NEW ZEALAND SCHOLARSHIP 2004

ASSESSMENT SCHEDULE AND PERFORMANCE SUMMARY FOR LATIN

See appendix for Evidence checking sheet.

Descriptor	Sufficiency	Performance Category
Outstanding Performance – Performance Descriptor 1 The student will apply advanced analytical skills in order to: • Translate the original Latin passages into English with a high degree of accuracy • Demonstrate an exceptional level of critical appreciation of language, style and context	No more than six errors each of vocabulary, grammar (accidence and syntax) and fluency (idiom) in each passage. Makes a valid response to each of three or four literary questions. Each response makes at least two points with supporting detail. Two responses show perception.	1
Style and context	 No more than six errors each of vocabulary, grammar (accidence and syntax) and fluency (idiom) in each passage. Makes a valid response to each of three literary questions. Each response makes at least two points with supporting detail. One response shows perception. 	2
Performance Descriptor 2 The student will apply advanced analytical skills in order to: • Translate the original Latin passages into English with a high degree of accuracy • Demonstrate critical appreciation of language, style and context	 No more than six errors each of vocabulary, grammar (accidence and syntax) and fluency (idiom) in each passage. Makes a valid response to each of two literary questions. Each response makes at least two points with supporting detail. One response shows perception. 	3
	 No more than six errors each of vocabulary, grammar (accidence and syntax) and fluency (idiom) in each passage. Makes a valid response to each of two literary questions. Each response makes at least two points with supporting detail. 	4

Performance Descriptor 3: The student will apply advanced analytical skills in order to: • Translate the original Latin passages into	No more than six errors each of vocabulary, grammar (accidence and syntax) and fluency (idiom) in one passage. There are in total no more than eighteen.	
English with a high degree of accuracy • Demonstrate some critical appreciation of language, style and context	total no more than eighteen errors overall, with no more than eight in any one category. • Makes a valid response to each of two literary questions. Each response makes at least two points with supporting detail.	5
	 There are in total no more than eighteen errors overall, with no more than eight in any one category (vocabulary, grammar (accidence and syntax) and fluency (idiom). Makes a valid response to one literary question while the other 	6
Performance Descriptor 4: The student will apply advanced analytical skills in order to:	 makes only one point with supporting detail. There are in total no more than eighteen errors overall, with no 	
 Translate the original Latin passages into English with a high degree of accuracy Demonstrate some appreciation of language, style and context 	more than eight in any one category (vocabulary, grammar (accidence and syntax) and fluency (idiom). • Makes a response to each of two literary questions making only one point for each having supporting detail.	7
	More errors OR less responses.	N

Appendix to Assessment Schedule and Performance Summary for Latin Scholarship

This standard requires the accurate and fluent translation into English of unfamiliar literary Latin prose, and of poetry by Virgil, and the use of analytical skills in order to demonstrate critical appreciation of language, style and context.

language, style and context.			
TASK ONE	VOCAB	GRAMMAR	FLUENCY
PASSAGE ONE – Translation			
But when the state grew through hard work and justice			
great kings were conquered in war,			
savage tribes and mighty peoples were subdued by force,			
Carthage the rival of Roman power perished from its foundation,			
and all seas and lands lay open,			
fortune began to grow cruel			
and confuse everything.			
Those who had easily put up with hardships, dangers,			
and doubtful and harsh situations			
to them leisure and wealth became a burden and a misery.			
At first therefore a desire for money, then for power grew;			
these were as if the source of all evils.			
For greed destroyed loyalty, honesty and other good qualities;			
in the place of these it taught arrogance, cruelty,			
to forsake the gods and to regard everything as saleable.			
Ambition forced many men to become liars,			
to have one thing closed up in the breast			
and another ready on the tongue,			
and to have a good expression rather than a good character.			
These things grew gradually at first			
and sometimes were punished;			
afterwards, when a disease attacked like a plague,			
the state changed,			
from being very just and very good power became cruel and intolerable.			

TASK TWO PASSAGE ONE – Literary Questions

QUESTION	EVIDENCE	VALID	PERCEPTIVE
(a) Precisely what event is Sallust referring to when he writes 'Carthago aemula imperii Romani ab stirpe interiit'?	 the Punic Wars there were three wars with Carthage the Third Punic War Carthage was destroyed in 146 BC 		
(b) With close reference to the LATIN passage, identify elements of Sallust's writing style.	 brevity archaic spelling poetic language balanced expressions/triadic structure/ iuxtaposition of contrasts rhetorical devices/historic infinitives 		

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TASK THREE PASSAGE TWO – Translation	VOCAB	GRAMMAR	FLUENCY
He had scarcely said this,			
when on the mountain-top we saw the shepherd Polyphemus himself			
moving with his vast bulk among the sheep			
and seeking the well-known shore,			
a monster awful, shapeless, huge			
whose eye had been taken away.			
in his hand a lopped pine guides him			
and steadies his steps;			
fleecy sheep accompany him;			
this is his only joy and the solace of his woe.			
After he reached the high waves			
and came to the open sea,			
then he washed the flowing blood from where his eye had been dug out,			
gnashing his teeth with a groan,			
and now he strides through the mid-ocean,			
not yet has the sea wet his lofty sides.			
We far from there anxiously speed our flight,			
and silently we cut the rope,			
and leaning forward we sweep the sea with competing oars.			
He heard and he turned his steps to the sound of the noise.			
He raised a mighty shout,			
whereby the sea and all the waves trembled,			

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and from within the terrified land of Italy		
and Aetna with its curved caverns bellowed.		

TASK FOUR PASSAGE TWO – Literary Questions

QUESTION	EVIDENCE	VALID	PERCEPTIVE
(a) With close reference to the LATIN passage, identify poetic devices that are used to convey the size of the giant in lines 655–658.	 heavy consonants heavy vowels diction metre alliteration assonance 		
(b) In what ways does the poet evoke sympathy for the giant?	 shepherd accompanied by his animals lost his sight uses a walking-stick like an old or infirm person his only joy and solace are his sheep his ugliness (informe) evokes pity his life has been violated by intruders 		