



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 91198**

Interpret Latin in current use

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 Latin in current use thoroughly.</p> <p>This involves:</p> <ul style="list-style-type: none"> <li>• fully expanding on particular selected points</li> <li>• giving evidence using appropriate and unambiguous Latin references and/or quotations from resources to support answers</li> <li>• supplying an English explanation for the Latin references and/or quotations.</li> </ul> <p>The student has fully expanded on particular selected points, Collatinus pardoning Lucretia (1) and the events leading up Lucretia's rape by Tarquinius (7).</p> <p>Appropriate and unambiguous Latin quotations have been given from resources to support answers (2) (5).</p> <p>An English explanation of the Latin quote "<i>quam</i>" dixit "<i>veniam datis, ipsa nego</i>" <i>nec mora: celato fixit sua pectora ferro</i>' (2) has been supplied (3). A link between the past and today has been made by recognising that the opera inspired by Ovid's tale expresses Christian sentiments (6).</p> <p>For a more secure Excellence, the student could supply the Latin for the English translation '<i>Neither by prayer, nor gifts nor threats did he move her</i>' (8). A more thorough interpretation could also explain that the deed (4) was done under compulsion, and that in Ovid's version Lucretia's father also forgave her.</p>

## The Rape of Lucretia by Benjamin Britten

The choir that narrates the opera tells the story from a Christian perspective. The idea of interpreting a story that happened about half a millennium before Christ was born is an interesting take on the story. In the second scene of Act Two **Lucretia refuses Collatinus' forgiveness and commits suicide, (1) "quam" dixit "veniam datis, ipsa nego" nec mora: celato fixit sua pectora ferro.** (2) **"I refuse the pardon that you give me" she said. With no delay she pierced her breast with the sword that she had concealed."**(Fasti 2, 830-831). (3)

**The fact that Collatinus was willing to forgive Lucretia for the deed (4) *dant veniam facto genitor coniunxque coacto* (Fasti 2, 829) (5) is a very Christian act as forgiveness is very important in their religion. However Lucretia refuses Collatinus' forgiveness. **This shows the contrast between the concept of forgiveness in Christianity and the Roman concept of retaining honour in death. This provides a link between the past and the present for the audience in this opera.** (6)**

**When Tarquinius is trying to seduce Lucretia he starts gently by urging and pleading before arguing with her, finally drawing his sword and raping her.** (7) These events are mentioned in Ovid's telling of the story although in a different order. Tarquinius drew his sword as an immediate threat in order to intimidate Lucretia. Then he begged, tried to bribe her with gifts and threatened her. **"Neither by prayer, nor gifts nor threats did he move her" (Fasti 2.806).** (8) There is no mention in the opera of the blackmail that Tarquinius finally used to overcome her. He threatened to say that Lucretia had committed adultery with a slave whom he had killed. This was too much for Lucretia and she yielded.

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to interpret Latin in current use clearly.</p> <p>This involves expanding on particular selected points unambiguously in English.</p> <p>The student has expanded unambiguously on particular selected points, events leading to Tarquinius' assault on Lucretia (3) and the summoning of her husband (4).</p> <p>The fact that Brutus accompanies Collatinus who returns straightaway is noted as a difference from Ovid's version (6).</p> <p>A link between the past and today has been made, by noting that Britten's opera was set in a later era (1).</p> <p>To reach Excellence, the student could supply the Latin quote for the English translation '<i>She summoned her aged father together with her faithful husband from the camp</i>' (5) and an English translation for the Latin quote '<i>ardet et iniusti stimulis agitator amoris comparat indigno vimque dolumque toro</i>' (2).</p> <p>Brutus' subsequent actions and the rebellion (7), a critical event in Roman history, could be fully expanded on with reference to Ovid's poem.</p>

In Britten's opera *The Rape of Lucretia* the choruses tell us that Rome had sunk into depravity and reveal their views of events to be that of a later Christian era. You can see how the story of Lucretia told in Latin by Ovid links to today by being re-told in our own era. (1)

The storyline of the opera is very like Ovid's version. It nearly exactly follows Ovid's story and the events leading up to the rape and suicide of Lucretia. In the opera Tarquinius is drinking with friends and they decide to see what their wives were doing. Only Lucretia is not betraying her husband. She was spinning wool with her maidservants. Tarquinius is dared by Junius to try to seduce Lucretia and he gallops off. In Ovid's version Tarquinius decides for himself. *ardet et iniusti stimulis agitatur amoris comparat indigno vimque dolumque toro*, (Fasti 2.779-780) (2) and goes to her house where Lucretia is patiently spinning wool with her servants and thinking of her absent husband. As the women prepare for bed there is a knock at the door. Lucretia cannot refuse to offer Tarquinius hospitality. He goes to her room at night and rapes her. (3)

In the opera, Bianca (Lucretia's nurse here, but not mentioned by Ovid) the next morning after the rape when Lucretia asked for a messenger to send for Collatinus her husband, tried to stop the messenger. There is no reference to this occurring in Ovid's story. In Ovid's description it is said that she also sends for her father (815-816). (4) "She summoned her aged father together with her faithful husband from the camp" (5) but there is no mention of this either in the opera. When Collatinus receives the message he comes to her straightaway in both the opera and Ovid's version.

But in the opera he brings Junius Brutus. (6) In Ovid's description Brutus suddenly appears at the death scene (line 837). "Brutus was there." He plans to use this crime to spark a rebellion. (7)

Despite minor differences, no doubt to adapt to the modern age Britten's work remains remarkably similar to Ovid's.

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to interpret Latin in current use clearly.</p> <p>This involves expanding on particular selected points unambiguously in English.</p> <p>The student has given the context of the “new” Latin word (1). The student has expanded on particular selected points unambiguously in English by supplying the principal parts of the Latin words, <i>grex</i>, <i>folliculus</i>, <i>pes</i> and their meanings (2). English derivatives are given for <i>grex</i> and <i>folliculus</i> (3).</p> <p>There is discussion of the components of the ‘new’ Latin word (4) (5) (7). An example of the use of <i>pes</i> (6) in Classical Latin is given.</p> <p>For a more secure Merit, the student could supply derivatives for <i>pes</i> (5) in English and explain that <i>folliculus</i> (7) is a diminutive form of <i>follis</i>. In Latin <i>folliculus</i> is a noun. In addition, the student could comment that <i>folliculus</i> (7) appears to be used here as an adjective.</p>

From **Nuntii Latini**

**Chelsea victoriam reportavit (19.5.12)**

**News in Latin: Chelsea reported a victory**

**Die Saturni vesperi in stadio monacensi certatum est quis esset optimus in Europa **grex pedifolliculus** inter manipulos victores singularum nationum. (1)**

**Modern Latin word: grex pedifolliculus – soccer team**

**Derived from:**

**grex, gregis (m) flock, herd, company, crew**

**folliculus, i (m) bag or sack, pod, shell**

**pes, pedis (m) foot of a human, metrical foot (2)**

**Derivative of grex, gregis: gregarious**

**Derivative of folliculus: follicle (3)**

The word **grex pedifolliculus** comes from the three Latin words above. The first section of the modern Latin word **grex**, comes from Classical Latin. In this case it would be most suitable to take either company or crew as the meaning as it is used to signify that the sport is played as a crew or team. (4) The second part of the word is a combination of two classical Latin words **pes, pedis** (5) as used in the phrase “**pede poena claudo**” “Punishment comes limping “ (Horace Odes 3.2.32) (6) and the second, **folliculus** (7) which means a little bag. So the words combine to mean footbag. In the modern context it can be deduced as “football”. The whole word together implies the meaning “team football” which is essentially what football is.

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to interpret Latin in current use.</p> <p>This involves:</p> <ul style="list-style-type: none"> <li>• using knowledge of language and of linguistic and socio-cultural contexts to extract and explain the meaning and significance of the Latin words, phrases, images and/or ideas</li> <li>• explain how the Latin words, phrases, images and/or ideas link from the past to today</li> <li>• using resources to support the explanation.</li> </ul> <p>The student has used knowledge of language, and of linguistic and socio-cultural contexts, to extract and explain the meaning of the Latin words <i>birotus</i>, <i>automataria</i>, <i>automatus</i> (2). The significance of <i>birotus</i> (6) is explained (7).</p> <p>The student has explained the link from the past to the present (5). A 20th century resource (1) has been used to support the explanation.</p> <p>To reach Merit, the student could omit the derived word '<i>biology</i>' (3) and substitute a correct derivative. The fact that <i>birotula</i> (4) is a feminine diminutive form of <i>birotus</i> (6) could be discussed.</p>



In the Latin translation by Peter Needham of Harry Potter and The Philosopher's Stone the word for motorbike is used. "Et ingens birotula automataria ex aere delapsa in viam ante eos descendit" and a huge motorbike fell out of the air and landed in front of them. (1)

Berotula automataria motorbike

- birotus, a, um *adj* two-wheeled, with two wheels
- automatarius, a, um *adj* automatic  
automatus, a, um self-moving (2)

### Derivations

bicycle, biology (3)

rotation

automatic

The Latin words have been combined to give the neo-Latin phrase birotula (4) automataria. The meanings of the two words stay the same but the meaning of them put together gives a new form of transport which the Romans would not have used. (5) Both birotus and automatarius are appropriate for the adaptation because both adjectives describe the traits of a motorbike: it is automatic and has two wheels. The use of birotus (6) is fair because it clearly implies two wheels, because it comes from the Classical Latin words bis (two) and rota (wheel) and it appears in Codex Theodosianus where it is used to specify a two-wheeled carriage as opposed to a four-wheeled one. (7) The fact that it is used with automatarius which means automatic makes it an accurate description of a motorbike.

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to interpret Latin in current use.</p> <p>This involves:</p> <ul style="list-style-type: none"> <li>• using knowledge of language and of linguistic and socio-cultural contexts to extract and explain the meaning and significance of the Latin words, phrases, images and/or ideas</li> <li>• explain how the Latin words, phrases, images and/or ideas link from the past to today</li> <li>• using resources to support the explanation.</li> </ul> <p>The student is beginning to use knowledge of language and of linguistic and socio-cultural contexts to extract the meaning of the Latin words (3) (4). The significance of Ovid's use of <i>ardet</i> is explained (4).</p> <p>The student has explained the link from the past to the present by discussing the Christian point of view in Britten's opera (1).</p> <p>For a more secure Achieved, the student could expand on what the soldiers found in the city (2) and on Tarquinius' assault on Lucretia. For example, to supplement the point made about Lucretia (5) the student could expand with the following details: 'After begging, pleading and trying to bribe Lucretia, Tarquinius forces her to yield to him by threatening to say he found her having sex with a slave.'</p>

## The Rape of Lucretia by Benjamin Britten.

Act 1: In an armed camp outside Rome Tarquinius Sextus, son of the king Tarquinius is drinking with two generals. The night before, a group of soldiers rode into Rome to see if their wives were being faithful. All of them were caught betraying their husbands except for Collatinus' wife Lucretia. Junius encourages Tarquinius to test Lucretia's chastity himself and he rides off to her house. She is busy spinning wool with her servants and missing her husband. Tarquinius arrives and asks to stay the night.

In this act you can see that Britten has taken Ovid's idea and adapted it pretty faithfully for this opera which has a Christian view of what happened. (1) Tarquinius was drinking with some soldiers in the camp but two generals are not specially mentioned. In Ovid's story the soldiers were boasting about their wives and did ride into the city (2) *tollamur equis urbemque petamus* "Let's get on our horses and make for the city." (3) In Ovid's story it is Sextus' own idea to go back to see Lucretia as he is "burning with an unjust love" (4). Junius does not appear in Ovid's story. Just like in Ovid, Tarquinius rapes Lucretia and she commits suicide in the opera. (5)

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to interpret Latin in current use.</p> <p>This involves:</p> <ul style="list-style-type: none"> <li>• using knowledge of language and of linguistic and socio-cultural contexts to extract and explain the meaning and significance of the Latin words, phrases, images and/or ideas</li> <li>• explain how the Latin words, phrases, images and/or ideas link from the past to today</li> <li>• using resources to support the explanation.</li> </ul> <p>The student has used some knowledge of language and linguistic and socio-cultural contexts to extract the meaning of the Latin words (5) (7). The student has begun to explain the link from the past to the present (1).</p> <p>To reach Achieved, the student could explore the fact that there are more correspondences between Catullus' poems and Parker's 'letter' (2). For example, the Latin <i>lugete</i> and/or the English translation which inspired 'most unpleasant, gloomy, tedious words' (3) could be supplied. Catullus' lines about Lesbia weeping at her sparrow's death (4) could also be examined. The fact that Parker's poem is not meant to be taken seriously (6) could be expanded on to show more knowledge of socio-cultural contexts.</p>

A Letter from Lesbia. The poem written by Dorothy Parker was from the point of view of Lesbia. Catullus' poems were always about Lesbia so Parker decided to put Lesbia's point of view. (1) The letter and the poem correspond in the last verse in the letter. (2)

That thing he wrote the time the sparrow died  
(o most unpleasant, gloomy, tedious words) (3)  
I called it sweet and made believe I cried (4)  
The stupid fool! I've always hated birds.

In Catullus' poem he says "Mourn, my girl's sparrow is dead" *Lugete passer mortuus est meae puellae* (5). Catullus really thought Lesbia loved that sparrow but by the last line it is clear she didn't. In this poem it seems like Lesbia is making fun of Catullus' poem (6) where he says "The sparrow whom she loved more than her own eyes" *passer, deliciae meae puellae, quem plus illa oculis suis amabat.* (7)