Assessment Schedule – 2025

Latin: Analyse authentic Latin text demonstrating understanding (91507)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Analyse Latin text demonstrating understanding involves: • using linguistic and cultural knowledge to break down the text and to identify and examine the significance of content, linguistic features, imagery, and / or poetic devices, and inferences, opinions, and / or connections in the text • selecting and **explaining** particular points in the text.	*Analyse Latin text demonstrating clear understanding* involves: • selecting and **expanding on** particular points in the text.	*Analyse Latin text demonstrating thorough understanding* involves: • selecting and **fully expanding on** particular points in the text **with evidence in Latin** from the text to support answers. **The evidence is unambiguous.**

Evidence

Q	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	• With her strength exhausted, she grew pale, • overcome with the effort of her rapid flight, • and looking at the waves of the river Peneus, • she says, “Bring me help, father! • If your rivers have divine power, • destroy, by changing me, this beauty, • with which I have been too pleased.”	Correct translation of **some** of the **straightforward** sections.	Correct translation of **some** of the **more difficult** sections.	Correct translation of **most** of the **most difficult** sections.

(b)(i) (ii) (iii)	A heavy numbness seizes her limbs, her soft breasts are enclosed by thin bark, her hair grows into foliage, her arms grow into branches. Her feet, which just now were so swift, stick to sluggish roots, and the tree-top holds her face: her shining beauty alone remains in her. vix prece finita – she had barely finished her prayer	Provides **basic information**.	Provides information with **some detail**.	Provides information containing **most of the detail**.
(c)(i) (ii) (iii)	Apollo realises that her heart is still trembling under the new bark, and having embraced the branches as though they were parts of her arms, he kisses the wood. refugit tamen oscula lignum – the wood, however, shuns his kisses “Since you cannot be my bride, you will certainly be my tree! My hair, my lyre, my quivers will always have you!”	Provides **basic information**.	Provides information with **some detail**.	Provides information containing **most of the detail**.
(d)(i) (ii)	Line 8: DSSS (with no elisions) Line 10: DDDS (with elision of positaqu(e)) Possible answers include: • The heavy spondees in line 8 emphasise the change as her feet, which just now were running swiftly, are now sluggish as though sticking to thick roots. • The dactylic line 10, along with the abrupt elision, underscores how Apollo’s desire for her continues unabated as before, even though she is now a tree.	Correct scansion of the first four feet of ONE line *OR* some relevant comment on the scansion.	Correct scansion of the first four feet of BOTH lines *OR* correct scansion of the first four feet of ONE line *AND* relevant comment on its scansion.	Correct scansion of the first four feet of BOTH lines, including BOTH principal caesurae *AND* detailed, relevant comment on the scansion for BOTH lines.
(e)(i) (ii) (iii)	Imperative, singular Ablative feminine singular. It is part of an ablative absolute and agrees with prece. Dative neuter singular. It is the indirect object (Apollo is giving kisses to the tree).	ONE word correctly parsed AND its grammar explained *OR* TWO words correctly parsed.	TWO words correctly parsed; the grammar of ONE is correctly explained *OR* THREE words correctly parsed.	THREE words correctly parsed; the grammar of TWO is correctly explained.

(f)	A wide range of plausible responses may be accepted. Possible examples include: • The juxtaposition of velox (swift) next to pigris (sluggish) in line 8 accentuates the sudden change and contrast in Daphne's abilities from swift running feet to the sluggishness of a tree. • The simile in line 12 – conplexusque suis ramos ut membra lacertis (and he embraced the branches as though they were parts of her arms) – emphasises Apollo's devotion to Daphne, even though she has been changed radically and suddenly. • The personification of the tree in line 13, in rejecting Apollo's kisses (refugit tamen oscula lignum), reminds us of the recent transformation and that Daphne's soul is very much alive in the tree and still disdainful of Apollo's affections. • The repetition of te (you) in line 16 underlines Apollo's continuing committed desire for Daphne, by listing all his features and possessions which he will wreath in laurel.	TWO literary devices correctly identified with explanations.	THREE literary devices identified with **expanded** explanations.	FOUR literary devices identified with **fully expanded** explanations.

N1	N2	A3	A4	M5	M6	E7	E8
Partially attempts to analyse the authentic Latin text but does not demonstrate understanding.	Analyses particular points in the text but does not demonstrate understanding.	Analyses the authentic Latin text, demonstrating some understanding.	Analyses the authentic Latin text, demonstrating understanding.	Analyses the authentic Latin text, demonstrating clear understanding.		Analyses thoroughly the authentic Latin text, giving appropriate and unambiguous evidence.	
ONE piece of Achievement level evidence.	TWO pieces of Achievement level evidence.	THREE pieces of Achievement level evidence.	FOUR pieces of Achievement level evidence.	THREE pieces of Merit level evidence.	FOUR pieces of Merit level evidence.	THREE pieces of Excellence level evidence.	FOUR pieces of Excellence level evidence.

N0 = No response; no relevant evidence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0–2	3–4	5–6	7–8