

Assessment Schedule – 2018

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.

N1	N2	A3	A4	M5	M6	E7	E8
Demonstrates understanding of ONE piece of Achievement-level evidence.	Demonstrates understanding of TWO pieces of Achievement-level evidence.	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
0 – 2	3 – 4	5 – 6	7 – 8

Evidence

Question part	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p>Sample translation:</p> <p><u>The trumpets had given the signal;</u> when each runner, leaning forward, dashes forth from the starting line, <u>and glides over the top of the sand with quick feet.</u> The rasping breath came from his tired mouth, <u>and the finishing-post was far away.</u> Then finally Neptune's offspring threw one of the three fruit from the tree.</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) (i)	<p><i>Atalanta's reaction:</i></p> <ul style="list-style-type: none"> • obstipuit – she was astonished. 	Provides basic information.	Provides information including some detail.	Provides information containing most of the detail.
(ii)	<p><i>What she does next:</i></p> <ul style="list-style-type: none"> • she changes course and picks up the spinning gold. 			
(iii)	<p><i>The crowd's reaction:</i></p> <ul style="list-style-type: none"> • the stands echo with applause • because Hippomenes overtakes her. 			
(iv)	<p><i>What Atalanta does then:</i></p> <ul style="list-style-type: none"> • she corrects her delay and the lost time with a quick pace and leaves the young man behind her again. 			
(c) (i)	<p><i>Who Hippomenes speaks to:</i></p> <ul style="list-style-type: none"> • a goddess. 	Provides basic information.	Provides information including some detail.	Provides information containing most of the detail.
(ii)	<p><i>What he does next:</i></p> <ul style="list-style-type: none"> • he throws the shining gold sideways, with youthful vigour, into the side of the field, so that she might return more slowly. 			
(iii)	<p><i>Why Atalanta will struggle to rejoin the race:</i></p> <ul style="list-style-type: none"> • tardius – more slowly 			
(iv)	<p><i>The outcome of the race:</i></p> <ul style="list-style-type: none"> • the young woman / Atalanta is overtaken; the winner claims his prize. 			

Question part	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(d) (i)	<p><i>Scansion:</i></p> <ul style="list-style-type: none"> Line 10: cōrrīgīt āt(que) ĭtēr ūm ĭuvē nēm pōst tērgă rē līnquīt (DDDS, with elision of last syllable of atque) Line 11: ēt rūr sūs pō mī iāc tū rēmōr ātă sē cūndī (SSSD, with no elisions) 	Correctly scans the first four feet of BOTH lines	Correctly scans the first four feet of BOTH lines	Correctly scans the first four feet of BOTH lines, including the caesura in line 10
(ii)	<p><i>Possible ways the metre enhances the meaning of the lines:</i></p> <ul style="list-style-type: none"> the dactyls and elision in line 10 emphasise the speed with which Atalanta makes up the ground she has lost in retrieving the first golden apple the heavy spondees in line 11 stress Atalanta's temporary delay as she stops to grab the second apple. 	<p>OR</p> <p>Correctly scans the first four feet of ONE line AND makes a relevant comment on that scansion.</p>	<p>AND</p> <p>Makes a relevant comment on the scansion of ONE line.</p>	<p>AND</p> <p>Makes a detailed, relevant comment on the scansion of BOTH lines.</p>
(e) (i)	celeri – ablative singular. It agrees with cursu.	Correctly parses ONE word, and explains its grammar	Correctly parses TWO words, and explains the grammar of ONE of the words	Correctly parses THREE words, and explains the grammar of TWO of the words.
(ii)	cursus – genitive singular. It is a partitive genitive.			
(iii)	rediret – imperfect subjunctive. It is a purpose clause.	<p>OR</p> <p>Correctly parses TWO words.</p>	<p>OR</p> <p>Correctly parses THREE words.</p>	
(f)	<p><i>Possible examples of linguistic, stylistic, and poetic devices, and how their use enhances the meaning of the passage:</i></p> <ul style="list-style-type: none"> the use of vivid / historic present tenses in emicat and libat (line 2) accentuates the dramatic start to the race the emphatic word order of the verbs obstipuit and declinat at the beginning of each line and phrase stresses how shocked Atalanta is and how suddenly she has to change course (lines 6 and 7) the alliteration of “c” in celeri cessataque ... cursu corrigit emphasises the rapidity with which Atalanta makes up the lost ground (lines 9–10) the repetition of nitidus (gleaming) and aurum (gold) throughout the passage underlines how appealing the golden apples are as a distraction for Atalanta. 	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.