

2024 NCEA Assessment Report

Subject:	Latin
Level:	2
Achievement standard(s):	91194, 91195

General commentary

These achievement standards involve translating adapted Latin text of medium complexity into English, demonstrating understanding, and interpreting adapted Latin text of medium complexity, demonstrating understanding.

In general, responses indicated that students were well prepared. It is recommended that candidates read the introduction carefully to get the context before starting the translation and the interpretation of the text. Successful candidates used the vocabulary list to establish not only the meaning but also the part of speech and relevant information (such as declension, conjugation, and irregular formation) of words. When asked to provide Latin evidence in questions that require this, candidates need to restrict that evidence to ONLY the relevant words, not the whole sentence, when asked for a translation of that evidence. It was pleasing to see that many candidates followed this instruction.

Report on individual achievement standard(s)

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

Assessment

The assessment required students to translate a passage of adapted Latin text accurately into English. The passage of approximately 150 words was of narrative prose based on authentic Latin, adapted to conform to the requirements of Level 7. A glossary was provided and students were expected to display knowledge of Latin syntax and grammar up to and including Curriculum Level 7 in their translations.

Commentary

Almost all candidates showed they could make sense of the passage and could follow the narrative. The context (fire in Rome) was familiar and so the test for candidates was in translating the extract accurately. Time was sufficient to allow candidates to make good use of the vocabulary provided. While there is flexibility given to candidates, they should consult the provided glossary to ensure that they have the meanings correct for the context. Candidates generally handled the grammar well, although pluperfect tenses were not always rendered accurately. Reported speech was well translated by the highest-achieving candidates, and was often a grade boundary marker.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- identified cases such the locative *Romae*
- translated straightforward tenses accurately, such as *arserunt*
- correctly linked nouns and adjectives, such as *alia facinora*
- translated prepositional phrases such as *ab domino* correctly
- recognised straightforward plurals such as *iuvenes*
- identified straightforward passive tenses such as *comprehensi sunt*.

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

- identified and translated neuter plural nouns such as *incendia*
- identified *volens* as a present participle and translated it accordingly
- used the vocabulary booklet to ensure careful translation, such as *labores* being plural in this context
- translated perfect participles in a natural way into English, but still distinguishing them from the verbs in the sentence
- translated most of the tenses correctly
- identified the relative clause *quorum ... percussi erant* and translated it correctly.

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

- identified the ablative absolute phrase and translated it appropriately
- translated deponent verbs actively, such as *commentum esse*
- recognised that *opera* was ablative and correctly translated *quorum opera*
- explicitly translated the ablative point of time, such as *nocte ac die* with a preposition appropriate to natural English
- recognised the Latin idiom of joining two adjectives with a conjunction and rendering it in an English idiom without the conjunction
- translated the present passive infinitive *haberi* in such a way that reflected its meaning in the vocabulary, and its grammar
- analysed the voice of *datum iri* correctly and realised that the reported speech was passive
- handled different tenses of infinitives with confidence.

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

- missed out words, such as *Romae* or *praetera*
 - did not recognise pluperfect tenses or translated perfect tenses as pluperfect ones
 - did not make good use of the vocabulary provided, and translated *indici* in the last sentence as part of the verb “to declare”
 - did not link nouns and adjectives consistently, such as not realising that *pluribus* and *locis* agreed
 - did not realise that *tredecim* described *servorum*.
-

Achievement standard 91195 Interpret adapted Latin text of medium complexity, demonstrating understanding.

Assessment

The assessment consisted of a narrative text of approximately 150 words divided into three paragraphs with five questions attached to each paragraph. Candidates were expected to interpret in detail the content and grammar of the passage. The passage was based on an authentic Latin text adapted to conform to the requirements of Level 7 of the Latin curriculum. A glossary was provided.

Commentary

On the whole candidates showed a very good understanding of the narrative of the passage. They showed that they understood the characterisation of Claudius and were clear about his actions. Only a couple of candidates left gaps. Candidates continue to lose opportunities by not reading the questions carefully. If a question asks for a Latin word or phrase and a translation, both are required for full credit. The grammar-focused questions proved to be challenging for many candidates. In Q1, only a small handful of candidates recognised that *cum* introduced an indirect question; in Q2 a large number of candidates were looking for something far more advanced than the straightforward analysis; in Q3 most candidates were able to find full success. As is often the case, accurately looking up words, distinction between singular and plural, and linking nouns and adjectives correctly are the key skills to develop in the first instance. Candidates often gave very lengthy quotations in Latin, rather than focusing on the key phrase needed to give a response to the question.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- answered most parts of most questions
- showed understanding of the way that age is expressed in Latin using the ablative case
- showed understanding of the reason that the soldier noticed Claudius
- gave Latin evidence and a translation as required in Q3 (a)
- showed understanding of Claudius' emotions and were able to provide Latin evidence to support this
- explained the effect of the poisoned mushroom on Claudius.

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

- paid clear attention to detail, such as noticing that *doloribus* was plural and reflected that in their answers
- gave full explanation of the actions that the soldier took
- interpreted the character of Claudius and gave some evidence of this
- had a good understanding of the grammatical questions and were able to provide details for two of the three elements
- consistently identified the number of nouns such as *boletum*.

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

- identified that *esset* in Q1 (e) was subjunctive because it was part of an indirect question (and were not distracted by the preceding *cum*)
- understood that the curtains were stretched over the doors
- gave all relevant details in their response, such as including "by chance" in Q1 (c)
- identified and correctly rendered the future infinitive *daturus esse*

- ensured that they explained how specific evidenced showed the characteristics of the emperor.

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

- did not respond to many parts of the paper.