

**2007 HSC Notes from  
the Marking Centre  
Latin**

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## Contents

Introduction .....	4
Continuers .....	5
Section I – Prescribed Text – Livy, <i>Ab Urbe Condita</i> , Book 1 .....	5
Section II – Prescribed Text – Virgil, <i>Aeneid VIII</i> .....	7
Section III – Unseen Texts .....	9
Extension.....	10
Section I – Prescribed Text .....	10
Section II – Non-prescribed Text .....	12

# 2007 HSC NOTES FROM THE MARKING CENTRE

## LATIN

### Introduction

This document has been produced for the teachers and candidates of the Stage 6 Latin course. It contains comments on candidate responses to the 2007 Higher School Certificate examination, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabus, the 2007 Higher School Certificate examination, the marking guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Latin.

### General Comments

In 2007, 180 candidates attempted the Latin Continuers examination and 100 attempted the Latin Extension examination.

Candidates had many opportunities to not only display their knowledge and understanding of the set texts, but also to convey their appreciation and personal responses by fully engaging with the questions asked. Candidates should develop translations which are coherent and fluent, and not awkwardly literal. They are reminded of the instruction to write their translations on alternate lines. They are advised to make their writing legible, and are discouraged from inserting alternative vocabulary via bracketed text. In translating a passage of unseen Latin, candidates are advised to read the heading carefully and to use the given vocabulary list.

In commenting on an extract, the better responses demonstrated a thorough knowledge of the meaning of that passage, and were supported by relevant and valid examples from the text. Candidates are reminded to read each question carefully and within their answers to account for all elements required of the question. Valuable time can be wasted by writing out unnecessarily long citations to illustrate a point. Quoting the first and last words of longer citations is sufficient. Not every question requires candidates to analyse the language features of the passage. In a question where candidates are required to comment on some aspect, a simple list is not a full answer. An analysis requires a full and rigorous answer to the specific question asked.

## Continuers

### Section I – Prescribed Text – Livy, *Ab Urbe Condita*, Book 1

#### Question 1

- (a) The majority of responses provided a fluent translation of this passage with a high degree of accuracy. The second sentence proved challenging to some because of its length and complex syntax. In the better responses, candidates recognised the ablative absolute construction in *fusis Etruscis*, the ablative *morte*, and took care to translate adverbs (eg *ferme, tamen, maxime, ne...quidem, deinde, and ita*).

The better translations demonstrated a consistent understanding and perception of the changes in tense (eg *creverant*), the use of the result clauses and the dative case (eg *Etruscis Latinisque*).

- (b) The majority of candidates translated this passage competently. Better responses recognised the special use of participles (eg *praesentes, intendentibus, terentes, lucubrantes*), and the contextual meaning of *laus*.

Candidates found the sentence *id cuique... oculis* challenging. The better translations used natural English, acknowledging the highly idiomatic use of *spectatissimum*, the jussive subjunctive *sit*, and the relative clause with future perfect.

#### Question 2

Question	Response
a	A
b	A
c	B
d	D
e	D
f	B
g	A or B
h	C
i	C
j	A

### Question 3

- (a)
- (i) The majority of responses recognised and gave one of the names of the city referred to as *cremata patria*.
  - (ii) Candidates are reminded to read each question carefully. Some responses indicated that the word *preceding* may have been overlooked. In the better responses, candidates distinguished between the concepts of *acceptance* and *impressiveness*.
- (b)
- (i) Most responses correctly identified the *Rape of the Sabine Women* as the event which led to Romulus' speech.
  - (ii) The majority of the responses addressed both the *argument* and *persuasive language* requirements of the question, explaining how each point was enhanced by a different use of persuasive language.

In a passage so rich in persuasive language, the better responses focused on elements such as the tricolon, chiasmus and alliteration, and demonstrated their understanding and appreciation of the text by linking these points to Romulus' arguments. Candidates are reminded that not every literary feature will support persuasive elements in a speech.

- (c)
- Better responses linked the analysis to more than one of Livy's aims. Examples of dramatic presentation included the drama of:
- the imagery of the blood
  - the use of direct speech
  - the invocation to the gods as witnesses
  - the tricolon showing Brutus' determination
  - the transformation of Brutus as seen by the other characters.

## Section II Prescribed Text – Virgil, Aeneid VIII

### Question 4

- (a) The opening lines of the extract were skilfully translated by the majority of candidates by acknowledging the subjunctive mood of *fuisset* with ‘should prove’ and the synonymous vocabulary. The best responses displayed a confident ability to engage closely with the Latin text. Although the second half of the extract contained a lengthy string of subordinate clauses, participles and ablative absolutes not usually found in a ‘natural’ English sentence, some excellent translations demonstrated sensitivity to the author’s intent. Such renditions for *pedibus...rectis* as ‘their feet pointing forward’ and for *versisque viarum indiciis* as ‘the signs of their passage reversed’, captured the visual image created by Virgil. An effective translation of *saxo opaco* was ‘within the dark grotto’. It was important to ensure, however, that each Latin word was accounted for.
- (b) The majority of responses demonstrated a knowledge of vocabulary and relationships between words, eg the agreement of *Laurentis...superbos* and *galeam...vomentem*. While many responses recognised the agreement of *levis ocreas*, it was important to distinguish *lēvis* from *lēvis*. Most responses indicated that candidates were familiar with the passage and were sensitive to the nuances of meaning. The better responses sensitively acknowledged the complexity of the simile. *Ille...nequit* required a sophisticated understanding of Latin syntax.

### Question 5

Question	Correct Response
a	A
b	D
c	B
d	D
e	C
f	C
g	B
h	D
i	A
j	A

## Question 6

- (a) (i) Most responses identified the mood as, for example, magical, calm, peaceful or supernatural.
- (ii) Good responses efficiently identified language and stylistic features and adequately explained how they were used to depict the journey. The passage provided the opportunity for candidates to respond in myriad ways. A succinct paragraph or two could successfully satisfy the requirements of this question. Some responses included technical terms, while in others candidates clearly described features in their own words, and explained how these literary features enhanced the depiction of the journey. The best responses demonstrated a personal understanding of the ‘momentous nature’ of the Trojans’ journey.
- (b) (i) Most responses accurately identified Evander and Priam. There was no need to elaborate once the characters had been identified.
- (ii) Most responses stated clearly the links between Evander’s memories and his present visitor.
- (iii) Most candidates divided each line into six feet and marked the main caesura. The challenges were consonantal ‘i’ and the vowel and ‘m’ elision. Candidates are reminded to copy the required lines carefully.
- (c) (i) The majority of responses named two heroes such as Romulus, Horatius, Manlius, Cloelia. There was no need to elaborate once the heroes had been identified.
- (ii) This question required a disciplined focus rather than a general analysis of the passage and its stylistic features. It was necessary for responses to include heroic attributes (eg sense of justice, divine favour, courageous leadership, patriotism) and Virgil’s presentation of these attributes through characterisation and contrast, and then draw out and relate implications in order to meet the criteria of an analysis. The Cato – Catiline extract conveys heroic attributes of honour and justice (eg *pios, ... dantem iura*) which are juxtaposed with Catiline’s punishment, where he is characterised as cowardly, *Furiarumque ora trementem*. Much could be drawn from the portrayal of Augustus and his general Agrippa (eg courageous leadership – *agens Italos..., stans celsa in puppi, arduus agmen agens*; and divine support – *geminas...flammas, cum ...dis, dis...secundis*). Many responses managed the contrast with Antony’s characterisation through negative imagery (eg lack of divine favour – *nefas*, and anti-patriotism – *ope barbarica, variisque...armis*). However, *victor* proved troublesome, with many responses ignoring it. The best responses referred closely to the proofs of their argument in the extract and did not deviate into descriptive historical recounts or comment on every stylistic device encountered. The best responses discriminated between techniques and explored those which were most relevant to their argument.

### Section III Unseen Texts

#### Question 7

- (a) Better responses acknowledged the agreement in lines 464 and 465 *magnum... gemitum*, as well as *lacrimas... inanis*. Some candidates demonstrated confusion of words beginning with the same letter, eg *gemitum* and *genitor*. Better translations demonstrated discerning choices from the dictionary entries provided. The metaphorical meaning of *stat sua cuique dies* and *famam opus* could be rendered by an acceptable paraphrase which demonstrated an understanding of the relationship between words and structures.
- (b) Most responses showed an understanding of the overall sense of the passage. Better responses demonstrated the understanding of the connection between the parallel structures *Illac* and *hinc* at the end of the passage. Translations reflected the logical progression of thought in these last two sentences and, therefore, a more comprehensive grasp of the story. Despite some difficulties with vocabulary, in particular the words *instructae*, *acies*, *exacta*, *campos*, *ferae*, *iacentem*, responses generally displayed an understanding of the relationships between most words and structures. Participles proved to be challenging for some candidates. *Data* was frequently mistranslated as ‘having been given’, while the agreement between *feram* and *iacentem* was overlooked. Candidates are reminded to examine participles closely and to differentiate between those that are true participles, and those which are, as in the case of *data*, a finite passive verb form with ellipsis of *esse*.

## Extension

### Section I – Prescribed Text

#### Question 1

- (a) Most responses showed an understanding of the logical sequence of this extract and carefully translated words such as *ut*, *sic*, *quare* and *nam*; differentiated between *uti* and *ut*; and indicated the link between *ut* and *sic*. The best responses demonstrated a sensitivity to the author's intended meaning by choosing the most appropriate vocabulary to capture the idiom of the extract, for example *curas* as 'anxieties', *dementit* as 'takes leave of its senses' or 'reason deserts it', and *deliraque fatur* as 'becomes delirious' or 'its utterances are delirious'. Better responses indicated a careful reading of *accedit*, the various inflexions of *morbis*, and successfully brought out the force of the prefix in *perdocti*. The syntax of *exaudit*, separate from *potis*, was challenging for some.
- (b) The best responses accounted for every word of the Latin including adverbs and other particles such as *autem*, *etiam*, *quod*, *deinde deinceps*, *tamquam*, *modo* and the final *et*. Better responses translated *ipse per sese* fluently and idiomatically, and recognised the comparative in *facilius* as well as the meaning of *divinare* and *somniare*. The best responses demonstrated an understanding of the link between *idque* and *ut...augurentur*.

#### Question 2

- (a)(i) Most responses stated that *prudencia* enabled a person to choose the good and reject the opposite of the good.
- (ii) Most candidates could identify features of Cicero's presentation of his argument. Better responses also clearly articulated this argument and explained how the techniques described made it convincing. A fairly concise but quality answer could achieve full marks.
- (b)(i) Most responses stated that *patrii sermonis egestas* referred to the relative paucity of Latin for philosophical discourse.
- (ii) The question provided candidates with the opportunity to display their understanding of how Lucretius invented his own words (eg *sensifer*) or adopted and adapted existing Latin words (eg *primordia principiorum* and *corporis*) to express the complex concepts of Epicurean philosophy.

Most candidates were able to identify some specific vocabulary items used to describe the soul in the extract. Better responses explained why those items were used and/or their effect on the

reader. The best responses clearly analysed vocabulary items and the way Lucretius had used them. Some responses confused vocabulary use with language use and identified techniques irrelevant to this question, such as chiasmus. However, some responses included comment on Lucretius' linguistic features and linked them to the way he manipulated vocabulary to strengthen his descriptions, for example, the way he used vocabulary in imagery and analogy. Better responses expanded the concept of *egestas sermonis* and focused on how Lucretius used specific words to make up for the relevant paucity of Latin.

Candidates are reminded that the quality of the response is rewarded. A question of this mark value generally does not require a particularly long response.

### Question 3

The best responses effectively constructed a discerning analysis encompassing all aspects of the question, ably supported by pertinent reference to the extract. The development of Cicero's argument was examined in the context of language and imagery and the features typical of Latin philosophical writing. Some responses dealt in detail with the logical development of the argument, others emphasised the language and imagery, such as the horticultural, military and theatrical, while others focused on the features of Latin philosophical writing. The best responses offered a coherent and structured synthesis of all these elements.

## Section II Non-prescribed Text

### Question 4

- (a) The unseen passage included complex word order and some unusual meanings for apparently simple vocabulary, such as *pro*, meaning ‘to match’ or ‘in keeping with’, as well as some difficult pleonastic phrases such as *propterea quod*. Most candidates understood the gist of the passage and were able to account for most words. Better responses identified the relationships between the words and structures. Candidates are reminded that the vocabulary list provided may give meanings for whole phrases as well as individual words. Analysing the inflexions of words will assist candidates in distinguishing similar words such as *vis* and *vir* as well as in identifying the tense and voice of verbs.

Better responses went beyond a literal translation to demonstrate an understanding of the philosophical content.

- (b) Most candidates were able to identify an example of antithesis from the passage, that is, two contrasting ideas placed near each other to heighten the contrast: *divum mortalia* was identified in most responses as an example of antithesis. Some candidates misread antithesis to mean an idea antithetical to Lucretius’ philosophy or felt that religion was antithetical to fear; for the Romans, of course, this was not the case.
- (c) *suppeditabatur facies et forma manebat* was identified in most responses as an example of chiasmus. Candidates are reminded that technical terms such as chiasmus and antithesis are assumed knowledge for Latin Extension.
- (d) Most responses identified vocabulary typical of Lucretian style, such as didactic vocabulary or vocabulary related to the senses. Better responses clearly showed how this vocabulary contributed to Lucretius’ presentation of his argument.

### Question 5

The small number of candidates who attempted this question could recall appropriate vocabulary, but sometimes struggled to provide correct forms of words and structures.

# Latin Continuers

## 2007 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Section I — Prescribed Text – Livy, <i>Ab Urbe Condita</i>, Book 1</b>			
1 (a)	5	Livy, <i>Ab Urbe Condita</i> , Book 1	H1.1, H1.3
1 (b)	10	Livy, <i>Ab Urbe Condita</i> , Book 1	H1.1, H1.3
2	5	Livy, <i>Ab Urbe Condita</i> , Book 1	H2.1
3 (a) (i)	1	Livy, <i>Ab Urbe Condita</i> , Book 1	H2.5
3 (a) (ii)	2	Livy, <i>Ab Urbe Condita</i> , Book 1	H2.4
3 (a) (iii)	3	Livy, <i>Ab Urbe Condita</i> , Book 1	H2.5, H3.3
3 (b) (i)	1	Livy, <i>Ab Urbe Condita</i> , Book 1	H2.4
3 (b) (ii)	5	Livy, <i>Ab Urbe Condita</i> , Book 1	H2.2, H2.5, H3.1
3 (c)	8	Livy, <i>Ab Urbe Condita</i> , Book 1	H3.1, H3.2, H3.3
<b>Section II — Prescribed Text – Virgil, <i>Aeneid VIII</i></b>			
4 (a)	5	Virgil, <i>Aeneid VIII</i>	H1.1, H1.3
4 (b)	10	Virgil, <i>Aeneid VIII</i>	H1.1, H1.3
5	5	Virgil, <i>Aeneid VIII</i>	H2.1
6 (a) (i)	1	Virgil, <i>Aeneid VIII</i>	H2.2
6 (a) (ii)	4	Virgil, <i>Aeneid VIII</i>	H2.2, H3.2, H3.3
6 (b) (i)	2	Virgil, <i>Aeneid VIII</i>	H2.4, H2.5
6 (b) (ii)	2	Virgil, <i>Aeneid VIII</i>	H3.3
6 (b) (iii)	2	Virgil, <i>Aeneid VIII</i>	H2.3
6 (c) (i)	2	Virgil, <i>Aeneid VIII</i>	H2.4, H2.5, H3.3
6 (c) (ii)	7	Virgil, <i>Aeneid VIII</i>	H2.4, H2.5, H3.1, H3.2, H3.3
<b>Section III — Unseen Texts</b>			
7 (a)	8	Unseen: Virgil	H1.1, H1.2, H1.3
7 (b)	12	Unseen: Livy	H1.1, H1.2, H1.3

# Latin Extension

## 2007 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Section I — Prescribed Text</b>			
1 (a)	7	Lucretius	H1.2, H1.3
1 (b)	8	Cicero	H1.2, H1.3
2 (a) (i)	1	Cicero	H1.2
2 (a) (ii)	4	Cicero	H1.2, H1.3, H2.1, H2.2, H2.3
2 (b) (i)	1	Lucretius	H1.2
2 (b) (ii)	4	Lucretius	H1.3, H2.1, H2.3
3	10	Cicero	H2.1, H2.2, H2.3, H2.5
<b>Section II — Non-prescribed Text</b>			
4 (a)	10	Non-prescribed text (Lucretius)	H1.1, H1.2, H1.3, H3.1
4 (b)	1	Non-prescribed text (Lucretius)	H2.3, H3.1
4 (c)	1	Non-prescribed text (Lucretius)	H2.3, H3.1
4 (d)	3	Non-prescribed text (Lucretius)	H1.2, H2.1, H2.3, H3.1
5	15	English prose	H3.1

## 2007 HSC Latin Continuers Marking Guidelines — Written Examination

### Section I — Prescribed Text – Livy, *Ab Urbe Condita*, Book 1

#### Question 1 (a)

*Outcomes assessed: H1.1, H1.3*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Translates the extract into fluent and coherent English</li> <li>• Demonstrates a consistent and perceptive understanding of the relationships between the words and structures of the extract</li> <li>• Demonstrates a sensitivity to the author's intended meaning</li> </ul>	5
<ul style="list-style-type: none"> <li>• Translates most of the extract into coherent English</li> <li>• Demonstrates an understanding of the relationships between the words and structures of most of the extract</li> <li>• Demonstrates an awareness of the author's intended meaning</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Translates some of the extract into coherent English</li> </ul>	1–2

**Question 1 (b)***Outcomes assessed: H1.1, H1.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Translates the extract into fluent and coherent English</li><li>• Demonstrates a consistent and perceptive understanding of the relationships between the words and structures of the extract</li><li>• Demonstrates a sensitivity to the author's intended meaning</li></ul>	9–10
<ul style="list-style-type: none"><li>• Translates most of the extract into coherent English</li><li>• Demonstrates an understanding of the relationships between most of the words and structures of the extract</li><li>• Demonstrates an understanding of the author's intended meaning</li></ul>	6–8
<ul style="list-style-type: none"><li>• Translates some of the extract into coherent English</li><li>• Demonstrates an understanding of the relationships between some of the words and structures of the extract</li><li>• Demonstrates an awareness of the author's intended meaning</li></ul>	3–5
<ul style="list-style-type: none"><li>• Translates some words and phrases into coherent English</li></ul>	1–2

**Question 3 (a) (i)***Outcomes assessed: H2.5***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Names the city</li></ul>	1

**Question 3 (a) (ii)***Outcomes assessed: H2.4***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Gives both of Livy's explanations</li></ul>	2
<ul style="list-style-type: none"><li>• Gives one explanation</li></ul>	1

**Question 3 (a) (iii)***Outcomes assessed: H2.5, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies some of Aeneas's impressive characteristics in the extract and comments on them	3
• Identifies some characteristics in the extract	2
• Provides some relevant information	1

**Question 3 (b) (i)***Outcomes assessed: H2.4***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies the incident	1

**Question 3 (b) (ii)***Outcomes assessed: H2.2, H2.5, H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies in Romulus's argument three points which exhibit different uses of persuasive language • Explains how the language enhances each point	4–5
• Identifies some points which show use of persuasive language • Attempts to explain how language is used to enhance the points	2–3
• Provides some relevant information	1

**Question 3 (c)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Analyses a range of aspects of the dramatic presentation of Brutus with support cited from the extract</li><li>• Demonstrates the connection to Livy's aims</li><li>• Constructs a discerning analysis focusing only on relevant points</li></ul>	7–8
<ul style="list-style-type: none"><li>• Identifies and attempts to analyse some aspects of the dramatic presentation of Brutus with support cited from the extract</li><li>• Attempts to demonstrate the connection to Livy's aims</li><li>• Constructs a competent analysis focusing on relevant points</li></ul>	5–6
<ul style="list-style-type: none"><li>• Identifies one or two aspects of the dramatic presentation of Brutus</li><li>• States some of Livy's aims</li></ul>	3–4
<ul style="list-style-type: none"><li>• Gives some relevant information about the dramatic presentation of Brutus</li></ul>	1–2

## Section II — Prescribed Text – *Virgil, Aeneid VIII*

### Question 4 (a)

*Outcomes assessed: H1.1, H1.3*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Translates the extract into fluent and coherent English</li> <li>• Demonstrates a consistent and perceptive understanding of the relationships between the words and structures of the extract</li> <li>• Demonstrates a sensitivity to the author’s intended meaning</li> </ul>	5
<ul style="list-style-type: none"> <li>• Translates most of the extract into coherent English</li> <li>• Demonstrates an understanding of the relationships between the words and structures of most of the extract</li> <li>• Demonstrates an awareness of the author’s intended meaning</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Translates some of the extract into coherent English</li> </ul>	1–2

### Question 4 (b)

*Outcomes assessed: H1.1, H1.3*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Translates the extract into fluent and coherent English</li> <li>• Demonstrates a consistent and perceptive understanding of the relationships between the words and structures of the extract</li> <li>• Demonstrates a sensitivity to the author’s intended meaning</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Translates most of the extract into coherent English</li> <li>• Demonstrates an understanding of the relationships between most of the words and structures of the extract</li> <li>• Demonstrates an understanding of the author’s intended meaning</li> </ul>	6–8
<ul style="list-style-type: none"> <li>• Translates some of the extract into coherent English</li> <li>• Demonstrates an understanding of the relationships between some of the words and structures of the extract</li> <li>• Demonstrates an awareness of the author’s intended meaning</li> </ul>	3–5
<ul style="list-style-type: none"> <li>• Translates some words and phrases into coherent English</li> </ul>	1–2

**Question 6 (a) (i)***Outcomes assessed: H2.2***MARKING GUIDELINES**

Criteria	Marks
• Identifies the mood	1

**Question 6 (a) (ii)***Outcomes assessed: H2.2, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Explains how Virgil depicts the journey, supporting points with relevant examples of language and stylistic features	3–4
• Cites some relevant examples and links them with the journey	2
• Cites a few relevant examples	1

**Question 6 (b) (i)***Outcomes assessed: H2.4, H2.5***MARKING GUIDELINES**

Criteria	Marks
• Identifies to whom <i>mihi</i> and <i>Laomedontiaden</i> refer	2
• Identifies to whom either word refers	1

**Question 6 (b) (ii)***Outcomes assessed: H3.3***MARKING GUIDELINES**

Criteria	Marks
• Provides a relevant link between past and present from the extract	2
• Provides limited information	1

**Question 6 (b) (iii)***Outcomes assessed: H2.3***MARKING GUIDELINES**

Criteria	Marks
• Scans the lines, dividing each into six metrical feet, marking a main caesura and the boundaries of most feet	2
• Attempts to scan the lines, marking the boundaries of some metrical feet	1

**Question 6 (c) (i)**

*Outcomes assessed: H2.4, H2.5, H3.3*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Names two heroes</li> </ul>	2
<ul style="list-style-type: none"> <li>Names one hero</li> </ul>	1

**Question 6 (c) (ii)**

*Outcomes assessed: H2.4, H2.5, H3.1, H3.2, H3.3*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Analyses Virgil's use of characterisation and contrast to reveal heroic attributes, with support from the extract</li> <li>Constructs a discerning analysis focusing only on relevant points</li> </ul>	6–7
<ul style="list-style-type: none"> <li>Explains Virgil's use of characterisation and contrast linking it to heroic attributes with reference to the extract</li> <li>Constructs a competent answer focusing on relevant points</li> </ul>	4–5
<ul style="list-style-type: none"> <li>Provides some relevant comments about characterisation and contrast, referring to heroic attributes</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Provides some relevant information about the extracts</li> </ul>	1

**Question 7 (a)**

*Outcomes assessed: H1.1, H1.2, H1.3*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Translates the Latin into fluent and coherent English</li> <li>Shows a clear understanding of the relationships between most words and structures</li> <li>Uses vocabulary most appropriate to the context</li> <li>Conveys a clear understanding of the overall sense of the passage</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Translates most of the Latin into fluent and coherent English</li> <li>Shows understanding of the relationships between most words and structures</li> <li>Conveys some understanding of the overall sense of the passage</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Translates some of the Latin into coherent English</li> <li>Shows understanding of the relationships between some words and structures</li> <li>Conveys understanding of some of the content of the passage</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Translates a few individual words and phrases into English</li> <li>Conveys little understanding of the overall meaning of the passage</li> </ul>	1–2

**Question 7 (b)***Outcomes assessed: H1.1, H1.2, H1.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Translates the Latin into fluent and coherent English</li><li>• Shows a clear understanding of the relationships between most words and structures</li><li>• Uses vocabulary most appropriate to the context</li><li>• Conveys a clear understanding of the overall sense of the passage</li></ul>	10–12
<ul style="list-style-type: none"><li>• Translates most of the Latin into fluent and accurate English</li><li>• Shows understanding of the relationships between most words and structures</li><li>• Conveys some understanding of the overall sense of the passage</li></ul>	7–9
<ul style="list-style-type: none"><li>• Translates some of the Latin into accurate English</li><li>• Shows understanding of the relationships between some words and structures</li><li>• Conveys understanding of some of the content of the passage</li></ul>	4–6
<ul style="list-style-type: none"><li>• Translates a few individual words and phrases into English</li><li>• Conveys little understanding of the overall meaning of the passage</li></ul>	1–3

## 2007 HSC Latin Extension Marking Guidelines — Written Examination

### Section I — Prescribed Text

#### Question 1 (a)

*Outcomes assessed: H1.2, H1.3*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Translates the extract into idiomatic and fluent English</li> <li>• Interprets with consistent accuracy the relationships between the words and grammatical structures</li> <li>• Demonstrates an understanding of the content of the text and style of the author</li> </ul>	7
<ul style="list-style-type: none"> <li>• Translates most of the extract into idiomatic and fluent English</li> <li>• Accurately interprets the relationships between most words and structures</li> <li>• Demonstrates an awareness of the content of the text and style of the author</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Translates some of the extract into idiomatic and fluent English</li> <li>• Demonstrates some understanding of the relationships between some words and structures</li> <li>• Demonstrates a general grasp of the content of the text</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Translates parts of the extracts into accurate English</li> <li>• Demonstrates a limited understanding of the relationships between the words and structures of the extract</li> </ul>	1–2

**Question 1 (b)**

*Outcomes assessed: H1.2, H1.3*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Translates the extract into idiomatic and fluent English</li> <li>• Interprets with consistent accuracy the relationships between the words and grammatical structures</li> <li>• Demonstrates an understanding of the content of the text and style of the author</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Translates most of the extract into idiomatic and fluent English</li> <li>• Accurately interprets the relationships between most words and structures</li> <li>• Demonstrates an awareness of the content of the text and style of the author</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Translates some of the extract into idiomatic and fluent English</li> <li>• Demonstrates some understanding of the relationships between some words and structures</li> <li>• Demonstrates a general grasp of the content of the text</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Translates parts of the extracts into accurate English</li> <li>• Demonstrates a limited understanding of the relationships between the words and structures of the extract</li> </ul>	1–2

**Question 2 (a) (i)**

*Outcomes assessed: H1.2*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Makes a suggestion appropriate to the context</li> </ul>	1

**Question 2 (a) (ii)**

*Outcomes assessed: H1.2, H1.3, H2.1, H2.2, H2.3*

Criteria	Marks
<ul style="list-style-type: none"> <li>• Explains how Cicero's presentation makes his argument convincing</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Describes Cicero's presentation but is limited in explaining how it makes the argument convincing</li> </ul>	2
<ul style="list-style-type: none"> <li>• Paraphrases the extract with little attempt at explanation</li> </ul>	1

**Question 2 (b) (i)***Outcomes assessed: H1.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Gives the meaning of this phrase in context	1

**Question 2 (b) (ii)***Outcomes assessed: H1.3, H2.1, H2.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Analyses how examples of specific vocabulary are used to describe the soul elements in this extract	3–4
• Identifies vocabulary items but with limited analysis	2
• Paraphrases the extract with little attempt at analysis	1

**Question 3***Outcomes assessed: H2.1, H2.2, H2.3, H2.5***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates an excellent understanding of the typical features used in developing a philosophical argument</li><li>• Constructs a discerning and well-structured analysis, using appropriate terminology and focusing only on relevant points</li><li>• Supports analysis with a range of appropriate references, evaluating features typical of philosophical writing, language and imagery</li></ul>	9–10
<ul style="list-style-type: none"><li>• Demonstrates an excellent understanding of many of the typical features used in developing a philosophical argument</li><li>• Constructs a competent, structured analysis, using appropriate terminology and focusing on relevant points</li><li>• Supports analysis with some references, evaluating features typical of philosophical writing, language and imagery</li></ul>	7–8
<ul style="list-style-type: none"><li>• Demonstrates a substantial understanding of some of the typical features used in developing a philosophical argument</li><li>• Presents an explanation using some appropriate terminology</li><li>• Provides some references and comments on typical features</li></ul>	5–6
<ul style="list-style-type: none"><li>• Demonstrates a basic understanding of features of a philosophical argument</li><li>• Demonstrates limited ability to structure and sequence ideas but uses some descriptive terminology</li><li>• Refers in a limited way to the extract</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates a basic understanding of the question and of the content and philosophical features of the prescribed text</li><li>• Makes little reference to the extract</li></ul>	1–2

## Section II — Non-prescribed Text

### Question 4 (a)

*Outcomes assessed: H1.1, H1.2, H1.3, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Translates the passage into fluent English, selecting vocabulary most appropriate to the poem</li><li>• Consistently demonstrates a precise and sophisticated understanding of the relationship between the words and structures of the Latin text</li><li>• Demonstrates an understanding of philosophical writing</li></ul>	9–10
<ul style="list-style-type: none"><li>• Translates most of the passage into fluent English</li><li>• Demonstrates a precise understanding of the relationship between most words and structures</li><li>• Demonstrates an awareness of philosophical writing</li></ul>	7–8
<ul style="list-style-type: none"><li>• Translates some of the passage into fluent English</li><li>• Demonstrates substantial understanding of the relationship between some words and structures</li><li>• Demonstrates a general grasp of philosophical content</li></ul>	5–6
<ul style="list-style-type: none"><li>• Translates parts of the passage into acceptable English</li><li>• Demonstrates a basic understanding of the relationship between the words and structures of the passage</li></ul>	3–4
<ul style="list-style-type: none"><li>• Translates some phrases and some individual words into English</li></ul>	1–2

**Question 4 (b)***Outcomes assessed: H2.3, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Gives ONE example of antithesis from the passage	1

**Question 4 (c)***Outcomes assessed: H2.3, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Gives ONE example of chiasmus from the passage	1

**Question 4 (d)***Outcomes assessed: H1.2, H2.1, H2.3, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Shows how vocabulary typical of Lucretian style contributes to the presentation of the argument, giving examples of specific words and/or phrases and/or words of argumentation	3
• Gives some examples with limited link to the question	2
• Paraphrases the passage without giving details specific to the argument	1

**Question 5***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Translates the extract into fluent, grammatically accurate Latin, selecting vocabulary most appropriate to the passage	13–15
• Translates most of the extract into fluent, grammatically accurate Latin, selecting vocabulary most appropriate to the passage	10–12
• Translates most of the extract into acceptable Latin	7–9
• Translates some of the extract into acceptable Latin	4–6
• Translates some phrases and some individual words into Latin	1–3