Assessment Schedule – 2019

Latin: Analyse authentic Latin text demonstrating understanding (91507)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Analyse Latin text demonstrating understanding involves: • using linguistic and cultural knowledge to break down the text and to identify and examine the significance of content, linguistic features, imagery, and / or poetic devices, and inferences, opinions, and / or connections in the text • selecting and **explaining** particular points in the text.	*Analyse Latin text demonstrating clear understanding* involves: • selecting and **expanding on** particular points in the text.	*Analyse Latin text demonstrating thorough understanding* involves: • selecting and **fully expanding on** particular points in the text **with evidence in Latin** from the text to support answers. **The evidence is unambiguous.**

Evidence

Q	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	• The Dawn of the next day had driven away the glittering stars: • the people gathered at the sacred field of Mars • and took position on the ridge; • the king himself sat in the middle group, clothed in purple • and distinguished by his ivory sceptre. • Look! The bronze-footed bulls breathe Vulcan's fire • From nostrils made of steel	Correct translation of **some** of the **straightforward** sections.	Correct translation of **some** of the **more difficult** sections.	Correct translation of **most** of the **most difficult** sections.
(b)(i) (ii) (iii)	The grass burns. Because it has been touched by the hot breath. They filled the place with their smoke-filled bellowing. The Minyans were rigid with fear – deriguere metu.	Provides **basic** information.	Provides information with **some detail**.	Provides information containing **most of the detail**.
(c)(i) (ii) (iii)	He had taken such powerful magic drugs – tantum medicamina. (1) The Colchians are stunned. (2) The Minyans increased and lifted his spirits with shouts. He takes the dragon's teeth from his bronze helmet and scatters them onto the ploughed fields.	Provides **basic** information.	Provides information with **some detail**.	Provides information containing **most of the detail**.

(d)(i)	Line 8: DDDS (with no elisions) Line 14: DSSS (with elision of last syllable of ducere)	Correct scansion of the first four feet of ONE line	Correct scansion of the first four feet of BOTH lines	Correct scansion of the first four feet of BOTH lines, including BOTH principal caesurae
(ii)	Possible answers include: • The succession of dactyls in line 8 draws attention to the way the bulls repeatedly pound the dusty ground. • The elision in line 14 accentuates how quickly Jason gets the bulls to come under his control, with the heavy spondees showing his firm power. (*Other responses possible*)	*OR* some relevant comment on the scansion.	*OR* correct scansion of the first four feet of ONE line AND relevant comment on its scansion.	*AND* for BOTH lines: detailed, relevant comment on the scansion.
(e)(i) (ii) (iii)	Perfect indicative. Pulsaverunt Accusative masculine plural. ignes Ablative feminine singular. dextra	ONE word correctly parsed AND its grammar explained *OR* TWO words correctly parsed.	TWO words correctly parsed; the grammar of ONE is correctly explained *OR* THREE words correctly parsed.	THREE words correctly parsed; the grammar of TWO is correctly explained.
(f)	*A wide range of plausible responses may be accepted. Possible examples may include:* • the assonance of augent adiciuntque animos shows how passionately the Minyans support Jason • the alliteration of pulvereumque…pede pulsavere emphasises how wildly the bulls paw at the dusty ground • the use of vivid / historic present tenses in subit and sentit accentuates the tension as Jason first approaches the bulls and feels their breath • the word order of the verb ardent at the start of the line, followed by the abrupt comma, draws attention to the deadly power of the bulls' fire. (*Other responses possible*)	TWO literary devices correctly identified with explanations.	THREE literary devices identified with expanded explanations.	FOUR literary devices identified with fully expanded explanations.

N1	N2	A3	A4	M5	M6	E7	E8
ONE (of six) piece of Achievement level evidence.	TWO (of six) pieces of Achievement level evidence.	THREE (of six) pieces of Achievement level evidence.	FOUR (of six) pieces of Achievement level evidence.	THREE (of six) pieces of Merit level evidence.	FOUR (of six) pieces of Merit level evidence.	THREE (of six) pieces of Excellence level evidence.	FOUR (of six) pieces of Excellence level evidence.

N0 = No response; no relevant evidence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 2	3 – 4	5 – 6	7 – 8