

# **National Certificate of Educational Achievement**

## **2014 Assessment Report**

### **Latin Level 1**

- 90862 Translate adapted Latin text into English, demonstrating understanding**
- 90863 Demonstrate understanding of adapted Latin text**

## COMMENTARY

A large proportion of candidates attained these standards at either Excellence or Merit level, demonstrating that they have a strong grounding in the language at Level 6 of the New Zealand Curriculum.

In response to AS 90862 there was an improvement this year overall in the fluency of English expression. Candidates were interpreting Latin phrases using natural and idiomatic English, showing a developing maturity of translation. However, candidates need to avoid using colloquial speech in what should be a polished translation. The way a translation is expressed is as important as its accuracy if the standard is to be achieved with Excellence.

The results for AS 90863 were encouraging, and candidates showed a very good grasp of understanding the text of the passage. Careless mistakes, e.g. answering only half of the question or failing to translate a Latin word when asked, were largely avoided.

## STANDARD REPORTS

### **90862 Translate adapted Latin text into English, demonstrating understanding**

#### ACHIEVEMENT

**Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They commonly:**

- used the vocabulary booklet correctly to find the right meaning for words, e.g. *oppugnare* means to attack, not to fight (which is *pugnare*); or, *urbs* means a city, not a town (which is *oppidum*)
- made sense of words according to the context, e.g. *iussit uxorem Raciliam* is better translated as 'ordered his wife *Racilia*' rather than 'ordered the wife *Racilia*'
- did not confuse *eo* (from *ire*, to go) with *eo* (from *is, ea, id*)
- were able to identify the comparative form *maior* and translate it appropriately
- distinguished carefully between similar words, e.g. *perfero* is not the same as *profero*
- recognised deponent verbs, and translated them as active forms, rather than as passive forms.

#### NOT ACHIEVED

**Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They commonly:**

- used a shade of translation which made no sense in the context, e.g. 'once used to keep himself' for *olim tenebat se*; or, 'has been' for *fuit*
- misspelt words in such a way that the meaning was significantly changed, e.g. where instead of were
- omitted words in their translation
- did not return names to the nominative case, e.g. *Raciliam* instead of *Racillia*
- did not follow the provided punctuation, but blurred sentences together.

## ACHIEVEMENT WITH MERIT

**In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit commonly:**

- were able to translate plural Latin concepts as singular concepts in English, according to the meaning given in the vocabulary booklet, e.g. *hostes* is enemy, not enemies; *castra* is camp, not camps
- realised that cities do not use prepositions in place phrases, e.g. *Romam* means 'to Rome'
- translated nouns in apposition with 'of', to achieve more natural English, e.g. *in urbe Roma* means 'in the city of Rome' rather than 'in the city Rome'
- recognised periphrastic perfect passive forms, e.g. *deductus est*, and translated them using an appropriate tense in English

## ACHIEVEMENT WITH EXCELLENCE

**In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence commonly:**

- analysed sentence constructions correctly, taking cues from 'signpost' words to predict what construction to expect, e.g. expecting a reported statement (accusative and infinitive) after perferrent, which is a verb of speaking
- provided translations using natural, idiomatic English, e.g. *salute data* translated as 'after a greeting was given' rather than 'with a greeting having been given'; or, *togatus* translated as 'after putting on his toga'; or, *ut Cincinnatus veheretur* translated as 'so Cincinnatus could cross' rather than 'to travel Cincinnatus across', where the verb travel in English is intransitive and does not take a direct object
- recognised the gerundive form and translated it with an appropriate meaning of obligation or necessity
- distinguished the use of *cum*, translating it appropriately according to the meaning given in the vocabulary booklet.

## OTHER COMMENTS

The passage for translation provided several challenges for students. Few were able to recognise that *hostes obsidere exercitum* was a reported statement after perferrent, or to rephrase *tamen non erat timendus Romanis* in an active sense, taking the dative of the agent as the subject.

In accordance with NZ Curriculum Level 6, in the question *nonne imperium erit nimium ei?* ('Surely the authority will be too much for him?') *ei* was intended to be translated just as 'for him', although some candidates, treated *ei* as a dative of possession ('Surely his authority will be too much?'). Both these possibilities were accepted.

## **90863 Demonstrate understanding of adapted Latin text**

### **ACHIEVEMENT**

**Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They commonly:**

- answered questions in English unless explicitly instructed to answer in Latin
- could spell words correctly in English which ensured that their answers were not ambiguous
- carefully selected the words required for an answer, and did not quote whole sentences when only one word was required
- distinguished carefully between verb tenses.

### **NOT ACHIEVED**

**Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They commonly:**

- did not check their answers for accuracy, or include detail
- did not check the meanings of unfamiliar words in the provided wordlist
- supplied answers which were totally incongruent with the information provided in the text
- did not know what grammatical terms referred to, e.g. grammatical number.

### **ACHIEVEMENT WITH MERIT**

**In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit commonly:**

- translated text, when asked, in a literal way, paying attention to verb tenses, and number (singular and plural) of nouns, and did not paraphrase or leave any words out, e.g. translating “he asked who was wanting to compete in a fast race”
- distinguished between the different forms of reported speech, i.e. reported statement, reported question, reported command
- knew that in a reported statement *se* is a reflexive pronoun referring back to the subject of the main clause
- realised that present participles refer to action simultaneous to that of the main verb, while past participles express action preceding that of the main verb.

### **ACHIEVEMENT WITH EXCELLENCE**

**In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence commonly:**

- gave all the information available when asked to answer in detail, e.g. the first prize was a remarkable horse (*equus insignis*)
- knew what various cases were used for, e.g. genitive of possession
- identified syntactical constructions correctly, e.g. reported question, present participle,
- completed all parts of the question.