



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

# **Assessment Report**

## **Scholarship, 2006**

### **Latin**

## **Latin, Scholarship, 2006**

### **Commentary:**

The scholarships which were gained in Latin resulted from consistently high performance across all four tasks. Some candidates could not manage as strong a response for the translation tasks as they were able to write for literary analysis. Skill needs to be demonstrated in both areas to gain a scholarship.

In Task One candidates had to overcome several challenges to produce an accurate and fluent English translation. This resulted in a range of levels of response. The candidates who seemed unfamiliar with the words on the prescribed vocabulary list were particularly hampered.

In Task Two candidates demonstrated their understanding of the difficulties faced by a *novus homo*, as well as their appreciation of Sallust's use of persuasive and manipulative language.

In Task Three candidates demonstrated a generally sound knowledge of Virgil's writing style and language.

In Task Four some carefully considered and crafted answers were produced in which several candidates demonstrated competent understanding of the epic genre and tradition, together with a sound appreciation of the strength of description in the given passage.

Future candidates need to be aware:

- that they should not write alternative answers in brackets, expecting the marker to choose the better one, or notes to the examiner on how to interpret answers
- that they should be careful to learn the prescribed vocabulary, accidence and syntax thoroughly, and to use all the glossed vocabulary guidance
- that although the appendix definition of alliteration allows repetition of a consonant other than at the beginning of a word, this does not mean that on every occasion when a consonant occurs a second time within a word or in a following word, that an alliterative effect was intended by an author.

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

- mastery of the prescribed vocabulary and ability to interpret shades of meaning appropriate to a context
- the ability to translate Latin words in the correct order through familiarity with the rules of Latin accidence and syntax and the structure of complex Latin sentences
- knowledge of Roman history and institutions sufficient to allow perceptive comment to be made on the context of the passages for translation
- understanding of various writing styles, including knowledge of rhetorical devices
- confident handling of Latin word order found in dactylic hexameter to enable the translation of verse to fall into place
- the ability to scan dactylic hexameter to assist correct translation.

### **Candidates who did NOT achieve scholarship lacked some or all of the skills and knowledge above and in addition they:**

- were unfamiliar with the concepts of *cursus honorum* and *novus homo*
- were unfamiliar with various idiomatic Latin words and phrases such as *maiorum* and *pluris sint*

- did not use all the provided vocabulary assistance, particularly when a word from the prescribed vocabulary list was glossed because in the context of an examination passage it had a radically different meaning
- matched words incorrectly and / or did not recognise the significance of the subjunctive mood.