Assessment of learning task

# Life in Ancient Rome

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. Depending on your context, you may wish to provide students with more or less translated key words with the unseen text.

## Outcomes

A student:

* **4.UL.1** reads passages of Latin, recognising language structures
* **4.UL.2** analyses grammatical structures used in simple sentences in extended passages of Latin
* **4.UL.3** translates sentences in extended passages from Latin to fluent English
* **4.MLC.1** recognises the function of the relationship between words and structures
* **4.MLC.2** explains the way in which meaning is conveyed by comparing and describing structures of Latin.

All outcomes referred to in task come from [Latin K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/latin-k-10-syllabus) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003.

## Preparation

In preparation for this task:

* familiarise yourself with the endings for present tense verbs, including irregular verbs
* familiarise yourself with the endings for the first and second declension nouns
* use the correct and most appropriate language structures for translating seen and unseen extended passages
* learn the vocabulary in this unit.

## Task description

This task is worth 25 marks and has 2 parts, A and B. You will have 55 minutes to complete the assessment task during class time.

### Part A

* You will translate a short, familiar passage of Latin into fluent English.
* You will answer a series of questions in English and analyse specific grammatical structures from the text.

### Part B

* You will apply your knowledge of the grammatical structures of Latin to translate an unseen passage of Latin into fluent English.

# Assessment task (25 marks)

## Part A

Question 1 (5 marks)

**Read the following passage and translate into clear English.**

cotīdiē ubi Flaccus ad **agrum** prōcēdit, Scintilla et Horātia ad fontem festīnant. magnās urnās portant. ubi ad fontem veniunt, **multae** fēminae iam adsunt. aliae aquam dūcunt, aliae urnās plēnās **portant**. Scintilla eās salūtat et diū **colloquium** cum amīcīs facit. Horātia cum puellīs lūdit. tandem Scintilla aquam dūcit et domum redit. Horātia quoque aquam dūcit et post Scintillam festīnat.

Extract from Oxford Latin Course: Part I: Student's Book, Balme & Morwood, p 26, reproduced with the permission of Oxford Publishing Limited (EDUK) (for use in this publication only).

Question 2 (7 marks)

Answer the following questions based on the passage above.

1. What case is ***agrum*** (line 1)?
2. Why is it that case?
3. Which part of speech is ***multae*** (line 2)?
4. What gender is ***multae***?
5. What ‘number’ is ***portant*** (line 3)?
6. To what conjugation does ***portant*** belong?
7. To which declension does ***colloquium*** belong (line 3)?

## Part B

Question 1 (15 marks)

Translate the following unseen passage into clear English.

postrīdiē Mārcus ad agrum redit. Tiberium iuvat. multōs puerōs iam adsunt; colōnum iuvant. Fīdus quoque adest. **omnēs** dīligenter labōrānt et aquam bibint. **interim** Clodia et Livia cēna parant. ad fontem lente ambulant et amīcī salūtant. subitō Clodia lāpsat et ad terram cadit sed nōn saucia est; surgit et prōcēdit ad fontem. Tiberius et Mārcus domum redit; fessī sunt. Livia et Clodia domum cum aquā redit sed fessae sunt.

**omnēs** – all/everyone
**interim** – meanwhile

# Marking guidelines

## Part A, question 1

|  |  |
| --- | --- |
| Criteria | Mark |
| * Demonstrates an extensive understanding of the passage
* Translates the entire passage into clear and fluent English
* Shows a clear understanding of the relationship between most words and structures of the passage
 | 5 |
| * Demonstrates a thorough understanding of the passage
* Translates most of the passage into clear and fluent English
* Shows an understanding of the relationship between most words and structures of the passage
 | 4 |
| * Demonstrates a sound understanding of the passage
* Translates most of the passage into English with some errors
* Shows an understanding of the relationship between some words and structures of the passage
 | 3 |
| * Demonstrates a basic understanding of parts of the passage
* Translates parts of the passage into English with errors
 | 2 |
| * Translates some individual words and phrases into English
 | 1 |

## Part A, question 2

|  |  |
| --- | --- |
| Criteria | Mark |
| Correctly identifies the case of *agrum* | 1 |
| Correctly identifies why the case is used | 1 |
| Correctly identifies the part of speech of *multae*  | 1 |
| Correctly identifies the gender of *multae* | 1 |
| Correctly identifies what number is *portant* | 1 |
| Correctly identifies the conjugation of *portant* | 1 |
| Correctly identifies the declention of *colloquium* | 1 |

## Part B, question 1

|  |  |
| --- | --- |
| Criteria | Mark |
| * Demonstrates an extensive understanding of complex grammatical structures through accurate translations of sentences within extended passages
* Uses context and linguistic clues to deduce the meaning of unfamiliar vocabulary in translating extended passages of Latin into fluent and idiomatic English
* Demonstrates extensive understanding of ways in which languages work as systems and demonstrates perceptive understanding of ways in which meaning is conveyed
 | 14-15 |
| * Demonstrates a thorough understanding of complex grammatical structures through translations of sentences within extended passages
* Uses context and linguistic clues to deduce the meaning of most unfamiliar vocabulary in translating extended passages of Latin into fluent English
* Demonstrates thorough understanding of ways in which languages work as systems and of ways in which meaning is conveyed
 | 11-13 |
| * Reads and translates extended passages of Latin, recognising and analysing most grammatical structures in complex sentences
* Uses context and linguistic clues to deduce the meaning of some unfamiliar vocabulary in translating extended passages of Latin into clear English
* Demonstrates sound understanding of ways in which languages work as systems and of ways in which meaning is conveyed
 | 7-10 |
| * Reads and translates extended passages of Latin, recognising and explaining grammatical structures in simple sentences
* Uses context and linguistic clues to deduce the meaning of some unfamiliar vocabulary in translating short passages of Latin into English
* Demonstrates basic understanding of ways in which languages work as systems and of ways in which meaning is conveyed
 | 4-6 |
| * Demonstrates limited competence in translating the extended passage with a basic understanding of language features and structures
* Uses context and linguistic clues to deduce the meaning of a limited amount of unfamiliar vocabulary in translating short passages of Latin into literal English
* Demonstrates elementary understanding of ways in which languages work as systems and of ways in which meaning is conveyed
 | 1-3 |