

Assessment Schedule – 2018**Latin: Interpret adapted Latin text of medium complexity, demonstrating understanding (91195)****Evidence**

Question	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
ONE				
(a) (i)	<i>Where Dinocrates was going:</i> • Dinocrates was going to Alexander's army.	ONE correct response.	Correct response	TWO correct responses.
(ii)	<i>What he hoped would happen:</i> • to be given a royal commendation / a commendation from Alexander.		AND Partially correct explanation.	
(b)	<i>Dinocrates' talents / abilities:</i> 1. architectus – as an architect he has experience / ability 2. sollertissime – he is a very clever / very cunning thinker.	ONE correct response.	ONE correct response AND ONE partially correct response.	TWO correct responses AND Correct Latin words.
(c)	<i>Dinocrates' actions:</i> • he brought • letters from relatives and friends • to the top leaders.	ONE correct response.	TWO correct responses.	THREE correct responses.
(d)	<i>The advice Dinocrates took:</i> • Dinocrates decided on his own counsel • because the top leaders did not do what he asked.	ONE correct response.	TWO correct responses.	
(e) (i)	datum iri: • <i>Tense:</i> future • <i>Form:</i> infinitive	Identifies the tense OR form of the verb.	Identifies the tense AND form of the verb OR Correct response.	Identifies the tense AND form of the verb AND Correct response.
(ii)	• <i>Voice:</i> passive.			

N1	N2	A3	A4	M5	M6	E7	E8
Partially interprets particular points in the text, but does not demonstrate understanding.	Interprets particular points in the text, but does not demonstrate understanding.	Demonstrates understanding of THREE (of five) pieces of Achievement-level evidence.	Demonstrates understanding of FOUR (of five) pieces of Achievement-level evidence.	Demonstrates clear understanding of THREE (of five) pieces of Merit-level evidence.	Demonstrates clear understanding of FOUR (of five) pieces of Merit-level evidence.	Demonstrates thorough understanding of THREE (of four) pieces of Excellence-level evidence.	Demonstrates thorough understanding of FOUR (of four) pieces of Excellence-level evidence.

N0 = No response; no relevant evidence.

Question	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
TWO				
(a)	<i>Dinocrates' natural qualities:</i> <ul style="list-style-type: none"> • very tall in height • pleasing face • greatest dignity. 	TWO correct responses.	THREE correct responses.	
(b)	<i>Whether he used his qualities:</i> <ul style="list-style-type: none"> • Yes, Dinocrates did use them • fretus – he was relying on them. 	ONE correct response.	TWO correct responses.	THREE correct responses.
(c) (i)	<i>What he did with his clothes:</i> <ul style="list-style-type: none"> • Dinocrates cast off his clothes in the inn / where he was staying. 	Correct response	Correct response	Correct response
(ii)	<i>His next three actions:</i> <ol style="list-style-type: none"> 1. he oiled his body 2. he put a poplar garland on his head 3. he covered his left shoulder with a lion skin. 	AND ONE correct response.	AND TWO correct responses.	AND THREE correct responses.
(d) (i)	<i>Where he went, and what he was holding:</i> <ul style="list-style-type: none"> • Dinocrates went to the king's platform, holding a club in his right hand. 	Correct response	Correct response	Correct response
(ii)	<i>Who he might have been trying to portray himself as:</i> <ul style="list-style-type: none"> • Hercules / a god / a hero • they often wore headdresses / held something • Hercules had a club – clavam • and lion skin – pelle leonis. 	AND ONE correct response.	AND TWO correct responses.	AND THREE correct responses.
(e)	populea:	Identifies part of speech OR case.	Identifies part of speech AND case	Identifies part of speech AND case
(i)	<ul style="list-style-type: none"> • <i>Part of speech:</i> adjective • <i>Case:</i> ablative 			
(ii)	<ul style="list-style-type: none"> • <i>Why used:</i> it is an ablative of description / agrees with fronde. 		OR Correct response.	AND Correct response.

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Question	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
THREE				
(a) (i)	<i>How Alexander reacted:</i> <ul style="list-style-type: none"> Alexander admired him and ordered him to approach. 	Correct response	TWO correct responses	TWO correct responses
(ii)	<i>Alexander's question:</i> <ul style="list-style-type: none"> Alexander asked Dinocrates who he was. 		AND Partially correct response.	AND Correct response.
(b)	<i>Dinocrates reply:</i> <ul style="list-style-type: none"> Dinocrates said he was a Macedonian architect he was bringing plans to Alexander he shaped Mount Athos into the figure of a man. 	ONE correct response.	TWO correct responses.	THREE correct responses.
(c)	<i>What pleased Alexander:</i> <ul style="list-style-type: none"> the design's outstanding composition egregiam formae compositionem. 	Partially correct response.	ONE correct response.	TWO correct responses.
(d)	<i>How Dinocrates benefited:</i> <ul style="list-style-type: none"> Alexander wanted Dinocrates to be with him Alexander was going to use his work. 	ONE correct response.	TWO correct responses.	
(e)	accederet:	Identifies tense OR mood.	Identifies tense AND mood	Identifies tense AND mood
(i)	<ul style="list-style-type: none"> <i>Tense:</i> imperfect <i>Mood:</i> subjunctive 			
(ii)	<ul style="list-style-type: none"> <i>Reason:</i> It is an indirect command. 		OR Correct response.	AND Correct response.

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Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 6	7 – 13	14 – 19	20 – 24