Assessment Schedule – 2016

Latin: Analyse authentic Latin text, demonstrating understanding (91507)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Analysing Latin text, demonstrating understanding involves using linguistic and cultural knowledge to break down the text, and identify and examine the significance of content, linguistic features, imagery and / or poetic devices, and inferences, opinions, and / or connections in the text.	*Analysing Latin text, demonstrating clear understanding* involves selecting and expanding on particular points in the text.	*Analysing 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 Statement

Sample evidence indicates responses at Achievement, <u>Merit</u>*, and* **Excellence** *level.*

Question part	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	• He flees through the places • *where he had often hunted;* • alas! He himself flees his own dogs. • *He longed to shout: "I am Actaeon!* • Know your own master!" • **(But) his words fail his will;** • **the air echoes with barking.**	Understanding is demonstrated by correct translation of **some** of the **straightforward** sections.	Clear understanding is demonstrated by correct translation of **some** of the **more difficult** sections.	Thorough understanding is demonstrated by correct translation of **most** of the **more difficult** sections.
(b)	(i) Back; shoulder. (ii) Through a shortcut in the mountains. (iii) *iam loca vulneribus desunt* – already places (on his body) for wounding are lacking.	Understanding is demonstrated by a response providing basic information.	Clear understanding is demonstrated by a response providing information with more detail.	Thorough understanding is demonstrated by a response providing information containing most of the detail.
(c)	(i) Not like a human's, but not one a stag could make either. (ii) He gets down on his knees, and like a suppliant, he shakes his silent head from side to side as though stretching out his arms. (iii) *falsi* – false, fake	Understanding is demonstrated by a response providing the basic information.	Clear understanding is demonstrated by a response providing information with some detail.	Thorough understanding is demonstrated by a response providing information containing most of the detail.

Question part	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(d)	(i) Line 8: ān|tĭcĭp|ātă vĭ|(a) ēst ||; dŏmĭn|ūm rĕtĭn|ēntĭbŭs | īllĭs Line 15: ūndĭquĕ | cīrcūm | stānt, || mēr|sīs(que) īn | cōrpŏrĕ | rōstrĭs (ii) Possible answers include: • The rapid sequence of dactyls in line 8 emphasises the speed and power of the hounds as they outflank Actaeon and hold him back. • The heavy spondees intensify the sense of doom, as the hounds surround Actaeon and move in for the kill. *(Other responses possible.)*	Understanding is demonstrated by either: correct scansion of the first four feet of ONE line **and** some relevant comment on that scansion *OR* correct scansion of the first four feet of BOTH lines.	Clear understanding is demonstrated by correct scansion of the first four feet of BOTH lines *AND* for ONE line, relevant comment on its scansion.	Thorough understanding is demonstrated by correct scansion of the first four feet of BOTH lines, including ONE principal caesura *AND* for BOTH lines: detailed, relevant comment on the scansion.
(e)	(i) Comparative adverb (ii) Ablative plural. It is an ablative absolute. (iii) Accusative. *tacitos*	Understanding is demonstrated by ONE partially correct answer.	Clear understanding is demonstrated by TWO fully correct answers.	Thorough understanding is demonstrated by THREE fully correct answers.
(f)	*A wide range of plausible responses may be accepted. Possible examples may include:* • the alliteration of *c* in line 9 *'cetera … coit confertque … corporis'* emphasises how savagely the hounds attack their master • the chiasmus / reversed word-order of *verba … desunt; resonat … aether* (line 4) accentuates the contrast in Actaeon no longer having the power of speech, while the noise of the baying hounds fills the air • the repetition of *fugit* intensifies the panic as Actaeon flees from his own dogs (lines 1 and 2) • the sibilance of *supplex similisque* emphasises the pathetic state Actaeon has been reduced to as he begs for mercy (line 13).	Understanding is demonstrated by at least TWO literary devices correctly identified, with explanations.	Clear understanding is demonstrated by at least THREE literary devices identified, with expanded explanations.	Thorough understanding is demonstrated by at least FOUR literary devices identified, with fully expanded explanations.

Not Achieved	NØ	No response; no relevant evidence.
	N1	Partially attempts to analyse the authentic Latin text, but does not demonstrate understanding. Correctly analyses ONE section of the question at Achievement level.
	N2	Analyses particular points in the text, but does not demonstrate understanding. Correctly analyses TWO sections of the question at Achievement level.
Achievement	A3	Analyses the authentic Latin text, demonstrating some understanding. Correctly analyses THREE sections of the question at Achievement level.
	A4	Analyses the authentic Latin text, demonstrating understanding. Correctly analyses FOUR sections of the question at Achievement level.
Achievement with Merit	M5	Analyses the authentic Latin text, demonstrating clear understanding. Correctly analyses THREE sections of the question at Merit level.
	M6	Analyses the authentic Latin text, demonstrating clear understanding. Correctly analyses FOUR sections of the question at Merit level.
Achievement with Excellence	E7	Analyses thoroughly the authentic Latin text, giving appropriate and unambiguous evidence. Correctly analyses THREE sections of the question at Excellence level.
	E8	Analyses thoroughly the authentic Latin text, giving appropriate and unambiguous evidence. Correctly analyses FOUR sections of the question at Excellence level.

Cut Scores

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