebdomada= week
- 4) Revenire= to return.
- 5) Tapete,-tis= a carpet.
- 6) Sudare= to sweat.
- 7) Pretium,-i= fare, price
- 8) Vectura,-ae= transportation
- 9) Gratuitus,-a,-um=free.
- 10) Autista= driver
- 11) Litigare= to argue
- 12) Peritus= skilled, experienced.

PARS II – DIALOGUS

Elige unum e tribus argumentis. Praepara colloquium (5 minuta) cum examinatore in persona alterius hominis. Argumenta sunt:

- 1) Es dux iuvenum in urbe Ugandae. Disputas cum ministro (examinator) de difficultatibus laboris inter iuvenes et solutionibus.
- 2) Acta diurna severa scribunt adesse multas abusus potestatis in Uganda ut multi civium sint irati. Ita, unus de diurnariis opinionem tuam de hac re scire vult.

Igitur, cum diurnario eo conversa ut eos qui potestatem abuserent, moneas.

- 3) Est facultas tibi ut praefectum Parlamenti Ugandae converses. Igitur, cum eo vel ea de consiliis parlamenti ad conservandum environmentum in Uganda, colloquium habe.

LEXICA:

- 1) Disputare= to debate, to discuss.
- 2) Acta diurna= news papers
- 3) Diurnarius,-a,-um= journalist.
- 4) Colloquium habere= to interview.

Finis



4. Assessment Rubrics

Sample Assessment Paper I

(READING COMPREHENSION, TRANSLATION, WRITING)

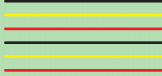
SECTION A

Expected Output: A: written responses to Reading Comprehension questions

ITEM	Basis of evaluation with indicators	Level 4	Level 3	Level 2	Level 1
1(a)	EC (writing an explanation of ideas in relation to the text)	Writes a clear and accurate explanation with a reason (the situation in which the character in the text writes).	Writes either of the two. a) the idea relating to the text clearly and accurately OR writes the reason for the action performed by the character in the text.	Writes either of the two with minor errors. a) the idea relating to the text clearly and accurately OR writes the reason for the action performed by the character in the text.	Writes either the idea or reason with significant misunderstanding of the task and the information performed by the character.

1(b)	AP (application of knowledge in Latin language in relation to the text)	Creatively applies knowledge from the text. Writes a clear and coherent response with relevant vocabulary and grammar.	Effectively applies knowledge from the text to identify the causes in a grammatically correct and complete sentence.	Applies knowledge from the text and mentions the causes in a short answer.	Struggles to apply task-relevant knowledge from the text about the causes in the text.
1(c)	AN (Analysis of the text and deduction of ideas as expected in the task)	Analyses and critically gives a personal decision and a clear or insightful reason with well supported conclusions based on the text.	Analyses the text and gives a personal decision and reason without a supported conclusion from it.	Either makes only a personal decision without a reason OR a reason without a personal decision.	Either makes only a personal decision without a reason OR a personal decision but with minimal errors.

1(d)	AN (Analysis of the text and deduction of ideas as expected in the task)	Analyses and critically gives a personal opinion and a clear or insightful reason with well-supported conclusions based on the text.	Analyses the text and gives a personal opinion and reason without a supported conclusion from it.	Either makes only a personal opinion without a reason OR a reason without a personal opinion.	Either makes only a personal opinion without a reason OR a personal opinion but with minimal errors.
1(e)	AN (Analysis of the text and deduction of ideas as expected in the task)	Analyses and critically gives a personal opinion and with well-supported conclusions based on the text.	Analyses the text and gives a personal opinion with a less supported conclusion from the text.	forms a personal opinion, but not based on the text.	struggles to make a personal opinion.



SECTION B

Expected Output: Translation from Latin to English language

ITEM	Basis of evaluation with indicators	Level 4	Level 3	Level 2	Level 1
2)	MS Message /Content	The translation fully and accurately conveys all ideas and meanings from the Latin text. No omissions of additions. The message is complete and natural.	Meaning is clear and almost complete, with only minor omissions of slight misinterpretations that do not affect overall understanding	Main ideas are translated but some details are missing or slightly inaccurate	Only partial meaning conveyed. Several omissions or distortion of meaning
	CC Coherence	The translation reads smoothly and logically in English, with clear paragraphing and natural transitions	Generally coherent with minor awkwardness or slight inconsistency in flow	Understandable but with occasional confusion or abrupt transitions	Disjointed or poorly connected ideas, making it hard to follow

GR Grammar and VR Vocabulary	Excellent command of English grammar and vocabulary, words are used appropriately, structures are natural with virtually no grammatical errors.	Minor grammar or vocabulary errors but meaning remains clear.	Frequent minor grammatical errors with awkward expressions.	Many grammatical errors that interfere with fluency, a limited vocabulary range, literal or inappropriate word choices.
	CR (Content Relevance/Accuracy)	Fluent, accurate and natural translation with excellent grasp of both languages.	Clear and mostly correct translation with minor slips.	Understandable but uneven translation with noticeable mistakes.

SECTION C

Expected Output: A letter

ITEM	Basis of Evaluation with Indicators	Level 4	Level 3	Level 2	Level 1
3	FS	Follows full letter format correctly: greeting (e.g., salutation, introduction, body, conclusion and signature. The layout is clear and appropriate in tone.	Has most parts of a letter; may miss one small detail (e.g., short closing or missing signature), but format is recognisable.	Includes greeting and message body, but omits more than one key component (e.g., no closing or introduction)	Has some message but no real structure; may write as a paragraph or note without any letter conventions.
	CR	Gives at least three relevant causes of strikes in schools and reasons to minimize strikes in schools (e.g., strengthening co-	Gives fewer than three good causes and solutions that are mostly relevant but less detailed.	Mentions causes of strikes in schools and solutions but with limited or repetitive ideas	Mentions causes and solutions vaguely or gives irrelevant points; does not clearly explain them.

		curricular activities, frequent guidance, and vigilance). Shows clear understanding of purpose. Convincing and detailed.	Mostly coherent; some grammatical or word choice errors that do not block meaning. Uses correct connectives and clear sentences.	Meaning understandable but awkward phrasing or frequent small grammar errors. Limited vocabulary or simple structures.	Many errors interfere with meaning; sentence order confusing; vocabulary limited or misused.
CL		Sentences flow logically and naturally; uses accurate grammar, varied sentence structures, and topic-appropriate vocabulary. Very few or no errors.			
FS		Correct speech format: protocol or salutations, clear introduction, detailed body, proper closing or viewpoint or opinion. Tone is warm and appropriate.	Has most elements of a speech format; may miss one minor detail (e.g., short or missing closing). The overall layout is clear.	Protocol, salutations and body are present, but closing or logical organisation is missing. Format partially correct.	Message written like a paragraph without clear speech structure. Greeting or closing missing; layout inconsistent.
4					



CR	Clearly explains e.g. the virtues of Christian faith and how they guide a Christian youth to sail through difficult times. Content is complete, relevant, and convincing.	Gives the main idea (e.g. Christian virtues) and some details or sources, and explains how they help youths in facing difficult times but may be brief or lack minor information. Still relevant and clear.	Mentions virtues but gives few or unclear details. Relevance is partly maintained.	Mentions Christian virtues vaguely, vaguely explains how they help youths to sail through difficult times.
CL	Smooth flow, accurate grammar and characters, appropriate vocabulary and Latin sentence word order.	Generally, correct with small grammatical or word choice errors. Meaning always clear; sentences connected logically.	Understandable but contains frequent small mistakes or awkward phrasing. Limited vocabulary or repetitive structures.	Frequent grammar/vocabulary errors that make meaning unclear at times. Disorganized sentence flow.

Assessment Rubrics for Sample for Paper 2: (LISTENING AND SPEAKING)

SECTION 2A

Expected Output: written responses to the questions about the text.

ITEM	Basis of Evaluation with Indicators	Level 4	Level 3	Level 2	Level 1
2(a)	EC (writing an explanation of ideas in relation to the text)	Writes a clear and accurate explanation with a reason (all the customs of the people in the text) with correct Latin grammar.	Explains the customs of the people in the text with minimal errors in grammar.	Explains a few of the customs with many grammatical errors	Barely explains the customs. The explanation is difficult to understand due to jumbled grammar.

2(b)	AN (Analysis of the text and deduction of ideas as expected in the task)	Analyses and critically and correctly interprets all the roles of the characters in the text in performing the customs. All grammar is correct	Correctly interprets most of the roles of the characters in the text in performing the customs with minor grammar errors.	Interprets a few of the roles of the characters in the text in performing the customs. Many grammatical errors.	Struggles to interpret the roles of characters in the text. A lot of grammatical errors.
2(c)	AN (Analysis of the text and deduction of ideas as expected in the task)	Analyses and critically gives correct significance of the selected phrase and a clear or insightful reason based on the text	Analyses the text and gives a personal decision and reason without a supported conclusion from it.	Either makes only a personal decision without a reason OR a reason without a personal decision.	Either makes only a personal decision without a reason OR a reason without a personal decision, but with minimal errors.
2(d)	AL. (Application of knowledge in relation to the text)	Creatively applies knowledge learnt from the text to explain articulately the significance of the highlighted phrase in relation with the custom in the text.	Effectively applies knowledge learnt from the text to explain the significance of the highlighted phrase in relation with the highlighted custom.	Applies knowledge learnt from the text to explain the significance of highlighted phrase in performing the highlighted custom.	Struggles to apply knowledge learnt from the text and just lists the views with errors.

2(e)	AN (Analysis of the text and deduction of ideas as expected in the task)	Analyses and critically gives a personal opinion about marriage with a supportive conclusion, and with well-supported conclusions based on the text	Analyses the text and gives a personal opinion with a less supported conclusion from the text	forms a personal opinion but not based on the text	struggles to make a personal opinion
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SECTION 2B

Expected Output: Oral presentation and Interaction

Basis of Evaluation with Indicators	Score 5 Excellent	Score 4 Good	Score 3 Satisfactory	Score 2 Limited	Score 1 Poor
TF1 (Task Fulfilment/ Interpretation of Task / Context) a) Comprehension of the communicative situation, purpose, and Latin prompt. b) Awareness of role, tone, and audience. c) Appropriate adaptation of register and style.	Demonstrates comprehensive understanding of the oral task and its communicative context; recognises purpose, tone, and audience precisely. Response is contextually apt and culturally authentic.	Demonstrates clear understanding of the task and context; identifies most key aspects with minor lapses in tone or audience awareness.	Shows general understanding of the task but limited sensitivity to tone, audience, or communicative goal.	Partial or confused understanding of task; interpretation inconsistent or occasionally irrelevant.	No clear understanding of task; response unrelated to context or communicative purpose.

CC a) Coherence/ Generating and Presenting Ideas b) Logical connection and progression of thought. c) Coherence, pronunciation, and fluency in spoken Latin.	Ideas are rich, original, and contextually relevant; argument or narration well- structured and logical. Latin is fluent, idiomatic, and accurately pronounced with natural rhythm and pace.	Ideas are clear and relevant, logically ordered with minor hesitation. Latin is coherent and mostly accurate with good pronunciation and minor lapses.	Ideas are understandable but unevenly developed; occasional hesitation or reformulation. Latin shows adequate control but noticeable errors or limited range.	Limited ideas, repetitive or loosely connected; frequent pauses or inaccuracies in vocabulary and syntax. Pronunciation occasionally obscures meaning.	Incoherent or minimal ideas; speech fragmented, unintelligible, or mostly in error. Pronunciation prevents comprehension.
VC (Contextual Vocabulary)	Uses vocabulary that is all relevant and all correct in relation to the task. Vocabulary is sufficient.	Much of the vocabulary is relevant and correct. Vocabulary is less sufficient.	Some of the vocabulary is relevant to the task. Uses little Vocabulary.	Uses very little vocabulary A lot of the vocabulary is not relevant to the task. A lot of vocabulary is wrong	Unable to generate any relevant vocabulary Or uses only wrong vocabulary.

SO (Making Informed Judgement, Suggestions, Opinions, Interpretation, Analysis, or Evaluation) Uses linguistic, cultural, or contextual knowledge to respond insightfully or interpret content.	Offers perceptive interpretation showing command of linguistic, historical, or cultural references; responses show depth and originality.	Offers thoughtful interpretation supported by linguistic or contextual accuracy; reasoning logical but limited in depth.	Offers some interpretation, though surface-level or with partial linguistic/cultural reference.	Weak interpretation; minimal or confused cultural or linguistic insight.	No interpretation or understanding; answers irrelevant or based on misconception.
GR Grammar /Accuracy and Range of Latin a) Control of morphology, syntax, and vocabulary b) Range of idiomatic	High level of grammatical accuracy; wide range of vocabulary and idioms; consistent use of correct forms and	Good control of structures; minor errors in agreement or tense; adequate vocabulary range for effective communication	Generally correct but limited range; noticeable errors that occasionally obscure meaning; syntax repetitive.	Frequent errors in structure and form; vocabulary very limited; communication often unclear.	Persistent major errors; Latin forms largely incorrect or unintelligible.

expressions and accuracy in gender, case, and tense. c) Use of connectors and discourse markers.	structures; varied and sophisticated syntax.	.	Pronunciation mostly correct with few lapses; speech smooth with occasional pauses; generally confident delivery.	Pronunciation understandable but uneven; some unnatural pauses or hesitations.	Pronunciation errors frequent; rhythm is irregular, and speech is hesitant; meaning is sometimes unclear.	Pronunciation inaccurate; speech halting or incomprehensible ; communication fails.
IF (Pronunciation, Intonation, Fluency) a) Accuracy of classical or ecclesiastical pronunciation. b) Clarity, rhythm, and speech tempo. c) Ability to sustain communication naturally.						

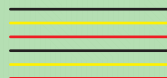
RQ (Responding to questions)	Correctly, very clearly and logically responds to all questions on the topic or theme	Gives understandable responses to most questions on the theme.	Gives understandable responses to some of the questions with limited clarity	Finds difficulty in responding to questions on the theme or topic	Gives no correct response or gives no response at all.
IC (Interactive Conversation)	Naturally, confidently and independently maintains interaction on the theme with the conversation partner	Interacts confidently but bases interaction on conversation partner	Bases interaction on conversation partner but with limited confidence	Makes some effort to interact but is unconfident	Is unable to interact with partner despite prompts

5. Performance Level Descriptors

Latin learning outcomes and competencies have been amalgamated to form the pillar of effective communication in Latin. The candidates' overall performance will be identified and recognised using differentiated achievement levels as follows:

SUBJECT: Latin

Construct	Performance Level	Grade Description
Effective Communication: Exchanging information and clearly expressing ideas using appropriate vocabulary and grammar in Latin through oral and written means, using culturally and socially relevant language to facilitate meaningful interactions and mutual understanding.	Exceptional	The learner demonstrates confident and consistent of level proficiency in Latin across all four skills. The learner accurately understands written and spoken texts, grasping main ideas, details, and implied meaning. The learner communicates effectively in both spoken and written Latin, producing clear, coherent, and well-structured responses with appropriate vocabulary and strong grammatical control. Errors are minimal and do not affect meaning.
	Outstanding	The learner demonstrates a good overall of competence in Latin. The learner understands the main ideas and most details in reading and listening tasks and communicates clearly in writing and speaking on familiar topics. Some grammatical or lexical errors occur, but meaning remains clear and communication is generally effective.



Construct	Performance Level	Grade Description
	Satisfactory	The learner demonstrates partial ability to understand the general meaning of written and spoken Latin but miss important details or struggle with more complex structures. In speaking and writing, the learner uses simple sentences and familiar vocabulary; errors are frequent but basic meaning is conveyed.
	Basic	The learner demonstrates a limited proficiency in Latin. The understanding of written and spoken texts is restricted to isolated words, phrases, or very simple ideas. Spoken and written production is minimal, inaccurate, and often unclear, with frequent errors that hinder communication.
	Elementary	The learner demonstrates very little or no functional ability in Latin. The learner is unable to understand or communicate meaningfully in either written or spoken Latin, even at a basic level.

Example Scoring: An item with 5 bases of assessment/ criteria

Maximum score possible = 25

Minimum score possible = 5

Range = 25 – 5 = 20.

Grade Interval for different levels of achievement =

$$\frac{\text{Range}}{\text{number of levels of achievement}} = \frac{20}{5} = 4 \text{ scores}$$

Since the interval is already a whole number, this makes it easy to determine the ranges for each of the five levels of achievement as shown in the table below.

Table 2:

Grading for a single item with 5 bases of evaluation

Performance level	Range of Scores	Optimised Range
Exceptional	21 - 25	23 - 25
Outstanding	17 - 20	18 - 22
Satisfactory	13 - 16	13 - 17
Basic	9 - 12	9 - 12
Elementary	5 - 8	5 - 8



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