

Assessment Schedule – 2015**Latin: Analyse authentic Latin text demonstrating understanding (91507)****Assessment Criteria**

Achievement	Achievement with Merit	Achievement with Excellence
<i>Analysing Latin text demonstrating understanding</i> 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.	<i>Analysing Latin text demonstrating clear understanding</i> involves selecting and expanding on particular points in the text.	<i>Analysing Latin text demonstrating thorough understanding</i> 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

Question part	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p><i>Sample translation:</i></p> <p><u>After the ships have reached the open sea</u> and no more lands are visible any longer, with sky on all sides and on all sides sea then a dark-blue rain cloud stood over my head bringing night and stormy weather, <u>and the waves bristled up in the darkness.</u> <u>Immediately winds roll over the sea</u> and big waves rise; we are scattered and thrown by a vast whirlpool.</p>	Correctly translates some of the straightforward sections.	Correctly translates some of the <u>more difficult</u> sections.	Correctly translates most of the most difficult sections.
(b)	<p>(i) <i>Changes in the weather:</i></p> <ul style="list-style-type: none"> Rain clouds <u>overwhelmed</u> the day damp night <u>removed</u> the sky lightning <u>repeats</u> in the torn clouds. <p>(ii) <i>The effect of the weather conditions on the ships:</i></p> <ul style="list-style-type: none"> They are <u>shaken off course</u> and wander aimlessly. <p><i>The word that shows visibility is very poor:</i></p> <ul style="list-style-type: none"> caecis – blind. <p>(iii) <i>The problems the helmsman has to deal with:</i></p> <ul style="list-style-type: none"> he can't tell <u>day</u> from <u>night</u> he can't remember the way. 	Provides basic information.	Provides information including some of the <u>underlined</u> detail.	Provides information containing most of the detail.

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(c)	<p>(i) <i>How long the sailors are caught up in the storm:</i></p> <ul style="list-style-type: none"> • three days and three nights <p><i>What makes navigation difficult during this time:</i></p> <ul style="list-style-type: none"> • they are in a <u>blind fog</u> during the day, and <u>there are no stars</u> at night. <p>(ii) <i>Things seen when the storm subsides:</i></p> <ul style="list-style-type: none"> • land • <u>far-off</u> mountains • <u>rolling</u> smoke. <p>(iii) <i>The effect of the change in weather on the ships and sailors:</i></p> <ul style="list-style-type: none"> • the sails fall • they have to row with the oars, without delay. <p><i>The word that shows the sailors have to work hard:</i></p> <ul style="list-style-type: none"> • adnixa – having strained. 	Provides basic information.	Provides information including some of the <u>underlined</u> detail.	Provides information containing most of the detail.
(d)	<p>(i) <i>Scansion:</i></p> <p>Line 2: āppā rēnt tēr rāe, cāe l(um) ūndī(que) ēt ūndīquē pōntūs, (sssd)</p> <p>Line 11: nēc mēmī nīssē vī āe mēdī ā Pālī nūrūs īn ūndā (dddd)</p> <p>(ii) <i>Possible ways that the metre enhances the meaning of the lines:</i></p> <ul style="list-style-type: none"> • the mostly spondaic line 2 emphasises the ominous situation, as any sight of land disappears and the sailors are completely surrounded by sky and sea • the double elision in line 2 accentuates their sudden isolation • the string of dactyls in line 11 emphasises Palinurus' panic and confusion as he desperately tries to steer the right course. 	<p>Correctly scans the first four feet of BOTH lines</p> <p>OR</p> <p>Correctly scans the first four feet of ONE line AND makes a relevant comment on that scansion.</p>	<p>Correctly scans the first four feet of BOTH lines</p> <p>AND</p> <p>Makes a relevant comment on the scansion of ONE line.</p>	<p>Correctly scans the first four feet of BOTH lines, including ONE principal caesura</p> <p>AND</p> <p>Makes a detailed, relevant comment on the scansion of BOTH lines.</p>
(e)	<p>(i) <i>involvere</i> – perfect indicative. It is a contracted form of <i>involverunt</i>.</p> <p>(ii) <i>discernere</i> – present infinitive. It is in an indirect statement / reported statement / accusative and infinitive construction, following <i>negat</i>.</p> <p>(iii) <i>caeca</i> – ablative singular. It agrees with <i>caligine</i>.</p>	<p>Correctly parses ONE word, and explains its grammar</p> <p>OR</p> <p>Correctly parses TWO words.</p>	<p>Correctly parses TWO words, and explains the grammar of ONE of the words</p> <p>OR</p> <p>Correctly parses THREE words.</p>	<p>Correctly parses THREE words, and explains the grammar of TWO of the words.</p>

Question part	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(f)	<p><i>Possible examples of linguistic, stylistic, and poetic devices, and how their use enhances the meaning of the passage include:</i></p> <ul style="list-style-type: none"> the chiasmus / reversed word-order of <i>caelum undique et undique pontus</i> (line 2) accentuates the sailors' sudden isolation the alliteration of 'v' in <i>venti volvunt</i> (line 5) emphasises the sudden change in the weather and mood the change to a vivid present tense <i>ingeminant</i> (line 8) makes the appearance of lightning seem especially sudden and dramatic the choice and repetition of such vocabulary as <i>caecis</i> (blind), <i>erramus</i> (wander) and <i>volvunt</i> / <i>involvere</i> (roll / overwhelm) underlines the hopelessness of their situation as they are at the mercy of the powerful ocean. 	Identifies and explains the use of TWO literary devices.	Identifies and expands on the use of THREE literary devices.	Identifies and fully expands on the use of FOUR literary devices.

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 pieces of Achievement-level evidence.	Demonstrates understanding of FOUR pieces of Achievement-level evidence.	Demonstrates clear understanding of THREE pieces of Merit-level evidence.	Demonstrates clear understanding of FOUR pieces of Merit-level evidence.	Demonstrates thorough understanding of THREE pieces of Excellence-level evidence.	Demonstrates thorough understanding of FOUR pieces of Excellence-level evidence.

N0 = No response; no relevant evidence.

Cut Scores

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