Assessment Report

Scholarship, 2007

Latin

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Commentary:

The scholarships gained resulted from consistently high performance across all four tasks. Some candidates were able to produce accurate and fluent English translations but were unable to write adequate literary responses. Competency needs to be demonstrated in both areas to gain a scholarship.

Task One provided candidates with the challenges presented by Livy's writing, including use of a periodic sentence, which they had to appreciate in order to write an accurate and fluent English translation. Although a few candidates had uncertain knowledge of some words from the Level 2 vocabulary booklet and didn't use all of the help given in the glossary, most demonstrated confidence in their handling of vocabulary. Particular care is needed with words that, although they are prescribed in the vocabulary booklet, are glossed in the given passage because they have, in that context, a particular meaning.

Task Two enabled candidates to demonstrate their knowledge of the origins of ancient Rome as well as their appreciation of Livy's use of language in the given passage, and it provided them with the opportunity to make their own assessment of the style of that passage.

Task Three demonstrated that most candidates had a sound knowledge of Virgil's language and style.

Task Four produced perceptive answers identifying the mood of a section of the given passage and commenting on the meaning and significance of *pias*. Candidates were able to write more fully on the significance of that word in a wider context than on its meaning in the given passage, few being able to comment on the need for hands to be clean in order to handle sacred items for the altar.

Future candidates need to be aware that the following are needed in preparation for this examination:

- practice in demonstrating knowledge and appreciation of the various aspects of Roman history, language, and culture listed in the assessment specifications
- thorough knowledge of the prescribed accidence, syntax, and vocabulary, together with an awareness that glossed words have meanings suited to the given context.

The most successful candidates most commonly demonstrated the following skills and / or knowledge:
- thorough knowledge of the prescribed vocabulary
- accurate recognition of Latin accidence; the ability to link words in agreement; and correct handling of verbal forms such as participles, gerundives, and finite verbs in the subjunctive mood
- ability to recognise aspects of language use, including the periodic sentence, figures of speech, and word order and to comment on the effect of their use
- knowledge of Roman legends, history, and values sufficient to give context to the Latin passages
- knowledge of characteristics of Virgilian verse and ability to scan dactylic hexameter to assist correct translation of verse.

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

- didn't use all the vocabulary assistance provided in the glossary
- in the prose passage
  - ° translated *antiquitati* as a genitive
  - ° linked *animo* with *labente*
  - ° identified *labente* as part of the verb *laborare*
  - ° could not translate *si cui populo* and *haec et his similia*
  - ° did not recognize the forms of *patior*, the various passive verbs in perfect system forms or the reported questions in ll. 6-7.
- in the verse passage
  - ° did not recognize *alterius* as a genitive or *ruptis radicibus* as an ablative absolute
  - ° were unfamiliar with *mirabile dictu* and translated past tenses as present.