

**Assessment Schedule – 2020****Latin: Analyse authentic Latin text demonstrating understanding (91507)****Assessment Criteria**

| <b>Achievement</b>   | <b>Achievement with Merit</b>   | <b>Achievement with Excellence</b>  |
|--|---|---|
| <p><i>Analyse Latin text demonstrating understanding involves:</i></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• selecting and <b>explaining</b> particular points in the text.</li> </ul> | <p><i>Analyse Latin text demonstrating clear understanding involves:</i></p> <ul style="list-style-type: none"> <li>• selecting and <b>expanding on</b> particular points in the text.</li> </ul> | <p><i>Analyse Latin text demonstrating thorough understanding involves:</i></p> <ul style="list-style-type: none"> <li>• selecting and <b>fully expanding on</b> particular points in the text <b>with evidence in Latin</b> from the text to support answers. <b>The evidence is unambiguous.</b></li> </ul> |

**Evidence**

| <b>Q</b> | <b>Evidence</b>  | <b>Achievement</b>   | <b>Achievement with Merit</b>   | <b>Achievement with Excellence</b>  |
|----------|--|--|---|---|
| (a)(i)   | <i>Baucis and Philemon see:</i><br>The wine bowl being refilled of its own accord as soon as it is emptied, and the wine welling up.   | Provides <b>basic information</b> .  | Provides information with <b>some detail</b> .                            | Provides information containing <b>most of the detail</b> .               |
| (ii)     | <i>Couple's response:</i><br>With their hands turned upwards, they mutter prayers, afraid of the strange new sight. (Any two of):<br><ul style="list-style-type: none"> <li>• attoniti – 'astonished'</li> <li>• pavent – 'they are frightened'</li> <li>• timidus – 'timidly'.</li> </ul>   |  |   |   |
| (iii)    | <i>They beg forgiveness for:</i><br>The feast and the lack of preparations.  |  |   |   |
| (b)      | <i>Translation:</i> <ul style="list-style-type: none"> <li>• There was a single goose,</li> <li>• the guardian of their tiny house,</li> <li>• which they, as hosts, prepared to sacrifice</li> <li>• to the gods as their guests</li> <li>• but it, quick on its wing, exhausts them, slow with age</li> <li>• and escapes them for a long time,</li> <li>• and at last seemed to flee to the gods themselves.</li> </ul> | Correct translation of <b>some</b> of the <b>straightforward</b> sections. | Correct translation of <b>some</b> of the <b>more difficult</b> sections. | Correct translation of <b>most</b> of the <b>more difficult</b> sections. |

| Q      | Evidence   | Achievement   | Achievement with Merit  | Achievement with Excellence  |
|--------|--|---|---|--|
| (c)(i) | <i>The gods command them:</i><br>Not to kill the goose.  | Provides <b>basic information</b> .                 | Provides information with <b>some detail</b> .                        | Provides information containing <b>most of the detail</b> .                              |
| (ii)   | <i>Outcomes:</i><br>1. the couple will be granted immunity from this evil.<br>2. The neighbours will be punished. They deserve it ( <i>meritas</i> ) because they are wicked ( <i>impia</i> ).   |   |   |  |
| (iii)  | <i>Gods ask the couple to:</i><br>Leave your house and follow our steps as we go the top of the mountain together.   |   |   |  |
| (d)(i) | <i>Scansion.</i><br>Line 14: SDDD (with no elisions)<br>Line 16: SSSD (with no elisions)   | Correct scansion of the first four feet of ONE line | Correct scansion of the first four feet of BOTH lines                 | Correct scansion of the first four feet of BOTH lines, including BOTH principal caesurae |
| (ii)   | <i>Comment on metre.</i><br>Possible answers include:<br>• The dactyls in line 14 emphasise the sense of urgency as the gods command the couple to follow them closely up the mountain.<br>• The heavy spondaic line 16 emphasises the couple's weary steps as they climb the long slope using sticks. | OR<br>some relevant comment on the scansion.        | AND<br>for ONE line: relevant comment on its scansion.                | AND<br>for BOTH lines: detailed, relevant comment on the scansion.                       |
| (e)(i) | <i>repleri</i><br>Present passive. It is in an indirect statement / accusative and infinitive.   | ONE word correctly parsed AND its grammar explained | TWO words correctly parsed; the grammar of ONE is correctly explained | THREE words correctly parsed; the grammar of TWO is correctly explained.                 |
| (ii)   | <i>vetuere</i><br>Perfect indicative / <i>vetuerunt</i>  |   |   |  |
| (iii)  | <i>gradus</i><br>Accusative plural. It agrees with <i>nostros</i> .  | OR<br>TWO words correctly parsed.                   | OR<br>THREE words correctly parsed.                                   |  |

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|-----|--|--|--|---|
| (f) | <p>A wide range of plausible responses may be accepted. Examples include:</p> <ul style="list-style-type: none"> <li>• The alliteration / sibilance of <i>sponte sua...se...succrescere</i> in line 2 focuses attention on the miraculous sight of the wine bowl refilling itself.</li> <li>• The parallelism of the adjective and noun pairs in line 8 (<i>celer penna tardos aetate</i> 'quick on its wing, slow with age') contrasts the swift goose and the slow old couple.</li> <li>• The repeated imperatives in lines 13–15 (<i>relinquite...comitate...ite</i>: 'leave...follow...go') emphasises the authority of the gods as they command the couple and the couple's willingness to obey them.</li> <li>• The enjambement / emphatic word order of <i>impia</i> at the start of line 12 accentuates the wickedness of the couple's neighbours.</li> </ul> <p>(Other responses possible).</p> | TWO literary devices correctly identified with explanations. | THREE literary devices identified with <b>expanded</b> explanations. | FOUR literary devices identified with <b>fully expanded</b> 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 (of six) piece of Achievement level evidence.  | TWO (of six) pieces of Achievement level evidence.                             | THREE (of six) pieces of Achievement level evidence.                 | FOUR (of six) pieces of Achievement level evidence.             | THREE (of six) pieces of Merit level evidence.                        | FOUR (of six) pieces of Merit level evidence. | THREE (of six) pieces of Excellence level evidence.  | FOUR (of six) 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                       |