Assessment Schedule – 2018

Latin: Demonstrate understanding of adapted Latin text (90863)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Selects particular points or linguistic features in the text, and: • describes or explains them.	Selects particular points or linguistic features in the text, and: • expands on them • communicates their meaning unambiguously in English.	Selects particular points or linguistic features in the text, and: • expands on them, with evidence in Latin, to show understanding of implied meanings or conclusions within the text.

Cut Scores

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

Evidence

Question	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
ONE				
(a) (i)	*Bomilcar's role:* • He was in command of the elephants • and part of the troops of the king.	Describes or explains ONE point.	Expands on TWO points, in unambiguous English.	Expands on TWO points, including evidence in Latin and the correct tense, showing understanding of its implied meaning.
(ii)	• *Verb*: praeerat • *Tense:* imperfect			
(b) (i)	*The news that came to him:* • The Roman army had taken up position.	Describes or explains this point.	Expands on THREE points, in unambiguous English.	
(ii)	*The two actions he took:* • Gradually he led his soldiers onto even ground • and advanced to the camp of the Romans.	Describes or explains ONE point.		
(c)	*Bomilcar's leadership qualities:* • He is always attentive / alert / focused / observant *(or similar).* • Bomilcar, explorans semper quid hostis ageret, aciem instruxit. • Bomilcar, always investigating what the enemy was doing, drew up the battle line.	Describes or explains ONE point.	Expands on TWO points, in unambiguous English.	Expands on TWO points, including evidence in Latin (with an appropriate translation), showing understanding of the implied conclusion.
(d) (i) (ii) (iii)	Subjunctive verb: • *Verb:* ageret • *Tense:* imperfect • *Why used:* indirect question.	Describes or explains ONE point.	Expands on TWO points.	Expands on THREE points, showing understanding of the implication of the mood.

N1	N2	A3	A4	M5	M6	E7	E8
ONE (of five) Achievement opportunity.	TWO (of five) Achievement opportunities.	THREE (of five) Achievement opportunities.	FOUR (of five) Achievement opportunities.	TWO (of four) Merit opportunities.	THREE (of four) Merit opportunities.	TWO (of three) Excellence opportunities.	THREE (of three) Excellence opportunities.

N0 = No response; no relevant evidence.

Question	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
TWO				
(a) (i) (ii)	*Difficulty faced by the Romans:* • The field full of trees was hindering their view. *Their conclusion:* • They thought that the wind • was stirring up the dry land. • ventum humum aridam agitare rati sunt.	Describes or explains ONE point.	Expands on TWO points, in unambiguous English.	Expands on THREE points, including evidence in Latin (with an appropriate translation), showing understanding of the implied conclusion.
(b)	*What led them to realise they were wrong:* • They saw that the dust was staying not only in an even mass • but was also approaching more and more.	Describes or explains ONE point.	Expands on TWO points, in unambiguous English.	
(c)	*The actions the Romans took:* • They rushed to seize their weapons • and took up position in front of the camp.	Describes or explains ONE point.	Expands on TWO points, in unambiguous English.	
(d)	*The speed of these events:* • The Romans' awareness of the dust cloud is sudden (subito – suddenly). • The Romans' response is speedy (ruerunt – they rushed). *Other responses possible.*	Describes or explains ONE point.	Expands on TWO points, in unambiguous English.	Expands on TWO points, including evidence in Latin (with an appropriate translation), showing understanding of the implied conclusion.
(e) (i) (ii) (iii)	Infinitive: • ONE of agitare / manere / appropinquare • *Tense:* present • *Why used:* indirect statement.	Describes or explains ONE point.	Expands on TWO points.	Expands on THREE points, showing understanding of the implication of the infinitive.

N1	N2	A3	A4	M5	M6	E7	E8
ONE (of five) Achievement opportunity.	TWO (of five) Achievement opportunities.	THREE (of five) Achievement opportunities.	FOUR (of five) Achievement opportunities.	THREE (of five) Merit opportunities.	FOUR (of five) Merit opportunities.	TWO (of three) Excellence opportunities.	THREE (of three) Excellence opportunities.

N0 = No response; no relevant evidence.

Question	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
THREE				
(a)	*At the start of the battle:* • The Numidians are portrayed as courageous fighters (because they had the support of their elephants). • Numidae fortiter pugnaverunt, dum putant auxilium sibi in elephantis esse. • The Numidians fought bravely while they thought their elephants would help them.	Describes or explains ONE point.	Expands on TWO points, in unambiguous English.	Expands on TWO points, including evidence in Latin (with an appropriate translation), showing understanding of the implied conclusion.
	In the middle of the battle: • The Numidians are portrayed as cowardly (because they flee after the elephants become trapped). • postquam Numidae elephantos ramis arborum impeditos atque ita disiectos viderunt, fugerunt. • After the Numidians saw their elephants entangled in the branches of trees and driven apart in this way, they fled. *Other responses possible.*	Describes or explains ONE point.	Expands on TWO points, in unambiguous English.	Expands on TWO points, including evidence in Latin (with an appropriate translation), showing understanding of the implied conclusion.
(b)	*How the battle ended for the Numidians:* • The majority withdrew safely. *What contributed to this outcome:* • auxilio collis noctisque, quae iam aderat • with the help of a hill and the night, which was now present.	Describes or explains ONE point.	Expands on TWO points, in unambiguous English.	Expands on TWO points, including evidence in Latin (with an appropriate translation), showing understanding of the implied conclusion.
(c)	*How the battle ended for the elephants:* • Four were captured; • all the rest were killed.	Describes or explains ONE point.	Expands on TWO points, in unambiguous English.	
(d) (i) (ii) (iii)	Ablative participle: • abieictis • *Tense:* perfect / past • *Why used:* ablative absolute construction.	Describes or explains ONE point.	Expands on TWO points.	Expands on THREE points, showing understanding of the implication of the ablative participle.

N1	N2	A3	A4	M5	M6	E7	E8
ONE (of five) Achievement opportunity.	TWO (of five) Achievement opportunities.	THREE (of five) Achievement opportunities.	FOUR (of five) Achievement opportunities.	THREE (of five) Merit opportunities.	FOUR (of five) Merit opportunities.	TWO (of four) Excellence opportunities.	THREE (of four) Excellence opportunities.

N0 = No response; no relevant evidence.