

Assessment Schedule – 2023**Scholarship Latin (93008)****QUESTION ONE: TRANSLATION OF PASSAGE ONE**

The candidate writes an accurate and fluent translation.

Sample Translation
<p>O immortal gods! For I saw, I saw, and I experienced that grief, certainly the bitterest in my life, when Quintus Metellus was torn away from the heart and embrace of his country, and when that man who thought himself born for this service, on the third day after he had flourished in the senate-house, on the rostrum, and in the republic, of a most robust age, of an excellent physical condition, and of the greatest vigour, was torn away most undeservedly from all good men, and from the entire state.</p> <p>And indeed, at that time he, though dying, retained his last thought for a recollection of the republic; looking at me as I wept, he indicated to me with broken and failing voice, how great a storm, how great a tempest was threatening the state; often he kept on mentioning me by name, and very often the republic, to show his grief, not so much that he was dying, as that both his country and I were being deprived of his protection.</p> <p>And therefore, shall that woman, proceeding from this house, dare to speak of the rapidity of poison? Surely, she will fear the house itself, in case it utter some sound? Will she not shudder at the knowing walls and that fatal and sorrowful night?</p>

QUESTION TWO: CRITICAL APPRECIATION OF PASSAGE ONE

The candidate demonstrates critical appreciation of language, style, and / or content. The response is supported with Latin evidence from the text.

Evidence
<p><i>An example of a point that might be made within a response at Scholarship level:</i></p> <p>Cicero begins this section with a stock exclamation (pro di immortales) to gain his listeners' attention. Quintus Metellus is portrayed as being a great statesman in a triple construction – in curia ... in rostris ... in re publica florisset. He is described as being in good health by the triple use of an ablative of description – integerrima aetate, optimo habitu, maximis viribus. His devotion to the state is stressed and intensified by the repetition of saepe, saepissime when he kept referring to it by name (rem publicam nominabat) as he was dying (moriens).</p> <p><i>For Outstanding Scholarship, the response might continue, showing insight:</i></p> <p>The anaphora of in and lack of connectives when describing the places that Metellus flourished (in curia...in rostris ... in re publica) emphasises not only the extent of his presence, but also his oratorical ability.</p> <p>Quintus Metellus is described as integerrima aetate, optimo habitu, maximis viribus. Each phrase consists of a superlative adjective followed by a noun stressing how fit he was and thus raising doubts about his death. It is clear that Metellus regards himself as a guardian of the republic when he expresses regret that it will be deprived of his protection when he dies (spoliari suo praesidio).</p>

QUESTION THREE: TRANSLATION OF PASSAGE TWO

The candidate writes an accurate and fluent translation.

Sample Translation
<p>But suddenly, with a terrifying swoop down from the mountains, the Harpies are there and they flap their wings with mighty wingbeats and they plunder our banquet and foul everything with their filthy touch; then there is a dreadful din amidst the foul stench. Again, in a retreat deep beneath a hollow rock, we set our tables in order and renew the fire on the altar(s); and again from a different quarter of sky and from their hidden lair, the swarm (of Harpies), making a din, hovers around their prey with hooked talons, (this swarm) fouls our banquet with their mouths. Then I order my companions to take up arms immediately and declare that a war must be waged with this dreadful race. (My men) do exactly as they are ordered and they put their swords in different places, concealed through the grass, and they hide their shields out of sight. Then when they gave a shriek, gliding down over the curving shore, Misenus gives his signal from a high vantage point on his hollow bronze trumpet. My companions attack and they try out unconventional tactics with their swords to injure these disgusting birds of the sea. But the birds sustain neither any attack to their feathers nor wounds to their backs, and, having glided upwards towards the stars in their speedy flight, they leave behind their half-eaten prey and the foul remnants.</p>

QUESTION FOUR: CRITICAL APPRECIATION OF PASSAGE TWO

The candidate demonstrates critical appreciation of language, style, and /or content. The response is supported with Latin evidence from the text, and any comment on metre is demonstrated by scanned Latin line(s).

Evidence
<p><i>An example of a point that might be made within a response at Scholarship level:</i></p> <p>From the beginning of the passage, the speed of the attack by the Harpies is emphasised both by the word choice (<i>subitae</i>) and the adjective's position immediately after a monosyllabic word, marking a change of focus in the text. The use of an adjective rather than an adverb also highlights the danger the monsters represent. The noun that the adjective describes (<i>Harpyiae</i>) is deliberately delayed until its emphatic position in the next line to increase the suspense. Furthermore, the power of <i>horrifico lapsu</i> is intensified because the reader does not know its source.</p> <p><i>For Outstanding Scholarship, the response might continue, showing insight:</i></p> <p>As the Harpies come into view, Virgil introduces another sense – sound. The position of <i>quatiant</i> in the middle of the line brings it into prominence, along with its juxtaposition to the almost onomatopoeic <i>clangoribus</i>: these creatures both look and sound terrifying. Assonance of 'a' in line 2 gives the reader a clue to the fearful reaction of Aeneas and his men. In fact, in the course of this first sentence, smell (<i>taetrum odorem</i>), touch (<i>contactu ... immundo</i>), sound (<i>clangoribus ... vox dira</i>), taste (<i>diripiuntque dapes</i>), and sight (<i>adsunt</i>) are all present and provide the reader with a total sensory immersion in the terrors of the Harpies.</p>

Score Allocation

Questions One and Three: Translation

The translation: <ul style="list-style-type: none"> attempts to convey the basic sense of the passage. 	The translation: <ul style="list-style-type: none"> conveys some of the basic sense of the passage. 	The translation: <ul style="list-style-type: none"> conveys the basic sense of the passage shows basic awareness of the complexities of the language. 	The translation: <ul style="list-style-type: none"> conveys the sense of the passage shows awareness of the complexities of the language. 	The translation: <ul style="list-style-type: none"> is accurate and fluent demonstrates precision in the application of highly developed knowledge and critical thinking. 	The translation: <ul style="list-style-type: none"> is accurate and fluent demonstrates high precision in the application of highly developed knowledge and critical thinking. 	The translation: <ul style="list-style-type: none"> sustains accuracy and fluency at a high level is communicated in a perceptive and convincing manner. 	The translation: <ul style="list-style-type: none"> sustains accuracy and fluency at the highest level is communicated in a perceptive and convincing manner.
1	2	3	4	5	6	7	8

Questions Two and Four: Critical Appreciation

The response provides minimal awareness of aspects of critical appreciation.	The response provides some basic awareness of aspects of critical appreciation.	The response provides basic awareness of aspects of critical appreciation.	The response demonstrates awareness of aspects of critical appreciation.	The response provides analysis, demonstrating synthesis, logical development, precision, and clarity of ideas.	The response provides analysis, demonstrating synthesis, logical development, precision, and clarity of ideas at a high level .	The response sustains insight at a high level, demonstrating sophisticated integration and independent reflection.	The response sustains insight at the highest level, demonstrating sophisticated integration and independent reflection.
1	2	3	4	5	6	7	8

Cut Scores

Scholarship	Outstanding Scholarship
26 – 28	29 – 32