

**Assessment Schedule – 2013****Latin: Analyse authentic Latin text demonstrating understanding (91507)****Evidence Statement**

Question part	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>Sample translation (with indications of responses at Achievement, <u>Merit</u>, and <b>Excellence</b> level):</i></p> <p>When the nourishing day  <u>had again dimmed the stars,</u>  she began to look for her daughter  <b>from the setting of the sun to the rising of the sun.</b>  <u>Tired from the effort</u>  she had developed a thirst,  <u>and no fountains had wet her mouth(s)</u>  when by chance she saw a house / cottage  <b>covered / thatched with straw</b>  and she knocked on / struck [its] little doors.</p>	<ul style="list-style-type: none"> <li>Correctly translates some of the straightforward sections.</li> </ul>	<ul style="list-style-type: none"> <li>Correctly translates some of the more difficult sections.</li> </ul>	<ul style="list-style-type: none"> <li>Correctly translates most of the most difficult sections.</li> </ul>
(b)	<p>(i) The old woman gives Ceres something sweet, which she had sprinkled with roasted pearl barley.</p> <p>(ii) The little boy:</p> <ul style="list-style-type: none"> <li>stands in front of the goddess</li> <li>laughs at her</li> <li>calls her greedy.</li> </ul> <p>(iii) Ceres pours her drink (which she had not yet drunk) over the boy as he speaks – <i>offensa</i>.</p>	<ul style="list-style-type: none"> <li>The response includes basic information.</li> </ul>	<ul style="list-style-type: none"> <li>The response includes information with some detail.</li> </ul>	<ul style="list-style-type: none"> <li>The response includes information containing most of the detail.</li> </ul>
(c)	<p>(i) Physical changes that happen to the boy:</p> <ul style="list-style-type: none"> <li>his face breaks out in spots</li> <li>what were once his arms become legs</li> <li>a tail is added to his (changed) limbs.</li> </ul> <p>(ii) She does this so that he has no great power to (cause) harm.</p> <p>(iii) He is now smaller than a little lizard.</p>	<ul style="list-style-type: none"> <li>The response includes basic information.</li> </ul>	<ul style="list-style-type: none"> <li>The response includes information with some detail.</li> </ul>	<ul style="list-style-type: none"> <li>The response includes information containing most of the detail.</li> </ul>

Question part	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(d)	<p>(i) Scansion:</p> <ul style="list-style-type: none"> <li>Line 452: cōnstītīt   āntē dē ām    rī sīt(que) āvī dāmquē vō cāvīt. (ddsd)</li> <li>Line 453: ōffēns (a) ēst nē(que) ād hūc    ē pōtā   pārtē lō quēntēm (sdss)</li> </ul> <p>(ii) Possible reasons that the metre enhances the meaning of the lines:</p> <ul style="list-style-type: none"> <li>the strongly dactylic line 452 emphasises the light-hearted high spirits of the boy as he cheekily mocks Ceres</li> <li>this contrasts sharply with the more spondaic line 453, which emphasises how Ceres is completely unamused by his behaviour</li> <li>the jerky double elision underlines her shock and disbelief.</li> </ul> <p><i>Other responses possible.</i></p>	<ul style="list-style-type: none"> <li>Correctly scans the first four feet of BOTH lines</li> </ul> <p>OR</p> <p>Correctly scans the first four feet of ONE line AND makes a relevant comment on that scansion.</p>	<ul style="list-style-type: none"> <li>Correctly scans the first four feet of BOTH lines</li> </ul> <p>AND</p> <p>Makes a relevant comment on the scansion of ONE line.</p>	<ul style="list-style-type: none"> <li>Correctly scans the first four feet of BOTH lines, including ONE principal caesura</li> </ul> <p>AND</p> <p>Makes a detailed, relevant comment on the scansion of BOTH lines.</p>
(e)	<p>(i) <i>roganti</i> – dative singular. It refers to Ceres.</p> <p>(ii) <i>epota</i> – ablative singular. It is ablative because the phrase <i>epota parte</i> is ablative absolute.</p> <p>(iii) <i>sīt</i> – present subjunctive. It is subjunctive because it is a negative purpose clause.</p>	<ul style="list-style-type: none"> <li>Correctly parses ONE word, and explains its grammar</li> </ul> <p>OR</p> <p>Correctly parses TWO words.</p>	<ul style="list-style-type: none"> <li>Correctly parses TWO words, and explains the grammar of ONE of the words</li> </ul> <p>OR</p> <p>Correctly parses THREE words.</p>	<ul style="list-style-type: none"> <li>Correctly parses THREE words, and explains the grammar of TWO of the words.</li> </ul>
(f)	<p>Possible examples of linguistic, stylistic, and poetic devices, and how their use enhances the meaning of the passage include:</p> <ul style="list-style-type: none"> <li>repetition of the <i>solis</i> in the parallel phrase <i>solis ab occasu solis ... ad ortus</i> emphasises that Ceres is searching far and wide / all day long.</li> <li>emphatic word order: the verb <i>conbibit</i> is brought to the beginning of the line in emphatic position to bring out the sudden transformation of the boy into a lizard</li> <li>the metaphor of ‘imbibing’ spots makes the change seem even more vivid</li> <li>the personification of <i>alma dies</i> reinforces the length of time that Ceres is spending vainly searching for her daughter</li> <li>the alliteration of <i>mutatis ... membris</i> and <i>minor mensura</i> draws attention to the rapidity of the transformation and the boy’s dramatic reduction in size.</li> </ul> <p><i>Other responses possible.</i></p>	<ul style="list-style-type: none"> <li>Identifies and explains the use of TWO literary devices.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and expands on the use of TWO literary devices.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and fully expands on the use of THREE literary devices.</li> </ul>

<b>N1</b>	<b>N2</b>	<b>A3</b>	<b>A4</b>	<b>M5</b>	<b>M6</b>	<b>E7</b>	<b>E8</b>
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 <b>A</b> bullet points.	Demonstrates understanding of FOUR <b>A</b> bullet points.	Demonstrates clear understanding of THREE <b>M</b> bullet points.	Demonstrates clear understanding of FOUR <b>M</b> bullet points.	Demonstrates thorough understanding of THREE <b>E</b> bullet points, giving appropriate and unambiguous evidence.	Demonstrates thorough understanding of FOUR <b>E</b> bullet points, giving appropriate and unambiguous evidence.

**N0** = No response; no relevant evidence.

### Judgement Statement

	<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<b>Score range</b>	0 – 2	3 – 4	5 – 6	7 – 8