

Assessment Schedule – 2016**Latin: Translate authentic Latin text into English, demonstrating understanding (91506)****Evidence Statement**

Achievement	Achievement with Merit	Achievement with Excellence
<i>Sample translation (with indications of responses at Achievement, Merit, and Excellence level):</i>		
<p>The inhabitants of Hyrcania were <u>accustomed</u> to crawling under the shrubbery after the manner of wild animals. Then they <u>entered the woods</u>, and were striking at the enemy with concealed weapons. King Alexander, having probed into their hiding places <u>in the manner of hunters</u>, killed very many men; he finally ordered his soldiers to surround the woods, <u>in order to burst in if any way were open</u>.</p>		
<p>But in the unfamiliar places, very many soldiers were rambling about <u>and some were captured</u>, amongst them the horse of the king – they used to call him Bucephalus – which Alexander used not to value in his mind the same as (all) the other beasts. For it (the horse) did not allow another (person) <u>to sit on its back, and lowering its knees of its own accord</u> it received the king, and it was believed that it sensed whom it was carrying.</p>		
<p>Spurred on <u>by the greatest anger and sorrow</u>, he ordered the horse to <u>be tracked</u>, and through an interpreter, that it be announced that unless they returned (the horse) <u>no-one would be (left) alive</u>. Terrified by this threat, they returned the horse with the rest of the gifts. But not even pacified in this way, Alexander ordered the <u>woods to be cut down</u>. <u>After this had almost been completed</u>, the barbarians, having suspected that the area <u>which they had occupied could not be retained</u>, surrendered their tribe. The king, <u>after hostages had been received</u>, ordered them to obey his commander, Phradates. From there, on the fifth day, he returned to his camp.</p>		
<p>Understands that (for example):</p> <ul style="list-style-type: none"> • King Alexander • killed many men • soldiers surrounded the woods <p><i>AND</i></p> <p>Makes sense of some of the Latin inflections, structures, and vocabulary in the text, such as:</p> <ul style="list-style-type: none"> • time phrases – e.g. <i>quinto die</i> (line 14) • ablative of the instrument – e.g. <i>occultis telis</i> (line 2) • prepositional phrases – e.g. <i>in ignotis locis</i> (line 5) • case endings – e.g. <i>Hyrcaniae</i> (line 1) is genitive 	<p>Understands that (for example):</p> <ul style="list-style-type: none"> • King Alexander probed into their hiding places • killed very many men • ordered his soldiers to surround the woods and to burst in <p><i>AND</i></p> <p>Makes sense of the more difficult Latin inflections, structures, and vocabulary in the text, such as:</p> <ul style="list-style-type: none"> • ablative absolutes – e.g. <i>obsidibus acceptis</i> (line 13) • participles – e.g. <i>submittens</i> (line 8) • pluperfect tenses – e.g. <i>occupaverant</i> (line 12) • <i>quidam</i> as plural and subject of <i>excepti sunt</i> (line 5). 	<p>Understands that (for example):</p> <ul style="list-style-type: none"> • King Alexander probed into their hiding places in the manner of hunters • killed very many men • ordered his soldiers to surround the woods, and to burst in if there was an opening evident <p><i>AND</i></p> <p>Makes sense of the complex Latin inflections, structures, and vocabulary in the text, such as:</p> <ul style="list-style-type: none"> • conditional clauses with subjunctive – e.g. <i>si qua pateret</i> (line 3) • difficult comparative clause – e.g. <i>...eodem quo ceteras pecudes animo...</i> (lines 6–7) • reported command with a present passive infinitive – e.g. <i>Alexander silvas caedi iussit</i> (line 11).

N1	N2	A3	A4	M5	M6	E7	E8
<p>Partially translates the Latin text into English, but does not demonstrate understanding.</p> <p>Uses linguistic or cultural knowledge to make meaning in English from the Latin text, but does not convey the basic sense of the text.</p>	<p>Translates the Latin text into English, but does not demonstrate the basic sense of the text.</p>	<p>Translates the Latin text into English, demonstrating some understanding using linguistic and cultural knowledge to make meaning in English from the Latin text, conveying some of the basic sense of the text.</p>	<p>Translates the Latin text into English, demonstrating understanding using linguistic and cultural knowledge to make meaning in English from the Latin text, conveying the basic sense of the text.</p>	<p>Translates the Latin text into English, demonstrating clear understanding.</p> <ul style="list-style-type: none"> Identifies and understands some of the more difficult inflections, structures, and vocabulary within the text, so that most of the meaning and detail of the passage are communicated in English. 	<p>Translates the Latin text into English, demonstrating clear understanding.</p> <ul style="list-style-type: none"> Identifies and understands most of the more difficult inflections, structures, and vocabulary within the text, so that the meaning and detail of the passage are communicated in English. 	<p>Translates the Latin text into English, demonstrating thorough understanding.</p> <ul style="list-style-type: none"> Identifies and shows understanding of some of the complex inflections, structures, and vocabulary within the text, so that the meaning and detail of the passage are communicated in English. The translation is easy to understand and is unambiguous. 	<p>Translates the Latin text into English, demonstrating thorough understanding.</p> <ul style="list-style-type: none"> Identifies and shows understanding of most of the complex inflections, structures, and vocabulary within the text, so that the meaning and detail of the passage are communicated in English. The translation is easy to understand and is unambiguous.

N0 = No response; no relevant evidence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 2	3 – 4	5 – 6	7 – 8