

Assessment Schedule – 2021**Latin: Analyse authentic Latin text demonstrating understanding (91507)****Assessment Criteria**

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Analyse Latin text demonstrating understanding involves:</i></p> <ul style="list-style-type: none"> • using linguistic and cultural knowledge to break down the text and to identify and examine the significance of content, linguistic features, imagery, and / or poetic devices, and inferences, opinions, and / or connections in the text • selecting and explaining particular points in the text. 	<p><i>Analyse Latin text demonstrating clear understanding involves:</i></p> <ul style="list-style-type: none"> • selecting and expanding on particular points in the text. 	<p><i>Analyse Latin text demonstrating thorough understanding involves:</i></p> <ul style="list-style-type: none"> • selecting and fully expanding on particular points in the text with evidence in Latin from the text to support answers. The evidence is unambiguous.

Evidence

Q	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<ul style="list-style-type: none"> • Then indeed, if he touched • the gifts of Ceres with his right hand, • Ceres's gifts began to harden • if he tried to tear the food with an eager bite, • a golden coating covered the food • after his tooth had touched it. 	Correct translation of some of the straightforward sections.	Correct translation of some of the more difficult sections.	Correct translation of most of the most difficult sections.
(b)(i)	He wants to escape from his wealth and he hates what he had only just wished for. attonitus – shocked; miser – miserable; odit – he hates	Provides basic information .	Provides information with some detail .	Provides information containing most of the detail .
(ii)	No food can ease his hunger and a dry thirst burns his throat; he is tortured by the hateful gold.			
(iii)	He raises his hands and gleaming arms to the sky.			

Q	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(c)(i) (ii) (iii)	To forgive him, and take pity on him and rescue him from this spectacular curse. peccavimus – I / we made a mistake. Yes, he is. mite – kind. Bacchus restored him, once he had admitted that he had made a mistake, and released him from the gift he had given.	Provides basic information .	Provides information with some detail .	Provides information containing most of the detail .
(d)(i) (ii)	Line 5: DDDS (with no elisions) Line 6: DDSD (with elision of the last syllable of effuger(e)) Possible answers include: <ul style="list-style-type: none"> • The sequence of dactyls in line 5 emphasise Midas’s shock and despair at his terrible gift. • The dactylic line 6 with the sudden elision in the first foot accentuates his frantic desperation in trying to escape his cursed gift. 	Correct scansion of the first four feet of ONE line OR some relevant comment on the scansion.	Correct scansion of the first four feet of BOTH lines OR correct scansion of the first four feet of ONE line AND relevant comment on its scansion.	Correct scansion of the first four feet of BOTH lines AND detailed, relevant comment on the scansion for BOTH lines.
(e)(i) (ii) (iii)	Ablative singular. sua Vocative singular. He is speaking to Bacchus (Lenaeus). Perfect infinitive. peccavisse	ONE word correctly parsed AND its grammar explained OR TWO words correctly parsed.	TWO words correctly parsed; the grammar of ONE is correctly explained OR THREE words correctly parsed.	THREE words correctly parsed AND the grammar of TWO is correctly explained.

Q	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(f)	<p>A wide range of plausible responses may be accepted. Possible examples may include:</p> <ul style="list-style-type: none"> The enjambement / emphatic word order of <i>urit</i> – “burns” at the beginning of line 8 emphasises how his throat is burning with thirst because everything he tries to drink immediately becomes liquid gold. The string of imperatives uttered by the hapless Midas in lines 10 & 11 (<i>da ... miserere ... eripe!</i> “give ... have mercy ... save!”) underline his desperation to be rid of his cursed gift. The alliteration of ‘f’ in lines 12 & 13 (<i>fatentem ... pactique fidem</i> – “confessing ... the loyalty of his action”) accentuates how Bacchus is impressed by Midas’s remorse, honest confession, and contrition and rewards him for this by removing the curse. The chiasmus in line 4 (<i>lammina fulva ... admoto dente</i>) emphasises the contrast between the yellow coating covering everything as soon as he bites it with his teeth. <p><i>(Other responses possible)</i></p>	TWO literary devices correctly identified with explanations.	THREE literary devices identified with expanded explanations.	FOUR literary devices identified with fully expanded explanations.

N1	N2	A3	A4	M5	M6	E7	E8
Partially attempts to analyse the authentic Latin text but does not demonstrate understanding.	Analyses particular points in the text but does not demonstrate understanding.	Analyses the authentic Latin text, demonstrating some understanding.	Analyses the authentic Latin text, demonstrating understanding.	Analyses the authentic Latin text, demonstrating clear understanding.		Analyses thoroughly the authentic Latin text, giving appropriate and unambiguous evidence.	
ONE piece of Achievement level evidence.	TWO pieces of Achievement level evidence.	THREE pieces of Achievement level evidence.	FOUR pieces of Achievement level evidence.	THREE pieces of Merit level evidence.	FOUR pieces of Merit level evidence.	THREE pieces of Excellence level evidence.	FOUR pieces of Excellence level evidence.

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