Exemplar for Internal Achievement Standard

Latin Level 3

This exemplar supports assessment against:

Achievement Standard 91511

Write complex Latin sentences that demonstrate understanding of Latin

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.	For Excellence, the student needs to write complex Latin sentences that demonstrate thorough understanding of Latin. This involves: • using linguistic knowledge of most of the difficult inflections, structures and vocabulary to produce Latin sentences in linguistically suitable formats • correctly communicating the meaning and detail in almost all the sentences in Latin • writing sentences that are easy to understand and unambiguous. This student has used linguistic knowledge of most of the difficult inflections, structures and vocabulary to write a letter to Trajan requesting advice. The student uses, for example, a present participle in the nominative singular case (2), structures such as alleged reason (1) and ideal conditions (7), and difficult vocabulary such as '*delata*' (5). The meaning and detail in almost all the sentences are correctly communicated, and the sentences are easy to understand and unambiguous. For a more secure Excellence, the student could correct errors in agreement. For example, '*transfixitque*' (3) should be '*transfixeruntque*' and '*inventus'* (4) should be '*inventum*'. The tense of '*coniecti essent*' (6) should be changed to '*conicerentur*'.

Q.Caecilius Traiano imperatori salutat

accidit nuper res atrocissima. eques Romanus, Junius Maximus nomine saevissime a
(1) duobus servis e familia necatus est quod sororem eorum tam violenter verberavisset ut
mortua esset. fratres igitur constituerunt eum necare et in silva pugionibus fustibusque armati
(2) se celaverunt ad eum in itinere interficiendum. dominus in raeda paene dormiens clamoribus
raedarii qui clamabat se circumiri excitatus est. illi scelesti Maximum tractum e raeda in
(3) capite, in toto corpore verberaverunt per cordem pugionibus transfixitque. quo facto, corpus
(4)(5) a militibus postridie inventus est. sine mora res mihi delata est. servi brevi capti sunt et
(6) curavi ut in carcerem coniecti essent. te rogo, domine, quid faciam? scio legem esse ut tota
(7) familia capitis damnari deberetur sed si omnes occidi iubear centum servi pereant. duo
nocentes, innocentes ceteri sunt. Maximus autem dominus crudelissimus, plerique servi
fideles. quae cum ita sint, te rogo, domine, ut scribas num omnes carnificibus traderentur.

	Grade Boundary: High Merit
2.	For Merit, the student needs to write complex Latin sentences that demonstrate clear understanding of Latin. This involves: • using linguistic knowledge of the more difficult inflections, structures and vocabulary to produce Latin sentences in linguistically suitable formats • communicating the meaning and detail of most of the sentences correctly in Latin. This student has used linguistic knowledge of the more difficult inflections, structures and vocabulary to write a speech delivered by a general to his army. The student uses, for example, more difficult inflections such as the ablative singular of '*virtus*' (4) and more difficult structures such as jussive subjunctive (9), and generic subjunctive (7). More difficult vocabulary (5) (10) has also been used. Latin sentences have been produced in the form of a speech. The meaning and detail of most of the sentences have been correctly communicated. To reach Excellence, the student could correct errors in vocabulary. For example, '*prima*' (1) should be '*primo*' and '*mutis*' (3) should be '*multis*'. The student could also correct errors in verb forms. For example, '*defendeant*' (2) should be '*defendamus*', '*regredemur*' (6) should be *regrediemur*. The imperfect tense '*essent*' (8) should be changed to the present tense '*sint*'.

milites decimae legionis me oportet gratias agere pro imperatore civibusque patriae nostrae
ob res iam gestas. prima ex castris profecti progressi sumus multa milia passuum complures
menses ut fines defendeant huius proviniciae ab barbaris acribus. nunc autem multis
proeliiis pugnatis, mutis gentibus superatis, multis comitibus interfectis advenimus eo qui
videtur occasio pugnandi finem faciendi esse. si pares virorum mediocrum pugnaverimus
fortasse supererimus ut pugnemus rursus: sin pares virorum Romanorum summa virtute,
egregis fortitudine, disciplina solitanostra domum regredemur. his dictis cohortor ut patriam
defendas vitasque Romanorum innocentium servatis. nemo est quin sciat nos Romanos
milites optimos esse, fidissmos esse, numquam se permittere fugae. quae cum ita essent
hostes graviter timebunt ne, quamquam pugnaverunt cum honore tamen hodie pereant.
circumspectate; expendete vires qui iuxta vos pugnaverunt. comites, repellamus a campo
hostes. quis non credit Romam amplior quam ullam aliam civitatem esse. praeterea semper
in memoria haec verba tenetis; melius est vuneratus in pectore quam in tergo vita discedere.

		Grade Boundary: Low Merit
3.		For Merit, the student needs to write complex Latin sentences that demonstrate clear understanding of Latin. This involves: • using linguistic knowledge of the more difficult inflections, structures and vocabulary to produce Latin sentences in linguistically suitable formats • communicating the meaning and detail of most of the sentences correctly in Latin. This student has used linguistic knowledge of the more difficult inflections, structures and vocabulary to write a letter to Trajan requesting advice. The student has used, for example, more difficult inflections such as the accusative of *facinus* (5), more difficult structures such as gerundival attraction (3), and more difficult vocabulary (4). The meaning and detail of most of the sentences have been correctly communicated. For a more secure Merit, the student could, the student could correct errors of agreement. For example, '*discederet'* (1) should be '*discederent'* and '*vulneravit'* (2) should be '*vulneraverunt'*. The structure '*innocentibus parcendis'* (6) should be '*innocentibus parcendum'*, '*ut'* (7) should be '*ne'* after the verb of fearing *'timeo'*, and '*totae'* (8) should be '*totius'.*

① res dira facta est. duo servorum suorum dominum interfecerunt in fundo. dominus sororem
tam saeviter verberaverat ut e vita discederent. itaque cum dominus servos horresque
② inspiceret servi eum armis celatis oppugnaverunt et in capite graviter vulneravit. postea
mortuus est. servi nocentes, interea, fugerunt: alii servi dominum adiuvabant poenae
③ vitandae causa. statim nuntius ad me certiorem faciendum missus est. iussi milites illos
④ servos capere et in carcerem conicere. quid nunc faciam? iure oportet totam familiam necari
⑤ sed duo servi facinus commiserunt: alii servi dominum adiuvabant. mihi videtur illis sicariis
⑥ ⑦ moriendum esse, innocentibus parcendis. timeo ut omnes servi regionis rebellent si capitale
⑧ supplicium totae familiae iusserim. te rogo, domine, ut scribas quid mihi faciendum est.

	Grade Boundary: High Achieved
4.	For Achieved, the student needs to write complex Latin sentences that demonstrate understanding of Latin. This involves using linguistic knowledge of varied and difficult Latin structures, inflections, idioms and sentence patterns to produce Latin sentences in linguistically suitable formats. This student has used linguistic knowledge of varied and difficult Latin structures, inflections, idioms and sentence patterns to write a story. The student has used, for example, more difficult structures such as genitive of '*gerund*' (7) and concessive clause (4), and varied and difficult inflections such as the ablative case of '*Paris*' (5) and the genitive of *pulchritudo* (9). Idioms such as '*quae cum ita essent*' (6) and sentence patterns such as '*sic Iuppiter pulcherrimam reginam Ledam amabat ut eam cotidie spectaret*' (1) have been used to produce Latin sentences. To reach Merit, the student could correct various errors. For example, '*dua*' (2) should be '*duo*'. If '*dictum*' (8) were changed to '*dictu*' another correct structure at Curriculum Level 8 of Learning Languages would be produced. The student could also insert '*eos*' into the indirect statement (3) to make the meaning clearer.

(1) ==sic Iuppiter pulcherrimam reginam Ledam amabat ut eam cotidie spectaret==. olim dum sola
Leda prope flumen ambulat ille deus constituit ut eam corrumperet. ergo Iuppiter candidus
(2) cygnus fit et de caelo ad ripam volat ad mulierem amandam. brevi tempore regina ==dua== ova
(3) peperit: utrumque geminos continuit. omnes cives putaverunt ==liberos deorum esse==. unus
puerorum et una puellarum divini erant. ceteri liberi regis Tyndarei erant sed omnes pariter
educabantur. filia Helena tam pulchra erat ut omnes viri eam ducere vellent. ==cum uxor
(4)(5)(6) Menelai esset== tamen cum ==Paride== filius regis ad Troiam fugit. ==quae cum ita essent== Menelaus
(7)(8) cum mille navibus ad Troiam navigavit eam ==capiendi== causa. ==mirabile dictum== ferunt Helenam
(9) e Troia ad Aegyptum a Venere quae dea amoris et ==pulchritudinis== est adeptam esse.

	Grade Boundary: Low Achieved
5.	For Achieved, the student needs to write complex Latin sentences that demonstrate understanding of Latin.
	This involves using linguistic knowledge of varied and difficult Latin structures, inflections, idioms and sentence patterns to produce Latin sentences in linguistically suitable formats.
	This student has used linguistic knowledge of varied and difficult Latin structures, inflections, idioms and sentence patterns to write a speech delivered by a general to his troops. The student has used, for example, difficult structures such as an infinitive after an impersonal verb (1) and the genitive of '*gerund*' (4).
	Varied and difficult inflections such as the ablative plural of *'acer'* (2), idioms such as '*quae cum ita sint'* (9) have been used. Sentence patterns, errors notwithstanding, such as (8) have been used to produce Latin sentences.
	For a more secure Achieved, the student could change '*regrediemus'* (6) to '*regrediemur'*, '*scit'* (7) to '*sciat'*, and '*periant'* (10) to '*pereant'*. '*Facultas'* (3) should be '*facultatem'* (the direct object), and '*parem'* (5) should be the plural form *pares*.

(1) milites decimae legionis, me oportet gratias agere pro imperatore et civibus patrium. primo profecti ex castra multa milia passuum multos menses progressi sumus ut fines provinciae
(2) ab acribus barbaris defenderemus. nunc autem, multis proeliis pugnatis, multis gentibus
(3) (4) superatis, multis comitibus interfectis, facultas finem pugnandi facere habemus. si parem
(5) medicris virorum pugnaverimus fortasse rursus pugnabimus; sin parem Romanorum militum,
(6) summis virtutibus, egregiis fortitudinibus, solitis disciplinis, domum regrediemus. haec dictis, cohortor ut pugnes ut eum patrium defendas tum vitas Romanorum innocentum serves.
(7) nemo est quin scit nos Romanos optimos milites fidissimos esse numquam fugae
(8) (9) permittere. quae cum ita sint hostes graviter metuent ne cum pugnaverint cum honore tamen
(10) hodie periant. circumspectate viros. mox vos et comites a campo hostes repulsuri sitis. omnes sciunt Romam amplior ulla alia civitate esse. praeterea semper meminitis : melior mori est vulneratus in pecte quam in tergo.

	Grade Boundary: High Not Achieved
6.	For Achieved, the student needs to write complex Latin sentences that demonstrate understanding of Latin. This involves using linguistic knowledge of varied and difficult Latin structures, inflections, idioms and sentence patterns to produce Latin sentences in linguistically suitable formats. This student has begun to use linguistic knowledge of varied and difficult inflections, idioms and sentence patterns to write a letter to Trajan requesting advice. The student has used, for example, such difficult inflections as ablative of '*fustis*' (3), accusative of '*caput*' (5) and the nominative feminine '*mortua*' (1). Idioms such as '*quae cum ita essent*' (2) and sentence patterns such as '*hic dominus autem crudelissimus erat et ipse puellam necavit*' (6) have been used to produce Latin sentences. To reach Achieved, the student could include examples of varied and difficult structures from Curriculum Level 8 for Learning Languages. For example, '*ut dominum oppugnarent*' (4) could be changed to '*ad dominum oppugnandum*' and '*te rogo, domine quid facere debeo*?' (7) could be replaced by '*domine, quid faciam*?' thus ensuring that there is language at Level 8.

C. Gracchus Traiano imperatori

res horribilis domine nuper accidit. dominus qui iter faciebat crudeliter a servis suis
① interfectus est. hic dominus filiam servi tam graviter verberavit ut mortua esset. quae cum ita
②③ essent) servi eum interficere volebant. fustibus armati se in silva celaverunt ut dominum
exspectarent. ubi raeda in conspectum veniebat, servi clamantes accurrebant ut dominum
④ oppugnarent. dominus territus nesciebat quid faceret sed de raeda salire conatus est. ille se
⑤ servare non poterat, nam servi statim caput verberaverunt. dominum mortuum in silvam
traxerunt, ne quis eum inveniret et celeriter effugerunt. milites mox corpus invenerunt et
brevi fugitivos ceperunt. quamquam eos in carcere tenere iussi damnare nolo. si pauci servi
dominum necaverunt omnes servi poenas dare debent. hic dominus autem crudelissimus
⑥ ⑦ erat et ipse puellam necavit. te rogo, domine,quid facere debeo?