NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

Scholarship, 2005

Latin
93008

National Statistics

Assessment Report

Latin, Scholarship, 2005
93008

National Statistics

No. Scholarship Results	Results			
	Outstanding Scholarship		**Scholarship**	
	No. Awards	% of L3 Cohort	No. Awards	% of L3 Cohort
4	1	2.8%	3	8.3%

Commentary

Candidates' answers were of a high standard overall, demonstrating close knowledge of Latin accidence and syntax, as well as a knowledgeable appreciation of literary style and content. It was a pleasure to read the responses of such well-prepared candidates.

The best-performing candidates most commonly demonstrated the following skills and / or knowledge:

- confident knowledge and application of the vocabulary on the word list and ability to use all the glossed words correctly
- natural and nearly accurate translations showing correct recognition of accidence and syntax
- successful analysis of complex sentences and evidence of notice having been taken of effective word order
- appreciation of Cicero's rhetorical devices. Candidates made perceptive comment on his attempt to deflect the jury's thinking away from the actions of his own client to a larger issue
- relevant commentary on, and explanation of, the two philosophies with reference made to the writing of Lucretius and/or Horace to enlarge on the subject. Some candidates acknowledged the third philosophical school described in the Latin text
- appreciation of Virgil's poetic style, with successful translation of unusual word order and verb endings, the historic infinitive, the vivid historic present tense and poetic plurals
- recognition and clear explanation of poetic devices and imagery
- ability to use scansion of dactylic hexameter to support literary comment. Candidates showed appreciation of the sound of the Latin, despite the silence of the examination room.

The top candidate's responses were virtually faultless, with fluent translations of the Latin passages and ample evidence of perceptive appreciation of the style/content/ context of the extracts of both Cicero and Virgil.

Other candidates commonly lacked the following skills and / or knowledge:

- confident knowledge of the words on the prescribed word list and ability to recognise their principal parts

- o Vocabulary incorrectly recognised included *soli, virtus, ostendit, forte, aestas* and *ullo* (Cicero) and *praesentis, regna, actae, cursus* and *vestras* (Virgil)
- o Parts of speech incorrectly recognised included *naturae* and *maxime,* (treated as adjectives by some candidates)
- ability and care to handle glossed vocabulary competently
  - o Mishandled glossed vocabulary included *genuit, coniveret, odore* and *tactu* in the Cicero passage and in the Virgil extract *monstris* and *abiete,* which became 'firewood' rather than 'firwood' for some
- ability to account for every Latin word in the English translation
  - o Words omitted by some included *sapientes, alii, vix, iam* and *oculis*
- ability to sustain accurate recognition of accidence and syntax throughout two passages
  - o Some candidates made basic errors in the Cicero passage including considering *pauci* as describing *deos*, taking *si quem* as nominative and considering *dedit* as a present tense
  - o In the Virgil passage errors included mishandling the case or number of such words as *miserum, amorem, regna, arcum, ipsi, quis and spes*. Finer points included not acknowledging the significance of the feminine ending of *miserae* and not taking *inter* after *ambiguae*
- knowledge of the areas of content listed in Explanatory Note 10 of the standard
- ability to support an opinion on content, style or context with evidence from the passages
- knowledge of the writing styles of major Roman prose authors
- knowledge of literary terms prescribed in Appendix 3 (http://www.tki.org.nz/r/ncea/latin_glossary_1oct02.doc) and the ability to recognise them
- ability to scan Virgilian poetry to assist both translation and the appreciation of poetic skill.