

## 2010 HSC Latin Extension Marking Guidelines — Written Examination

### Section I — Prescribed Text

#### Question 1

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

#### Question 2 (a) (i)

| Criteria                                                                           | Marks |
|------------------------------------------------------------------------------------|-------|
| • Shows how Catullus contrasts his <i>comites</i> and his <i>puella</i>            | 3     |
| • Attempts to show how Catullus contrasts his <i>comites</i> and his <i>puella</i> | 2     |
| • Provides some relevant information                                               | 1     |

### Question 2 (a) (ii)

| Criteria                                          | Marks |
|---------------------------------------------------|-------|
| • Explains two points of comparison in the simile | 2     |
| • Shows some understanding of the simile          | 1     |

### Question 2 (b) (i)

| Criteria                                                                           | Marks |
|------------------------------------------------------------------------------------|-------|
| • Gives one example of diction and clearly relates it to the expression of delight | 2     |
| • Gives an example of diction                                                      | 1     |

### Question 2 (b) (ii)

| Criteria                                                                                                         | Marks |
|------------------------------------------------------------------------------------------------------------------|-------|
| • Explains how Horace uses imagery and Roman references to reflect on the nature of life and death               | 4–5   |
| • Makes detailed reference to three examples from the specified lines                                            |       |
| • Attempts to explain how Horace uses imagery AND/OR Roman references to reflect on the nature of life and death | 2–3   |
| • Refers to examples from the specified lines                                                                    |       |
| • Makes some relevant observations                                                                               | 1     |

### Question 3

| Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Marks |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <ul style="list-style-type: none"> <li>• Demonstrates a sophisticated understanding of how Catullus and Horace use the conventions of lyric poetry to celebrate friendship</li> <li>• Demonstrates a perceptive understanding of the similarities and differences in the way friendship is celebrated in the two poems</li> <li>• Constructs a logical and cohesive analysis, using appropriate terminology and focusing only on relevant points</li> <li>• Supports analysis with appropriate references</li> </ul> | 9–10  |
| <ul style="list-style-type: none"> <li>• Demonstrates a substantial understanding of how Catullus and Horace use the conventions of lyric poetry to celebrate friendship</li> <li>• Demonstrates an understanding of the similarities and differences in the way friendship is celebrated in the two poems</li> <li>• Attempts to construct a logical and cohesive analysis, using appropriate terminology and focusing on relevant points</li> <li>• Supports analysis with some references</li> </ul>              | 7–8   |
| <ul style="list-style-type: none"> <li>• Demonstrates a competent understanding of some of the conventions of lyric poetry used to celebrate friendship in these poems</li> <li>• Demonstrates some knowledge of the similarities and differences in the way friendship is celebrated in the two poems</li> <li>• Attempts an analysis of the poems, with some relevant points, using some appropriate terminology and providing some references</li> </ul>                                                          | 5–6   |
| <ul style="list-style-type: none"> <li>• Demonstrates some understanding of features of lyric poetry used in these poems and of the friendship theme</li> <li>• Attempts to structure and sequence ideas, using some descriptive terminology</li> <li>• Provides some references and comments</li> </ul>                                                                                                                                                                                                             | 3–4   |
| <ul style="list-style-type: none"> <li>• Demonstrates a basic understanding of the question and of the content and features of these poems</li> </ul>                                                                                                                                                                                                                                                                                                                                                                | 1–2   |

## Section II — Non-prescribed Text

### Question 4 (a)

| Criteria                                                                                                                                                                                                                                                                                                                                   | Marks |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <ul style="list-style-type: none"> <li>Translates the passage into fluent and idiomatic English, selecting vocabulary most appropriate to the poem</li> <li>Demonstrates a competent understanding of the relationship between the words and structures of the Latin text</li> <li>Demonstrates an understanding of lyric style</li> </ul> | 9–10  |
| <ul style="list-style-type: none"> <li>Translates most of the passage into fluent English</li> <li>Demonstrates an understanding of the relationship between most words and structures</li> <li>Demonstrates an awareness of lyric style</li> </ul>                                                                                        | 7–8   |
| <ul style="list-style-type: none"> <li>Translates some of the passage into fluent English</li> <li>Demonstrates understanding of the relationship between some words and structures</li> <li>Demonstrates a general grasp of lyric style</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 words and structures</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)

| Criteria                                                                                           | Marks |
|----------------------------------------------------------------------------------------------------|-------|
| <ul style="list-style-type: none"> <li>Identifies a relevant example of personification</li> </ul> | 1     |

### Question 4 (c)

| Criteria                                                                                                                                                                   | Marks |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <ul style="list-style-type: none"> <li>Explains Horace's use of language to show that all people are subject to destiny, no matter what their status</li> </ul>            | 4     |
| <ul style="list-style-type: none"> <li>Attempts to explain Horace's use of language to show that all people are subject to destiny, no matter what their status</li> </ul> | 2–3   |
| <ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>                                                                                       | 1     |

### Question 5 (a)

| Criteria                                                                                                                                                                                                                                                                                                                                         | Marks |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <ul style="list-style-type: none"> <li>• Translates the passage into fluent and idiomatic English, selecting vocabulary most appropriate to the poem</li> <li>• Demonstrates a competent understanding of the relationship between the words and structures of the Latin text</li> <li>• Demonstrates an understanding of lyric style</li> </ul> | 5     |
| <ul style="list-style-type: none"> <li>• Translates most of the passage into fluent English</li> <li>• Demonstrates an understanding of the relationship between some words and structures</li> <li>• Demonstrates a general grasp of lyric style</li> </ul>                                                                                     | 3–4   |
| <ul style="list-style-type: none"> <li>• Translates parts of the passage into English</li> </ul>                                                                                                                                                                                                                                                 | 1–2   |

### Question 5 (b)

| Criteria                                                                                                                                                                                                                    | Marks |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <ul style="list-style-type: none"> <li>• Translates the extract into fluent, grammatically accurate Latin</li> <li>• Selects vocabulary most appropriate to the passage in the style of a Classical Latin author</li> </ul> | 5     |
| <ul style="list-style-type: none"> <li>• Translates most of the extract into fluent, grammatically accurate Latin</li> <li>• Selects vocabulary most appropriate to the passage</li> </ul>                                  | 4     |
| <ul style="list-style-type: none"> <li>• Translates most of the extract into acceptable Latin</li> </ul>                                                                                                                    | 3     |
| <ul style="list-style-type: none"> <li>• Translates some of the extract into acceptable Latin</li> </ul>                                                                                                                    | 2     |
| <ul style="list-style-type: none"> <li>• Translates some phrases and some individual words into Latin</li> </ul>                                                                                                            | 1     |

# Latin Extension

## 2010 HSC Examination Mapping Grid

| Question                                | Marks | Content             | Syllabus outcomes            |
|-----------------------------------------|-------|---------------------|------------------------------|
| <b>Section I — Prescribed Text</b>      |       |                     |                              |
| 1                                       | 8     | Horace, <i>Odes</i> | H1.1, H1.2, H1.3             |
| 2 (a) (i)                               | 3     | Catullus            | H2.1, H2.2                   |
| 2 (a) (ii)                              | 2     | Catullus            | H2.3                         |
| 2 (b) (i)                               | 2     | Horace, <i>Odes</i> | H2.3                         |
| 2 (b) (ii)                              | 5     | Horace, <i>Odes</i> | H2.1, H2.3                   |
| 3                                       | 10    | Catullus and Horace | H2.1, H2.2, H2.3, H2.4, H2.5 |
| <b>Section II — Non-prescribed Text</b> |       |                     |                              |
| 4 (a)                                   | 10    | Unseen: Horace      | H3.1                         |
| 4 (b)                                   | 1     | Unseen: Horace      | H3.1                         |
| 4 (c)                                   | 4     | Unseen: Horace      | H3.1                         |
| 5 (a)                                   | 5     | Unseen: Catullus    | H3.1                         |
| 5 (b)                                   | 5     | Prose composition   | H3.1                         |