NZQA
New Zealand Qualifications Authority
Mana Tohu Matauranga O Aotearoa

Assessment Report

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Part A: Commentary

Although the passages for translation and interpretation contained some testing sentences and structures, the ability of the candidates enabled them to produce some excellent responses. Candidates should take advantage of the information given in the vocabulary list. It is more than just a glossary of words. It can help candidates find out what part of speech a word is, the conjugation or declension of a word, its gender and the different stems of the words. The vocabulary list also provides meanings for words that the Examiner feels are unusual or might not be familiar to candidates, but which are the 'best fit' to gain the fullest understanding of the passage.

Part B: Report on Standards

91194: Translate adapted Latin text of medium complexity into English, demonstrating understanding

Candidates who were awarded **Achievement** commonly:

- translated straightforward prepositional phrases accurately, such as *per totam viam* (but struggled with prepositional phrases that were more complicated)

- identified and translated a simple purpose clause, *ut … quaereret*

- identified present participles in the nominative, such as *ridens* and *iocans*

- correctly identified *aestate* and *hieme* as ablative of time when

- identified *ornaverat* as being in the pluperfect tense and translated it correctly.

Candidates who were awarded **Not Achieved** commonly:

- did not translate verb tenses correctly, such as *navigabat*

- did not use the glossary accurately and so mistook *amiculus* (cloak) for *amicus* (friend)

- misidentified modifiers, such as thinking that *Peloponnesum* was an adjective that agreed with *classem*

- identified Syracusas as genitive rather than accusative indicating 'place towards which'.

Candidates who were awarded **Achievement with Merit** commonly:

- translated superlative adjectives such as *secundissimo* correctly

- linked nouns and adjectives in the same case but from different declensions together, such as *Iovis Olympii* as both being genitive

- identified and translated reported speech, such as the phrase introduced by *cavillatus est*

- identified and idiomatically translated the ablative absolute *hac re facta* as a clause

- were able to identify *sit* as present subjunctive.

Candidates who were awarded **Achievement with Excellence** commonly:

- recognised that *videtisne* was a 2nd person plural present tense verb and was part of a question, and translated it correctly

- accurately rendered the connecting relative pronoun *qui* in paragraph two

- analysed word endings so that they were able to identify unusual word order, such as the displacement of the nominative *tyrranus Gelo* to the end of the sentence

- identified and translated pronouns such as *haec* (neuter accusative plural), *ei* (dative singular)

- correctly chose the meaning 'every' for *omne* in line 9 and linked it with *tempus* but not *anni*

- recognised that *eadem* derived from *idem* and translated it accordingly.

Standard specific comments

Candidates who looked at the whole sentence rather than translating words in the order in which they appeared performed well. The expression 'holding a course' did not seem familiar to most candidates. Those candidates who had a very strong knowledge of pronouns scored highly. Most candidates had a sense of what the passage meant but were let down in the accurate rendition of verb tenses and, especially, cases.

91195: Interpret adapted Latin text of medium complexity, demonstrating understanding

Candidates who were awarded **Achievement** commonly:

- understood that a purpose clause, such as *ut … conciliaret*, explains why something happened

- provided some, but not all details. For example, in Q1(d) they said that Servius was declared king with the agreement of 'everyone', not 'almost everyone'

- understood basic information, such as the fact that Arruns was gentle (Q2(a)) and that the daughters of the king married two brothers.

Candidates who were awarded **Not Achieved** commonly:

- did not realise that the ablative absolute phrase *hoc audito* indicated time

- did not understand that tense requires an answer related to time

- did not give a translation for a phrase when it was specifically requested or did not provide Latin evidence when it was asked for

- gave Latin quotations that were too long, so did not show precise understanding

- gave more than one Latin word, when only one was asked for.

Candidates who were awarded **Achievement with Merit** commonly:

- identified superlative degrees. For example, they recognised in Q1(d) that Tarquinius was very ambitious, not just ambitious

- showed clear understanding of the grammar of the passage. For example, in Q3 they identified *prohibente* as an ablative present participle although they were not able to give all details and explain its use

- were able to extract information from reported speech by identifying the subject and verb in the reported speech; for example, that *Servium … regnare* meant that Servius was ruling.

Candidates who were awarded **Achievement with Excellence** commonly:

- identified grammatical forms correctly and analysed their use. For example, they were able to identify *esset*, that it was imperfect tense and that it was being used in a result clause (Q2)

- gave explanations, not only evidence from the text. For example, they were able to explain in Q3 that Servius was indifferent to the marriage, and then go on to provide evidence

- showed a thorough understanding by providing all details, such as in Q3(d) where they provided all three pieces of evidence

- showed a comprehensive understanding by recognising that adjectives in Latin can function as nouns; for example, *armatorum* in line 13

- showed thorough understanding by recognising that in paragraph two, the wife of Arruns admired Tarquinius and that he was not only a man, but had sprung from royal blood, but did not link the two ideas causally.

Standard-specific comments

Candidates need to realise that "in detail" requires a significant response with all details (often shown by including adjectives, adverbs, temporal clauses and so on).

When candidates are specifically asked for Latin words or phrases, they are required to give them, or they cut themselves out of higher grades.

Latin subject page

Previous years' reports

2019 (PDF, 92KB), (PDF, 92KB)   2018 (PDF, 86KB),   2017 (PDF, 42KB)