

2022 NCEA Assessment Report



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Subject: Latin

Level: 3

Standards: 91506, 91507

Part A: Commentary

The two achievement standards involve translating authentic Latin text into English demonstrating understanding, and analysing authentic Latin text while demonstrating understanding.

It was pleasing to see the vast majority of candidates attempt both standards in full. While the overall number of candidates at this level was down again on previous years, the ability of these candidates to produce accurate translation and effective analysis continued to be of a consistently high standard.

Candidates who checked their translations thoroughly for avoidable errors, such as confusing plural and singular and omitting minor words, were usually more successful.

Candidates should be aware that answering all parts of the question for the analysis standard maximises their chances of attaining a higher grade. The correlation between candidates with omissions and lower grades was strong.

High-performing candidates were able to translate idiomatically and flexibly, with a strong command of the required grammar and word endings. In the analysis standard, they were strong in several different parts of the question, particularly grammar, scansion, and language techniques.

Part B: Report on standards

91506: Translate authentic Latin text into English demonstrating understanding

Examination

This standard involves one question requiring candidates to translate a passage of authentic Latin into English. While the text is authentic, it has been modified slightly to ensure that it is at Level 8 of the NZ curriculum.

The range of syntax within the passage (gerundives, participles and key subordinate clauses) offered a true and varied test of the grammatical requirements at this level, and allowed the more able candidates to showcase their idiomatic skills.

This passage for translation contained a variety of straightforward and more challenging clauses, while being well within the word limit. This gave candidates enough time to produce an accurate and idiomatic translation, provided they left space to address the more challenging sections, after working through the more straightforward clauses and sentences in order to grasp the basic meaning of the overall passage.

Observations

Accuracy continues to improve and errors continue to reduce. The number of candidates gaining Merit or Excellence was pleasingly high, and somewhat higher than in recent years.

Candidates need to be aware that at Level 3, idiomatic renderings of some grammatical constructions such as ablative absolutes, gerunds and indirect statements, are required for an Excellence grade. An overly literal translation runs the risk of not demonstrating that the candidate understands which construction is being used.

It is important that candidates consult the vocabulary booklet, even with words they know, because the word may be glossed with a meaning very specific to the passage. Furthermore, a significant amount of important grammatical information is given in addition to the words' meanings, which is vital for attaining a top grade.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- showed a basic understanding of the meaning of the text
- understood some of the basic grammar and syntax within the text
- distinguished between tenses of verbs and participles accurately – *posuerat*, *diffidens*
- handled temporal clauses, such as *cum...vidisset*, accurately and idiomatically.

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

- did not convey the basic sense of the passage
- did not appreciate that the vocabulary booklet provides grammatical information about words, and not just their meanings.

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

- communicated most of the meaning and detail of the text
- showed understanding of most of the syntax and grammar of the text
- used the vocabulary list accurately most of the time
- translated deponent verbs correctly – *cohortatus est*
- recognised passive infinitives – *dari*
- handled ablative absolutes accurately and idiomatically – *Pompeianis compulsis*.

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

- communicated the meaning and detail of the text
- showed understanding of almost all syntax and grammar in the text
- translated accurately and fluently into English
- made only a few minor errors
- used all of the grammatical information in the vocabulary booklet correctly, not just the meanings of words

- distinguished carefully between indirect commands and purpose clauses – *ut exaudirent; ut oppugnarent*
 - translated indirect statements accurately and idiomatically – *nullum spatium dari*
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91507: Analyse authentic Latin text demonstrating understanding

Examination

This standard involves one question, divided into six separate parts, requiring candidates to understand, translate, and analyse a passage of authentic Latin poetry. The analysis skills required include scansion, grammatical analysis, and analysis of language techniques. The text is authentic and unadapted Latin poetry at approximately Level 8 of the NZ Curriculum.

The passage of poetry followed a coherent narrative arc, which enabled the basic meaning of the passage to be accessible to almost all candidates.

The passage included some challenging word order, contractions, and unusual vocabulary, which is typical of a passage of Latin poetry.

Observations

There was an increase in the number of candidates attempting, and gaining, top grades for the scansion and grammar parts of the question, which usually prove to be the most challenging and most commonly omitted parts of the question.

Candidates who included as much detail as possible in their responses fared better. This was especially true for responses to the first three parts of the question. Candidates should remember that, when asked to provide Latin quotations from the text (with correct English translations) in support of their answer, this is essential if they are to gain an Excellence grade.

For the final part of the question, requiring analysis of language and other literary techniques, explanations of relevant examples needed to do more than simply state what the definition of the particular technique was. Furthermore, candidates should be reminded that material should not be repeated from other answers.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- answered some questions and / or parts of questions
- showed understanding of some of the content of the text
- displayed some understanding of linguistic devices and poetic features
- did not attempt the scansion or grammar parts of the question
- gave responses that were insufficient in detail.

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

- did not answer the questions or all parts of the questions
- did not appreciate that the vocabulary booklet provides grammatical information about words, and not just their meanings.

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

- answered most questions
- used the vocabulary list accurately, understanding the grammatical information given, not just the meaning of words
- displayed understanding of linguistic features and poetic devices
- showed understanding of much of the content of the text
- quoted in Latin and gave detailed answers, but not consistently
- analysed the scansion, although the scansion itself was not always accurate.

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

- answered all parts of all questions
- quoted in Latin consistently and accurately when necessary
- used the vocabulary list comprehensively, especially the grammatical information given, and not just the meaning of words
- displayed an excellent ability to identify a range of linguistic features and poetic devices, and analysed them perceptively
- analysed scansion and grammar and were mostly correct.