Section I — Prescribed Text

Question 1 (a)

Outcomes assessed: H1.2, H1.3

<table>
<thead>
<tr>
<th>MARKING GUIDELINES</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Translates the extract into idiomatic and fluent English&lt;br&gt; • Interprets with consistent accuracy and shows a perceptive understanding of the relationship between the words and grammatical structures&lt;br&gt; • Demonstrates an understanding of the content and style of the author</td>
<td>6</td>
</tr>
<tr>
<td>• Translates most of the extract into idiomatic and fluent English&lt;br&gt; • Interprets accurately the relationships between most of the words and grammatical structures&lt;br&gt; • Demonstrates an awareness of the content and style of the author</td>
<td>4–5</td>
</tr>
<tr>
<td>• Translates some of the extract into idiomatic and fluent English&lt;br&gt; • Demonstrates some understanding of the relationships between some words and structures&lt;br&gt; • Demonstrates a general grasp of the content</td>
<td>2–3</td>
</tr>
<tr>
<td>• Translates parts of the extracts into accurate English&lt;br&gt; • Demonstrates limited understanding of the relationships between the words and structures of the extract</td>
<td>1</td>
</tr>
</tbody>
</table>
Question 1 (b)

Outcomes assessed: H1.2, H1.3

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Translates the extract into idiomatic and fluent English</td>
<td>9</td>
</tr>
<tr>
<td>Demonstrates a perceptive understanding of the relationships between the words and grammatical structures</td>
<td></td>
</tr>
<tr>
<td>Demonstrates an appreciation of the content and style of the author</td>
<td></td>
</tr>
<tr>
<td>Translates the extract into idiomatic and fluent English</td>
<td>7–8</td>
</tr>
<tr>
<td>Demonstrates perceptive understanding of the relationships between most of the words and grammatical structures</td>
<td></td>
</tr>
<tr>
<td>Demonstrates an understanding of the content and style of the author</td>
<td></td>
</tr>
<tr>
<td>Translates most of the extract into idiomatic and fluent English</td>
<td>5–6</td>
</tr>
<tr>
<td>Demonstrates understanding of the relationships between most words and structures</td>
<td></td>
</tr>
<tr>
<td>Demonstrates an awareness of the content and style of the author</td>
<td></td>
</tr>
<tr>
<td>Translates some of the extract into idiomatic and fluent English</td>
<td>3–4</td>
</tr>
<tr>
<td>Demonstrates some understanding of the relationships between some words and structures</td>
<td></td>
</tr>
<tr>
<td>Demonstrates a general grasp of the content</td>
<td></td>
</tr>
<tr>
<td>Translates parts of the extracts into accurate English</td>
<td>1–2</td>
</tr>
<tr>
<td>Demonstrates a limited understanding of the relationships between the words and structures of the extract</td>
<td></td>
</tr>
</tbody>
</table>
Question 2 (a) (i)

Outcomes assessed: *H1.2, H2.1, H2.4*

**MARKING GUIDELINES**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identifies the attributes of the goddess</td>
<td>2</td>
</tr>
<tr>
<td>• Identifies an attribute of the goddess</td>
<td>1</td>
</tr>
</tbody>
</table>

Question 2 (a) (ii)

Outcomes assessed: *H1.2, H2.1, H2.3, H2.4*

**MARKING GUIDELINES**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identifies the formal features of a prayer in this extract</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates how Catullus has used such features to convey solemnity and reverence</td>
<td>3</td>
</tr>
<tr>
<td>• Identifies a formal feature of a prayer in this extract</td>
<td>2</td>
</tr>
<tr>
<td>• Makes some relevant comment</td>
<td>1</td>
</tr>
</tbody>
</table>

Question 2 (b) (i)

Outcomes assessed: *H1.2, H2.1, H2.4*

**MARKING GUIDELINES**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Outlines what Horace is saying in this extract on the subject of death</td>
<td>2</td>
</tr>
<tr>
<td>• Provides some relevant information</td>
<td>1</td>
</tr>
</tbody>
</table>

Question 2 (b) (ii)

Outcomes assessed: *H1.2, H2.1, H2.3, H2.4*

**MARKING GUIDELINES**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identifies at least TWO mythological references</td>
<td>3</td>
</tr>
<tr>
<td>• Explains how they reinforce Horace’s point about death</td>
<td></td>
</tr>
<tr>
<td>• Identifies mythological references</td>
<td>2</td>
</tr>
<tr>
<td>• Attempts to explain how these references reinforce Horace’s point about death</td>
<td></td>
</tr>
<tr>
<td>• Provides some relevant information</td>
<td>1</td>
</tr>
</tbody>
</table>
Question 3

Outcomes assessed: H1.2, H2.1, H2.2, H2.3, H2.4

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates a sophisticated understanding of how, in both poems, the poet depicts himself as a man in love</td>
<td>9–10</td>
</tr>
<tr>
<td>• Constructs a discerning and well-structured analysis, using appropriate terminology and focusing only on relevant points</td>
<td></td>
</tr>
<tr>
<td>• Supports analysis with a range of appropriate references to both content and poetic techniques</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates a substantial understanding of how, in both poems, the poet depicts himself as a man in love</td>
<td>7–8</td>
</tr>
<tr>
<td>• Constructs a competent, structured analysis, using appropriate terminology and focusing on relevant points</td>
<td></td>
</tr>
<tr>
<td>• Supports analysis with some references to both content and poetic techniques</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates a competent understanding of how each poet depicts himself as a man in love</td>
<td>5–6</td>
</tr>
<tr>
<td>• Attempts an analysis of the poem with relevant points, using appropriate terminology</td>
<td></td>
</tr>
<tr>
<td>• Provides some references and comments on content and poetic techniques</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates a basic understanding of how each poet depicts himself as a man in love</td>
<td>3–4</td>
</tr>
<tr>
<td>• Demonstrates limited ability to structure and sequence ideas</td>
<td></td>
</tr>
<tr>
<td>• Provides some references and comments</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates a basic understanding of the question and of the content and features of the poems</td>
<td>1–2</td>
</tr>
<tr>
<td>• Makes little direct reference to the poems</td>
<td></td>
</tr>
</tbody>
</table>
Section II — Non-prescribed Text

Question 4 (a)

Outcomes assessed: H1.1, 1.2, 1.3, 3.1

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Translates the passage into fluent English, selecting vocabulary most</td>
<td>10</td>
</tr>
<tr>
<td>appropriate to the poem</td>
<td></td>
</tr>
<tr>
<td>Consistently demonstrates a precise and sophisticated understanding of</td>
<td></td>
</tr>
<tr>
<td>the relationship between the words and structures of the Latin text</td>
<td></td>
</tr>
<tr>
<td>Demonstrates a perceptive understanding of lyric style</td>
<td></td>
</tr>
<tr>
<td>Translates the passage into fluent English, selecting vocabulary most</td>
<td></td>
</tr>
<tr>
<td>appropriate to the poem</td>
<td>8–9</td>
</tr>
<tr>
<td>Consistently demonstrates a precise understanding of the relationship</td>
<td></td>
</tr>
<tr>
<td>between most of the words and structures of the Latin text</td>
<td></td>
</tr>
<tr>
<td>Demonstrates an understanding of lyric style</td>
<td></td>
</tr>
<tr>
<td>Translates most of the passage into fluent English</td>
<td>6–7</td>
</tr>
<tr>
<td>Demonstrates an understanding of the relationship between most words</td>
<td></td>
</tr>
<tr>
<td>and structures</td>
<td></td>
</tr>
<tr>
<td>Demonstrates an awareness of lyric style</td>
<td></td>
</tr>
<tr>
<td>Translates some of the passage into fluent English</td>
<td>4–5</td>
</tr>
<tr>
<td>Demonstrates an understanding of the relationship between some words</td>
<td></td>
</tr>
<tr>
<td>and structures</td>
<td></td>
</tr>
<tr>
<td>Demonstrates a general grasp of lyric style</td>
<td></td>
</tr>
<tr>
<td>Translates parts of the passage into fluent English</td>
<td>2–3</td>
</tr>
<tr>
<td>Demonstrates a basic understanding of the relationship between most</td>
<td></td>
</tr>
<tr>
<td>words and structures</td>
<td></td>
</tr>
<tr>
<td>Translates some phrases and some individual words into English</td>
<td>1</td>
</tr>
</tbody>
</table>

Question 4 (b)

Outcomes assessed: H2.1, H2.3, H2.4, H3.1

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies appropriate imagery</td>
<td>5</td>
</tr>
<tr>
<td>Explains how the imagery emphasises the longing that Romans feel for</td>
<td></td>
</tr>
<tr>
<td>Caesar’s return</td>
<td></td>
</tr>
<tr>
<td>Identifies imagery</td>
<td>3–4</td>
</tr>
<tr>
<td>Attempts to explain the imagery in connection with Caesar</td>
<td></td>
</tr>
<tr>
<td>Provides some relevant information</td>
<td>1–2</td>
</tr>
</tbody>
</table>
Question 5

Outcomes assessed: H3.1

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Translates the extract into fluent, grammatically accurate Latin, selecting vocabulary most appropriate to the passage in the style of the Classical Latin author</td>
<td>13–15</td>
</tr>
<tr>
<td>• Translates most of the extract into fluent, grammatically accurate Latin, selecting vocabulary most appropriate to the passage</td>
<td>10–12</td>
</tr>
<tr>
<td>• Translates most of the extract into acceptable Latin</td>
<td>7–9</td>
</tr>
<tr>
<td>• Translates some of the extract into acceptable Latin</td>
<td>4–6</td>
</tr>
<tr>
<td>• Translates some phrases and some individual words into Latin</td>
<td>1–3</td>
</tr>
</tbody>
</table>
# Latin Continuers

## 2009 HSC Examination Mapping Grid

<table>
<thead>
<tr>
<th>Question</th>
<th>Marks</th>
<th>Content</th>
<th>Syllabus outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I — Prescribed Text – Verres, <em>In Verrem</em> 5</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 (a)</td>
<td>6</td>
<td>Verres, <em>In Verrem</em> 5</td>
<td>H1.1, H1.2, H1.3</td>
</tr>
<tr>
<td>1 (b)</td>
<td>9</td>
<td>Verres, <em>In Verrem</em> 5</td>
<td>H1.1, H1.2, H1.3</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>Verres, <em>In Verrem</em> 5</td>
<td>H2.1</td>
</tr>
<tr>
<td>3 (a) (i)</td>
<td>2</td>
<td>Verres, <em>In Verrem</em> 5</td>
<td>H2.4, H2.5</td>
</tr>
<tr>
<td>3 (a) (ii)</td>
<td>4</td>
<td>Verres, <em>In Verrem</em> 5</td>
<td>H3.1</td>
</tr>
<tr>
<td>3 (b)</td>
<td>6</td>
<td>Verres, <em>In Verrem</em> 5</td>
<td>H2.2, H2.5, H3.1, H3.2, H3.3</td>
</tr>
<tr>
<td>3 (c)</td>
<td>8</td>
<td>Verres, <em>In Verrem</em> 5</td>
<td>H2.2, H3.1, H3.2, H3.3</td>
</tr>
<tr>
<td><strong>Section II — Prescribed Text – Virgil, <em>Aeneid</em> VIII</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 (a)</td>
<td>7</td>
<td>Virgil, <em>Aeneid</em> VIII</td>
<td>H1.1, H1.2, H1.3</td>
</tr>
<tr>
<td>4 (b)</td>
<td>8</td>
<td>Virgil, <em>Aeneid</em> VIII</td>
<td>H1.1, H1.2, H1.3</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>Virgil, <em>Aeneid</em> VIII</td>
<td>H2.1</td>
</tr>
<tr>
<td>6 (a) (i)</td>
<td>2</td>
<td>Virgil, <em>Aeneid</em> VIII</td>
<td>H2.4, H2.5, H3.1</td>
</tr>
<tr>
<td>6 (a) (ii)</td>
<td>2</td>
<td>Virgil, <em>Aeneid</em> VIII</td>
<td>H2.2, H2.5, H3.1</td>
</tr>
<tr>
<td>6 (b) (i)</td>
<td>2</td>
<td>Virgil, <em>Aeneid</em> VIII</td>
<td>H2.4</td>
</tr>
<tr>
<td>6 (b) (ii)</td>
<td>3</td>
<td>Virgil, <em>Aeneid</em> VIII</td>
<td>H2.2, H3.1, H3.3</td>
</tr>
<tr>
<td>6 (b) (iii)</td>
<td>2</td>
<td>Virgil, <em>Aeneid</em> VIII</td>
<td>H2.3</td>
</tr>
<tr>
<td>6 (b) (iv)</td>
<td>2</td>
<td>Virgil, <em>Aeneid</em> VIII</td>
<td>H2.2, H2.3</td>
</tr>
<tr>
<td>6 (c)</td>
<td>7</td>
<td>Virgil, <em>Aeneid</em> VIII</td>
<td>H2.2, H2.5, H3.2, H3.3</td>
</tr>
<tr>
<td><strong>Section III — Unseen Texts</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>Unseen: Virgil</td>
<td>H1.1, H1.2, H1.3</td>
</tr>
<tr>
<td>8</td>
<td>12</td>
<td>Unseen: Cicero</td>
<td>H1.1, H1.2, H1.3</td>
</tr>
</tbody>
</table>