



National Certificate of Educational Achievement  
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

## **Exemplar for Internal Achievement Standard Latin Level 2**

This exemplar supports assessment against:

**Achievement Standard AS91196**

Interpret studied Latin literary text(s)

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

To support internal assessment

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to interpret, thoroughly, studied Latin literary text(s).</p> <p>This involves:</p> <ul style="list-style-type: none"> <li>• fully expanding on selected particular points, giving evidence using Latin quotations/references supported by an English explanation from resources and/or text(s) to support answers</li> <li>• giving appropriate and unambiguous Latin evidence.</li> </ul> <p>The student has fully expanded on Virgil's use of a rhetorical question (1) (3) (4) to depict Aeneas' distress at losing his wife. Appropriate and unambiguous Latin evidence has been given with an English explanation (2). A quotation from the text supports the answer.</p> <p>The student further expands on the use of the rhetorical question by commenting on the cruelty of fate (5).</p> <p>For a more secure Excellence, the student could expand on the idea of fate (5) by supplying other instances of Aeneas' life being controlled by the divine. For example, the student could relate the way in which Aeneas was visited by the ghost of Hector and told to leave Troy.</p>

Student 1

Low Excellence

Rhetorical Question

*quem non incusavi amens hominumque deorumque /aut quid in eversa vidi crudelius urbe? Whom did I not accuse, both men and gods in my madness? Or did I see anything more cruel in the overthrow of the city? (Aeneid 2.745-746*

A rhetorical question is a question that is asked in order to make a point rather than to elicit a response. Here Virgil uses this rhetorical question to depict Aeneas' distress upon finding out that Creusa has been left behind in the flight from Troy (1). The phrase 'quem non accusavi amens hominumque deorumque?' (Whom did I not accuse, both men and gods in my madness?) (2) suggests that Aeneas' suffering is so great that it goes beyond the point of reason and into the realm of madness, without rational accusation (3). In this way Virgil has shown us how overwhelming and confusing grief can be (4). Virgil has also used this rhetorical question to depict the cruelty of fate, as Aeneas accusing the gods shows the way in which his life is utterly controlled by the divine. (5) The gods determined that Troy would fall.

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to interpret, clearly, studied Latin literary text(s).</p> <p>This involves selecting particular points and expanding on them unambiguously in English.</p> <p>The student has selected Virgil's use of a simile (1) to convey Aeneas' frustration at being unable to grasp the ghost of his wife. This point is expanded by showing parallels between the simile and Aeneas' past (2).</p> <p>Further expansion is provided by reference to Aeneas' new and inescapable task (3). The effect of the simile on the reader is described (4) (5).</p> <p>To reach Excellence, the student could provide a Latin quotation with an English explanation for the identified simile (1) to support the answer. For example, '<i>ter frustra comprehensa manus effugit imago, par levibus ventis volucrique simillima somno</i>' could be translated as '<i>Three times that wraith escaped the vain clasp of my hands like airy winds or the melting of a dream</i>'.</p>

Student 2

High Merit

Three times the wraith escaped the vain clasp of my hands like airy winds or the melting of a dream.

A simile is a comparison of an object or scene with figurative images. In this instance Virgil compares Aeneas' failed attempt to grasp the ghost of his wife with hopelessly trying to capture the air or hold on to a fading dream - one is as impossible as the other (1). This simile not only demonstrates the absolute futility of this particular act for Aeneas but also the futility of clinging to his old life in Troy and pursuing the more comfortable lifestyle of his past(2). Aeneas must now fully accept his task to escape with his father and son and found a new city in a new land (3). It is apparent to both the reader and Aeneas that his efforts to embrace his wife are as pointless as trying to grasp "airy winds" or escape his future but in desperation he continues (4). In expressing this desperation Virgil shows the reader the gravity of Aeneas' loss and we pity him for it (5).

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to interpret, clearly, studied Latin literary text(s).</p> <p>This involves selecting particular points and expanding on them unambiguously in English.</p> <p>The student has selected the particular points of the similarity between the fall of Troy and the fall of an ancient mountain ash (1) in that both crash '<i>to the ground in a wreck</i>' (4).</p> <p>The first point has been expanded by describing the farmers' weapons, iron and axes (1), with which they hack at the tree. The process is described as long and drawn out (2) (3). In addition, the student points out that the ash was also like the city of Troy, in that both were ancient and high up (5).</p> <p>For a more secure Merit, the student could complete the quote (5) by adding in <i>montibus</i>. The student could expand more overtly on points of similarity between Troy and the tree, for example that the attack on Troy was also long and drawn out, with frequent attacks (2) (3).</p>

Student 3

Low Merit

*Ac veluti summis antiquam in montibus ornum cum ferro crebrisque bipennibus instant eruere agricolae certatim, illa usque minatr et tremefacta comam concusso vertice nutat vulneribus donec paulatim evicta supremum congemuit tracitque iugis avulse ruinam.*

And just as farmers strive in competition to overthrow an ancient mountain-ash tree on the highest peaks, struck with iron and frequent axe-blows, it constantly threatens and quivering shakes its leaves at every stroke until it is gradually overcome by its wounds, it groans its last and crashes in ruin, torn from its mountain ridge.

A simile is a technique which is used to give the reader a picture in their mind of the thing which they are reading, and compares the thing to another thing in order to achieve this. In these lines Virgil compares the fall of Troy to the Greeks to the fall of an ash tree to farmers with axes (1). He describes the fall of the tree as being a drawn-out process where over time *paulatim* (2) due to "frequent axe blows" (3) from the farmers, it grows weaker and weaker until it finally gives up and crashes to the ground in a wreck (4.) Vergil specifically talks about the ash tree being *summis antiquam* – the highest and ancient (5). Through this use of a simile he tells his audience what Troy was, and what it is now.

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to interpret studied Latin literary text(s).</p> <p>This involves:</p> <ul style="list-style-type: none"><li>• using linguistic and cultural knowledge to establish meaning or significance of the Latin text(s)</li><li>• extracting and discussing information and ideas contained in the Latin text(s), such as textual features, theme, content, figurative language, symbolism, atmosphere, characterisation and scansion.</li></ul> <p>The student has used linguistic and cultural knowledge to extract the meaning or significance of the Latin text (1) (2). An example of anaphora has been extracted (2), and the effect of its use is discussed (3) (4).</p> <p>To reach Merit, the student could expand on Aeneas' old life being over (4) by discussing his past life and explaining what awaits him in the future.</p>



Student 4

High Achieved

*ter conatus ibi collo dare bracchia circum, ter frustra comprehensa manus effugit imago*

Three times I tried to cast my arms around her neck where she had been, but three times the clasp was in vain and the wraith escaped my hands. (1)

Anaphora is a technique used to bind successive clauses together using the repetition of a word or phrase at the beginning of the clauses. Virgil achieves this with the repetition of *ter – three times*, (2) when Aeneas tries three times to embrace the ghost of his wife Creusa and is three times unsuccessful. *This repetition demonstrates Aeneas' desperation* (3) and indicates that *his old life is over* (4.)

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to interpret studied Latin literary text(s).</p> <p>This involves:</p> <ul style="list-style-type: none"><li>• using linguistic and cultural knowledge to establish meaning or significance of the Latin text(s)</li><li>• extracting and discussing information and ideas contained in the Latin text(s), such as textual features, theme, content, figurative language, symbolism, atmosphere, characterisation and scansion.</li></ul> <p>The student has used linguistic and cultural knowledge to establish aspects of the meaning and significance of the Latin text (4). An example of figurative language, alliteration, has been extracted (1). The student has discussed the fact that Latin poetry was read aloud (2) and the repeated sound would have an impact on the audience.</p> <p>For a more secure Achieved, the student could expand on the link between the sound of the alliteration of 'd' and the fact that Aeneas is climbing down (3). For example, the repeated 'd' could represent the sound of Aeneas' footsteps.</p>

Student 5

Low Achieved

descendo ac ducente deo flammam inter et hostis expedior (Virgil Aeneid 2)

Alliteration is the repetition of the first letter of the word throughout the line and is commonly used as a verbal technique. It can be seen in Line 632 with the alliteration of 'd' in *descendo, ducente* and *deo* (1). Virgil uses it to produce an interesting sound throughout the line which is understandable since most Latin poetry was read aloud (2). Virgil is therefore trying to make a lasting good impression to make them want to hear more of his poetry. The alliteration is of the letter 'd' and the action being described is Aeneas climbing down (3). I climbed down with a god leading me *descendo ac ducente deo* (4). This furthers the audience's understanding of the action Virgil is describing.

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to interpret studied Latin literary text(s).</p> <p>This involves:</p> <ul style="list-style-type: none"><li>• using linguistic and cultural knowledge to establish meaning or significance of the Latin text(s)</li><li>• extracting and discussing information and ideas contained in the Latin text(s), such as textual features, theme, content, figurative language, symbolism, atmosphere, characterisation and scansion.</li></ul> <p>The student has begun to use linguistic and cultural knowledge to establish the meaning and significance of the text (3). The definition of chiasmus has been given and an example of its use extracted (2).</p> <p>To reach Achieved, the student could translate the extract (1) into English. With reference to that translation, the significance of Virgil's using chiasmus to put the focus on montis (3) could be explained.</p>

Student 6

High Not Achieved

*optabam primum montis primumque petebam* (1)

Chiasmus is the inversion of the second pair of two words. In this line you can see the use of chiasmus to produce a verbal effect. The ABBA structure is shown with *optabam* and *petebam* forming the As and *primum* and *primumque* the Bs with *montis* (mountains) in the middle (2). In this way the focus is on the mountains (3).