NSW Education Standards Authority

2019 HSC Latin Extension Marking Guidelines

Section I — Prescribed Text

Question 1

Criteria	Marks
• Translates the extract into fluent and coherent English • Consistently and accurately interprets the relationships between the words and structures of the extract • Demonstrates a clear understanding of the author's meaning	7–8
• Translates most of the extract into coherent English • Accurately interprets the relationships between most words and structures of the extract • Demonstrates a sound understanding of the author's meaning	5–6
• Translates some of the extract into fluent English • Demonstrates understanding of the relationships between some of the words and structures of the extract • Demonstrates some understanding of the content of the extract	3–4
• Translates parts of the extract into English • Demonstrates limited understanding of the relationships between some of the words and structures of the extract	1–2

Question 2 (a) (i)

Criteria	Marks
• Identifies an example of litotes in the extract	1

Sample answer:

non sine cura

Question 2 (a) (ii)

Criteria	Marks
• Describes how the common people respond to Agricola's death	2
• Provides some relevant information	1

Sample answer:

They came to his home and talked about his death.

Answers could include:

They talked about him both around the marketplaces and in groups.

Question 2 (b)

Criteria	Marks
• Outlines four ways in which Livy uses language to make the extract dramatic	4
• Outlines three ways in which Livy uses language to make the extract dramatic	3
• Outlines two ways in which Livy uses language to make the extract dramatic	2
• Provides some relevant information	1

Sample answer:

To make this extract dramatic, Livy uses long sentences to build up tension; chooses historic present verbs for vividness; gives the detail that the Gaul had already reached the summit before Manlius could stop him, adding urgency; and uses many words to do with falling at the climax of the story, which reinforces the downfall of the invaders.

Answers could include:

- Sound effects (*clangore, crepitu*)
- Events piled on each other
- Tension built up before Manlius' action through detail (*qui triennio…constiterat*)
- Historic present (*deturbat, trucidat*)
- Historic infinitives (*proturbare, deferri*)
- Repetition of *armis, arma*
- Harsh alliteration of c, p, t throughout (*ictum deturbat*)
- Visual effect of Gauls falling
- Echo of *trepidant…trepidantes* to indicate transfer of fear from Romans to Gauls
- Word choice to emphasise downfall of Gauls (*ruinaque tota…deferri*).

Question 2 (c)

Criteria	Marks
• Provides a thorough explanation of how Livy depicts Camillus' qualities as a military commander in the extract • Supports the answer with detailed reference to the extract	5
• Provides an explanation of how Livy depicts Camillus' qualities as a military commander in the extract • Supports the answer with appropriate reference to the extract	4
• Provides some explanation of how Livy depicts Camillus' qualities as a military commander in the extract • Makes some reference to the extract	3
• Makes general statements about how Livy depicts Camillus' qualities as a military commander in the extract • Refers to the extract	2
• Provides some relevant information	1

Sample answer:

In this extract, Livy depicts Camillus' qualities as a military commander firstly by stating that Camillus prioritises getting his men ready for battle (*suos… aptare*), depicting him as an efficient commander. Livy then "reports" Camillus' speech of encouragement to his men (*ferroque… fas sit*), depicting him as a commander who not only understands that soldiers need inspiration before battle, but also knows what will motivate them, as he gives a list of things that they would feel that they ought to fight for (*fana deum… solum patriae*), and also is effective in delivering a motivational speech, as he uses rhetorical techniques such as tricolon (*defendi repetique et ulcisci*). Finally, Camillus sets up the battleline, depicting his military skill, especially as Livy comments that he took the nature of the location into account and used his skill in war (*arte belli*), depicting him as adaptable and competent.

Answers could include:

- Practicality depicted through prioritising of commands to arrange kit
- Inspirational abilities depicted through reported *hortatio*
  – appeals to soldiers' religion, devotion to family, patriotism
  – exploits visual cues
  – military pride and morality in contrast between gold and iron
- Tactical ability depicted through adaptability to circumstances
- Overall competence as a general (*omnia…secunda suis*)
- Foresight and planning (*providit*)
- Versatile ability to manage predictable and unpredictable factors (*eligi praeparive*).

Points could be supported by reference to linguistic and/or stylistic devices.

Question 3

Criteria	Marks
• Provides a perceptive analysis of how the two historians present differing views about the Romans in the extracts • Supports the analysis with detailed reference to the extracts • Composes a logical and cohesive response	9–10
• Explains how the two historians present differing views about the Romans in the extracts • Supports the explanation with appropriate reference to the extracts • Composes a cohesive response	7–8
• Provides some explanation of how the two historians present differing views about the Romans in the extracts • Supports the answer with some reference to the extracts • Demonstrates an ability to structure ideas and information	5–6
• Makes general statements about how the historian(s) present (differing) views about the Romans • Makes some reference to at least one extract • Demonstrates some ability to structure ideas and information	3–4
• Provides some relevant information • Demonstrates limited ability to structure ideas and information	1–2

Answers could include:

- Both extracts are speeches
  - Invented speeches are characteristic of historiography as a genre
  - These do not necessarily reflect the historian's view but can be used to advance it
  - Characterise the speaker
  - One speech is from a Roman, one from an enemy of Rome
  - One is before a battle, one after
- Camillus' speech
  - Previous neglect of divine and human law led to gods' displeasure
  - Divine plan makes them an example to the world
  - Contrast between earlier defeat and current victory
  - Continuity in religious observance and piety
  - Victory is bestowed as a reward by divine favour
  - Contrast with greed and faithlessness of the Gauls
- Calgacus' speech
  - Presents more than one view about the Romans
  - Imperialism driven by arrogance and greed
  - Contrast with compliance and moderation of the conquered
  - Insatiability of Rome's desires
  - Self-deception in how Romans depict the idea of empire to themselves
  - Reliant on allied help and the disunity of their enemies
  - Allied army only held together by success and dissolved by misfortune
- Points of connection/contrast

- – Camillus has adversity turn the Romans back to religion, Calgacus has it dissolve their armies
- – Camillus assigns greed to the Gauls, Calgacus to the Romans, each to the enemy
- – Both depict Romans as unique, but for different reasons
- Instances of rhetorical technique in the extracts, eg
  - – Camillus identifies with all Romans using first-person verbs despite his absence from the events recounted
  - – Structured argument makes Camillus' case seem logical
  - – Calgacus' speech mostly invective rather than argument.

Section II — Non-prescribed Text

Question 4 (a)

Criteria	Marks
• Translates the extract into fluent and coherent English • Demonstrates a clear understanding of the relationships between most words and structures of the extract • Conveys a clear understanding of the overall sense of the extract	9–10
• Translates most of the extract into coherent English • Demonstrates understanding of the relationships between most words and structures of the extract • Conveys understanding of the overall sense of the extract	7–8
• Translates some of the extract into fluent English • Demonstrates understanding of the relationships between some words and structures of the extract • Conveys understanding of some of the extract	5–6
• Translates parts of the extract into English • Conveys a basic understanding of some of the content of the extract	3–4
• Translates some phrases and individual words into English	1–2

Question 4 (b)

Criteria	Marks
• Identifies a stylistic feature used in the phrase *formam, aetatem, genus mortis*	1

Sample answer:

EITHER

• tricolon

OR

• asyndeton

Question 4 (c)

Criteria	Marks
• Outlines four ways in which the content of the extract is typical of the descriptions of great men in Roman historiography	4
• Outlines three ways in which the content of the extract is typical of the descriptions of great men in Roman historiography	3
• Outlines two ways in which the content of the extract is typical of the descriptions of great men in Roman historiography	2
• Provides some relevant information	1

Sample answer:

In this extract, Germanicus and Alexander are called physically attractive; their family background is praised; they are implied to have died too early; and their military achievements are described.

Answers could include:

• Comparison with other great men
• Personal and domestic qualities
• Moral qualities.

Question 5 (a)

Criteria	Marks
• Translates the extract into fluent and coherent English • Demonstrates a clear understanding of the relationships between most words and structures of the extract • Conveys a clear understanding of the overall sense of the extract	5
• Translates most of the extract into coherent English • Demonstrates understanding of the relationships between most words and structures of the extract • Conveys understanding of the overall sense of the extract	4
• Translates some of the extract into fluent English • Demonstrates understanding of the relationships between some words and structures of the extract • Conveys understanding of some of the extract	3
• Translates parts of the extract into English • Conveys a basic understanding of some of the content of the extract	2
• Translates some phrases and individual words into English	1

Question 5 (b)

Criteria	Marks
• Translates the passage into grammatically accurate Latin • Demonstrates a clear understanding of the relationships between most words and structures	5
• Translates most of the passage into grammatically accurate Latin • Demonstrates understanding of the relationships between most words and structures	4
• Translates some of the passage into grammatically accurate Latin • Demonstrates understanding of the relationships between some words and structures	3
• Translates some of the passage into Latin • Demonstrates a basic understanding of the relationships between words and structures	2
• Translates some phrases and individual words into Latin	1

Sample answer:

Camillus dixit fas sibi esse patriam defendere, quae in periculo esset. quibus auditis, milites profecti sunt ut in hostes impetum facerent.

2019 HSC Latin Extension Mapping Grid

Section I — Prescribed Text

Question	Marks	Content	Syllabus outcomes
1	8	Livy *Ab Urbe Condita* V	H1.2, H1.3
2 (a) (i)	1	Tacitus *Agricola*	H2.3
2 (a) (ii)	2	Tacitus *Agricola*	H1.2
2 (b)	4	Livy *Ab Urbe Condita* V	H1.2, H1.3, H2.2, H2.3
2 (c)	5	Livy *Ab Urbe Condita* V	H1.2, H2.1, H2.3, H2.4
3	10	Livy *Ab Urbe Condita* V, Tacitus *Agricola*	H1.2, H2.1, H2.2, H2.3, H2.4

Section II — Non-prescribed Text

Question	Marks	Content	Syllabus outcomes
4 (a)	10	Tacitus *Annals* 2	H1.1, H1.2, H1.3, H3.1
4 (b)	1	Tacitus *Annals 2*	H1.3, H3.1
4 (c)	4	Tacitus *Annals* 2	H1.2, H3.1
5 (a)	5	Tacitus *Annals* 12	H1.1, H1.2, H1.3, H3.1
5 (b)	5	Prose composition	H3.1