

## Assessment Schedule – 2025

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

#### Evidence

Q1	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) (i)  (ii)	<ul style="list-style-type: none"> <li>• magnis itineribus</li> <li>• by long marches</li> <li>• He learned what was going on / happening in Cicero's camp</li> <li>• and how great the danger was.</li> </ul>	Two correct.	Three correct.	Four correct.
(b) (i)  (ii)	<ul style="list-style-type: none"> <li>• A certain man / one</li> <li>• from / of the Gallic horsemen.</li> <li>• He offered big rewards.</li> </ul>	One correct.	Two correct.	Three correct.
(c)	<ul style="list-style-type: none"> <li>• So that if it was intercepted,</li> <li>• (our) plans</li> <li>• would not be learned easily by the enemy.</li> </ul>	One correct.	Two correct.	Three correct.
(d)	<ul style="list-style-type: none"> <li>• To throw a javelin</li> <li>• with the letter attached</li> <li>• to a strap</li> <li>• inside the fortification of (the enemy) camp.</li> </ul>	Two correct.	Three correct.	Four correct.
(e) (i)  (ii)	<ul style="list-style-type: none"> <li>• imperfect</li> <li>• subjunctive</li> <li>• indirect question</li> </ul>	One correct.	Two correct.	Three correct.

N1	N2	A3	A4	M5	M6	E7	E8
Partially interprets particular points in the text, but does not demonstrate understanding.	Interprets particular points in the text, but does not demonstrate understanding.	Demonstrates understanding of THREE pieces of Achievement-level evidence.	Demonstrates understanding of FOUR pieces of Achievement-level evidence.	Demonstrates clear understanding of THREE pieces of Merit-level evidence.	Demonstrates clear understanding of FOUR pieces of Merit-level evidence.	Demonstrates thorough understanding of THREE pieces of Excellence-level evidence.	Demonstrates thorough understanding of FOUR pieces of Excellence-level evidence.

**N0** = No response; no relevant evidence.

Q2	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<ul style="list-style-type: none"> <li>• He (Caesar) had set out</li> <li>• with the legions</li> <li>• and would be there quickly.</li> </ul>	One correct.	Two correct.	Three correct.
(b)	<ul style="list-style-type: none"> <li>• By chance,</li> <li>• it stuck to a tower</li> <li>• Our men did not notice it</li> <li>• for two days.</li> </ul>	Two correct.	Three correct.	Four correct.
(c)(i) (ii)	<ul style="list-style-type: none"> <li>• on the third day</li> <li>• It was noticed by a soldier,</li> <li>• taken down,</li> <li>• and taken to Cicero.</li> </ul>	Two correct.	Three correct.	Four correct.
(d)	<ul style="list-style-type: none"> <li>• Cicero recited / read it</li> <li>• in a gathering of soldiers.</li> <li>• The greatest joy</li> <li>• affected everyone.</li> </ul>	Two correct.	Three correct.	Four correct.
(e) (i) (ii)	<ul style="list-style-type: none"> <li>• (reflexive) pronoun</li> <li>• accusative</li> <li>• subject in indirect statement</li> </ul>	One correct.	Two correct.	Three correct.

N1	N2	A3	A4	M5	M6	E7	E8
Partially interprets particular points in the text, but does not demonstrate understanding.	Interprets particular points in the text, but does not demonstrate understanding.	Demonstrates understanding of THREE pieces of Achievement-level evidence.	Demonstrates understanding of FOUR pieces of Achievement-level evidence.	Demonstrates clear understanding of THREE pieces of Merit-level evidence.	Demonstrates clear understanding of FOUR pieces of Merit-level evidence.	Demonstrates thorough understanding of THREE pieces of Excellence-level evidence.	Demonstrates thorough understanding of FOUR pieces of Excellence-level evidence.

**N0** = No response; no relevant evidence.

Q3	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) (i)  (ii)	<ul style="list-style-type: none"> <li>• procul</li> <li>• far away</li> <li>• It drove out all doubt</li> <li>• about the arrival</li> <li>• of the legions.</li> </ul>	Two correct.	Three correct.	Four correct.
(b)(i) (ii)	<ul style="list-style-type: none"> <li>• From scouts.</li> <li>• They abandoned the siege</li> <li>• and hurried towards Caesar</li> <li>• with all their forces.</li> </ul>	Two correct.	Three correct.	Four correct.
(c) (i) (ii) (iii)	<ul style="list-style-type: none"> <li>• The Gallic knight.</li> <li>• To deliver a letter to Caesar.</li> <li>• caute – cautiously</li> <li>• diligenter – carefully</li> </ul>	Two correct.	Three correct.	Four correct.
(d)	<ul style="list-style-type: none"> <li>• That the enemy had left him</li> <li>• and turned all their crowd</li> <li>• towards him (Caesar).</li> </ul>	One correct.	Two correct.	Three correct.
(e)(i)  (ii)	<ul style="list-style-type: none"> <li>• imperfect</li> <li>• subjunctive</li> <li>• used in an indirect command</li> </ul>	One correct.	Two correct.	Three correct.

N1	N2	A3	A4	M5	M6	E7	E8
Partially interprets particular points in the text, but does not demonstrate understanding.	Interprets particular points in the text, but does not demonstrate understanding.	Demonstrates understanding of THREE pieces of Achievement-level evidence.	Demonstrates understanding of FOUR pieces of Achievement-level evidence.	Demonstrates clear understanding of THREE pieces of Merit-level evidence.	Demonstrates clear understanding of FOUR pieces of Merit-level evidence.	Demonstrates thorough understanding of THREE pieces of Excellence-level evidence.	Demonstrates thorough understanding of FOUR pieces of Excellence-level evidence.

**N0** = No response; no relevant evidence.

### Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0–6	7–13	14–18	19–24