

2015 NCEA Assessment Report

Latin Level 1 90862, 90863

Part A: Commentary

Comment on the overall response of candidates to 2015 examinations for all achievement standards covered by this report.

Candidate responses overall were of high quality, demonstrating how top students have been extended and students in general have very good understanding of Latin at this level.

Part B: Report on standards

1. Assessment Report for 90862: Translate adapted Latin text into English, demonstrating understanding

<p>Achieved</p>	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> could distinguish singular for plural, e.g. sub gelidis montibus, at the foot of frosty mountains (not mountain), and in silva, in the wood (not woods) were able to distinguish between active and passive, especially for deponent verbs were able to give natural translations which sounded like English, e.g. olim deus Pan is better translated as 'one day the god Pan' rather than 'one day god Pan' were able to make sense of the narrative, attributing speech and actions correctly to characters, e.g. brevi pervenit refers to an action by Syrinx (the last subject), not to Pan could use the Vocabulary List effectively to find words with unfamiliar principal parts, e.g. spretis coming from sperno, –ere distinguished carefully the meaning of prepositions followed by either an accusative or an ablative case, e.g. in silva, in the wood; in silvam, into the wood recognised and appropriately translated superlative forms, e.g. clarissima, very famous.
<p>Not Achieved</p>	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> were not able to use the Vocabulary List effectively to check the meanings of unfamiliar words did not realise that words in brackets in the Vocabulary List are explanations, not translations, e.g. Arcadia should not be translated as 'an area in Greece' were not able to give a clear, unambiguous translation, e.g. quod cursum impediabat should be translated as 'which was hindering her/the progress' translated nouns as adjectives, e.g. Arcadiae means 'of Arcadia' or even 'in Arcadia', but does not mean 'Arcadian'; likewise compagine cerae means 'by a binding of wax' rather than 'by a wax binding' or 'by binding wax' did not distinguish carefully between hic, haec, hoc meaning 'this, and ille, illa, illud meaning 'that', e.g. haec clarissima virgo, this very famous maiden.
<p>Achieved with Merit</p>	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> were able to personalise their translation appropriately, e.g. ut faciem mutarent, to change her face (rather than 'the face' or 'their face') used a command of English to avoid cognate translations, e.g. sensit = realised, not sensed; eluderet = used to evade, not elude realised that videbatur comes from the deponent verb videor, –eri, not from video, –ere distinguished between different nuances of tenses, e.g. semper poterat means 'was always able/could always' rather than 'would always be able' translated hic, haec, hoc and ille, illa, illud emphatically, e.g. Pan conspexit hanc, Pan caught sight of this nymph; ille exclamavit, that god cried out distinguished between quod as a relative pronoun following a neuter noun (which) and a conjunction (because), e.g. quod impediabat cursum, which was hindering her progress.

Achieved with Excellence	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> distinguished correctly between different types of ut clauses, e.g. ut saepe eluderet is a consecutive (result) clause, whereas ut mutarent faciem is a reported command translated ablatives absolute into natural English, giving correctly a temporal, causal or concessive meaning, e.g., precibus spretis, ignoring his pleas, and eo facto, when he did this correctly translated adjectives as adverbs where appropriate (an English idiom), e.g. dum suspirat ibi maestus, while he was sadly sighing there knew that in Latin dum takes a present indicative when denoting a background action, but is translated as an imperfect tense in English, e.g. dum suspirat, while he was sighing made appropriate sense of a participle in the context of the narrative, e.g. sequentes in silva means 'who used to chase her in the forest'; similarly, gerens arcum means 'when she was bearing a bow'.
Standard specific comments	<p>Overall candidates showed very good competence at translating a passage of unseen Latin text into natural English. They also proved adept at analysing sentences, finding subjects, objects, verbs, etc., rather than trying to guess the meaning simply by looking up words.</p> <p>Candidates are reminded to make full use of the provided Vocabulary List.</p>

2. Assessment Report for 90863: Demonstrate understanding of adapted Latin text

Achieved	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> knew that suus, –a, –um in a main clause is a reflexive adjective referring back to the subject of the sentence, and noticed the particular meaning of sui given in the Vocabulary List gave relevant answers, but did not give enough detail when asked, e.g. by including quoque, 'too/also' and utrimque, 'from both sides' were able to distinguish between singular and plural nouns, e.g. interpretes meaning 'interpreters', spatia meaning 'spaces', tubae cornuaque meaning 'trumpets and horns' realised that the adjective fortes is more likely to agree with duces rather than suos because of the word placement (it is not ad suos fortes) used the Vocabulary List given to help them distinguish true passive verb forms from active deponent verb forms, e.g. agerentur is passive, but versae sunt is active.
Not Achieved	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> confused similar words in the Vocabulary List, e.g. pace was confused with paucos gave two or more answers to the same question could not distinguish between active and passive verb forms.
Achieved with Merit	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> identified appropriate Latin words correctly, in particular finding certain types of words, e.g. verbs, when asked, and/or identifying just the appropriate word or words, rather than quoting an entire sentence were able to follow the narrative, using appropriate evidence from the text in support of their answers knew what grammatical terms refer to, e.g. mood, tense, voice realised that hostes is usually plural in Latin, but translated as a singular group in English, i.e. 'the enemy' realised that fugientes is a present participle denoting action simultaneous with that of the main verb, whereas circumventi is a past participle denoting action prior to that of the main verb, i.e. 'Many Carthaginians, after being surrounded by the Roman cavalry, were cut down while they were fleeing.' realised that utrimque, meaning 'from/on both sides,' referred to from where the Romans hurled their spears, not that they hurled their spears at both sides of the elephants.

<p>Achieved with Excellence</p>	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> • remembered to translate any Latin phrases into English when asked • correctly identified Latin words when asked, without giving additional irrelevant words or an entire sentence • gave detail when asked by translating all the words in a sentence or phrase • realised that adloquebatur is third person singular, i.e. it is Scipio who was addressing his troops as if he were already victorious, rather than his men looking victorious • realised that progredientes was a present participle agreeing with elephanti (placed next to it), not milites (found further away). • translated se in a reported statement as the accusative subject, referring back to the subject of the main clause verb, rather than as an intensifying pronoun such as ipse, ipsa, ipsum.
<p>Standard specific comments</p>	<p>Overall the standard of comprehension by candidates was very high. Most were able to follow the story easily, and gave very full answers. It is disappointing to note the number of good candidates who forget to answer all parts of the question, in particular, remembering to translate Latin words or phrases when asked to do so, or who do not use the help provided in the Vocabulary List. These candidates, however knowledgeable, often end up with a lower grade than they deserve.</p>