Stage 6 Latin Continuers (Preliminary) – sample assessment task

# Prescribed text – Catullus poem

## Information for teachers

This assessment task has been developed as a sample only. As it is in the public domain, it is not intended to be used with students for the purpose of assessment.

The task is designed for students of the Preliminary course. The extract is from Catullus poem 50, which is not prescribed for study for the Extension course in 2021-2023. If using after this date, please check that it is not prescribed for study, as the study of texts prescribed for any HSC course may not begin before the completion of the Preliminary course.

The sample task assesses outcomes relating to **Objective 2 (students will understand the linguistic and stylistic features and the cultural references in prescribed Latin texts)**. As such, it is assessing a text previously studied in class.

## Outcomes

A student:

* **1.1** applies knowledge of vocabulary and grammar
* **1.3** translates into clear English using words appropriate to the context
* **2.1** identifies, explains and analyses grammatical features
* **2.2** identifies, explains and analyses stylistic features and their contribution to the literary effect achieved in the extract
* **2.5** identifies, explains and analyses the cultural, historical and religious references of an extract

All objectives and outcomes referred to in this unit come from [Stage 6 Latin Continuers Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/latin-continuers-syllabus/course-prescriptions) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2014.

## Assessment task (20 marks)

Read the extract, and answer the questions which follow.

|  |  |
| --- | --- |
| atque ***illinc*** abii tuo lepore |  |
| incensus, ***Licini***, facetiisque, |  |
| ut nec me miserum cibus iuvaret |  |
| nec somnus ***tegeret*** quiete ocellos, |  |
| sed toto indomitus furore ***lecto*** | 5 |
| versarer, cupiens videre lucem, |  |
| ut tecum loquerer, simulque ut ***essem***. |  |
| at defessa labore membra postquam |  |
| ***semimortua*** lectulo iacebant, |  |
| hoc, iucunde, tibi ***poema*** feci, | 10 |
| ex quo perspiceres meum dolorem.  |  |

Catullus 50, 7-17

### Question 1 (5 marks)

Translate the extract into English. Write your translation on alternate lines.

### Question 2 (7 marks)

1. What part of speech is ***illinc*** (line 1)?
2. What case is ***Licini*** (line 2)?
3. Which word is the object of ***tegeret*** (line 4)?
4. Why is ***lecto*** (line 5) in the ablative case?
5. What tense is ***essem*** (line 7)?
6. With which noun does ***semimortua*** (line 9) agree?
7. What case is ***poema*** (line 10)?

### Question 3 (8 marks)

1. How does the poet make use of word order to heighten the effect of this extract? (3 marks)
2. Explain how the poet uses the conventions of love-poetry to create humour and interest in this extract. (5 marks)

## Marking guidelines and criteria

### Question 1

|  |  |
| --- | --- |
| Criteria | Mark |
| Translates the extract into fluent and coherent EnglishDemonstrates a clear and consistent understanding of the relationships between the words and structures of the extractDemonstrates a clear understanding of the author’s meaning | 5 |
| Translates most of the extract into fluent and coherent EnglishDemonstrates a sound understanding of the relationships between most of the words and structures of the extractDemonstrates a sound understanding of the author’s meaning | 4 |
| Translates most of the extract into coherent EnglishDemonstrates understanding of the relationships between some of the words and structures of the extractDemonstrates some understanding of the author’s meaning | 3 |
| Translates some of the extract into EnglishDemonstrates limited understanding of the relationships between some of the words and structures of the extract | 2 |
| Translates a few isolated words and structures into English | 1 |

### Question 2

|  |  |
| --- | --- |
| Criteria | Mark |
| Correctly identifies the part of speech of *illinc* | 1 |
| Correctly identifies the case of *Licini* | 1 |
| Correctly identifies the object of *tegeret* | 1 |
| Correctly identifies why *lecto* is in the ablative case | 1 |
| Correctly identifies the tense of *essem* | 1 |
| Correctly identifies the noun with which *semimortua* agrees | 1 |
| Correctly identifies the case of *poema* | 1 |

### Question 3a

|  |  |
| --- | --- |
| Criteria | Grade |
| Explains clearly how Catullus uses word order to heighten the effect of the extract, including several examples  | 3 |
| Provides some explanation of how Catullus uses word order to heighten the effect of the extract, including 1-2 examples  | 2 |
| Attempts to explain how Catullus uses word order to heighten the effect of the extract; orProvides an example of how Catullus uses word order to heighten the effect of the extract; or Provides some relevant information | 1 |

### Question 3b

Explain how the poet uses the conventions of love-poetry to create humour and interest in this extract.

|  |  |
| --- | --- |
| Criteria | Mark |
| * Provides a perceptive explanation of how Catullus uses conventions of love poetry in the extract to create humour and interest, including several examples
 | 5 |
| * Explains how Catullus uses conventions of love poetry in the extract to create humour and interest, including at least 2 examples
 | 4 |
| * Provides some explanation of how Catullus uses conventions of love poetry in the extract to create humour and interest, including 1-2 examples
 | 3 |
| * Attempts to explain how Catullus uses conventions of love poetry in the extract to create humour and interest, including at least one example.
 | 2 |
| * Provides some relevant information.
 | 1 |