

2013 HSC Classical Greek Continuers Marking Guidelines

Section I — Prescribed Text

Question 1 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Translates the extract into fluent and idiomatic English • Demonstrates a consistent and perceptive understanding of the relationship between the words and structures of the extract • Demonstrates a sensitivity to the meaning and tone of the author 	5
<ul style="list-style-type: none"> • Translates most of the extract into fluent and idiomatic English • Demonstrates a good understanding of the relationship between the words and structures of most of the extract • Demonstrates an awareness of the meaning and tone of the author 	3–4
<ul style="list-style-type: none"> • Translates some of the extract into fluent English • Demonstrates some understanding of the intent of the author 	2
<ul style="list-style-type: none"> • Translates isolated words and phrases into English • Demonstrates a limited understanding of the intent of the author 	1

Question 1 (b)

Criteria	Marks
<ul style="list-style-type: none">• Translates the extract into fluent and idiomatic English• Demonstrates a consistent and perceptive understanding of the relationship between the words and structures of the extract• Demonstrates a sensitivity to the meaning and tone of the author	5
<ul style="list-style-type: none">• Translates most of the extract into fluent and idiomatic English• Demonstrates a good understanding of the relationship between the words and structures of most of the extract• Demonstrates an awareness of the meaning and tone of the author	3–4
<ul style="list-style-type: none">• Translates some of the extract into fluent English• Demonstrates some understanding of the intent of the author	2
<ul style="list-style-type: none">• Translates isolated words and phrases into English• Demonstrates a limited understanding of the intent of the author	1

Question 2 (a) (i)

Criteria	Marks
<ul style="list-style-type: none">• Identifies specific details about Eurymedon	2
<ul style="list-style-type: none">• Provides some relevant information	1

Answers could include:

Eurymedon was in command of the right wing of the Athenian fleet, and while trying to encircle the enemy ships, was killed.

Question 2 (a) (ii)

Criteria	Marks
<ul style="list-style-type: none">• Provides a thorough explanation of why this encounter had a great effect upon the morale of both sides, based on appropriate references to the extract	3
<ul style="list-style-type: none">• Provides an explanation of why this encounter had a great effect upon the morale of both sides	2
<ul style="list-style-type: none">• Provides some relevant information	1

Answers could include:

The Athenians, who considered themselves superior at sea, set eighty-six ships against seventy-six Syracusan ships, yet the loss of their right wing and its commander Eurymedon was a serious blow. The Syracusans, who had feared the Athenian fleet, in demonstrating that the Athenians could be defeated, took great heart from their success.

Question 2 (b)

Criteria	Marks
<ul style="list-style-type: none">• Provides a thorough explanation of how Thucydides emphasises the tragic aspects of this battle• Identifies the tragic aspects of this battle• Supports the answer with detailed references to the extract	5
<ul style="list-style-type: none">• Provides some explanation of how Thucydides emphasises the tragic aspects of this battle• Supports the answer with appropriate references to the extract	3–4
<ul style="list-style-type: none">• Attempts to explain how Thucydides emphasises the tragic aspects of this battle	2
<ul style="list-style-type: none">• Provides some relevant information	1

Answers could include:

- Use of language techniques eg asyndeton, contrast, emotive language
- Cries of those watching from the shore change when Syracusans begin to get the upper hand
- Confusion of sounds and actions, both on sea and on land
- Depiction of panic as Athenians from the ships made for the camp
- Men consider their own safety
- Extent of the disaster emphasised (§7) by comparison with the Spartan tragedy at Pylos

Question 2 (c) (i)

Criteria	Marks
• Explains what this number indicates about the extent of Athenian losses	2
• Provides some relevant information	1

Sample answer:

The number seven thousand is the estimated total of prisoners. Thucydides earlier estimates that forty thousand set out on the retreat.

Question 2 (c) (ii)

Criteria	Marks
• Provides a good assessment of the extent to which the treatment of prisoners is in accordance with the terms of surrender • Supports the answer with appropriate reference to the text	3
• Provides some assessment of the extent to which the treatment of prisoners is in accordance with the terms of surrender • Supports the answer with some reference to the text	2
• Provides some relevant information	1

Sample answer:

The terms of surrender offered to Demosthenes were that no one would be put to death summarily, by imprisonment, or through lack of necessities of life. The prisoners, as described here, suffered extremes of temperature, very unhygienic conditions and a severely restricted supply of food and drink over eight months. Many prisoners died as a result of these conditions, and Demosthenes himself was executed.

It could be concluded that since apart from Demosthenes (and Nicias) no prisoner was executed, the treatment was in minimal accordance with the terms, or that the neglect of the prisoners amounted to a breach of the agreement.

Question 3

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of the relationship between this depiction of the Athenian commanders and the course of events in Book VII • Argues convincingly with specific references to the course of events in Book VII • Composes a well-organised and coherent response 	9–10
<ul style="list-style-type: none"> • Demonstrates a good understanding of the relationship between this depiction of the Athenian commanders and the course of events in Book VII • Argues effectively with appropriate references to the course of events in Book VII • Composes a structured response 	7–8
<ul style="list-style-type: none"> • Demonstrates some understanding of the relationship between this depiction of the Athenian commanders and the course of events in Book VII • Provides some argument with appropriate references to parts of Book VII • Demonstrates some ability to structure ideas and information with clarity 	5–6
<ul style="list-style-type: none"> • Provides some relevant examples from Book VII without necessarily making the link explicit between the question asked and the text • Includes some general statements relating to the question • Demonstrates some ability to structure ideas and information 	3–4
<ul style="list-style-type: none"> • Identifies some isolated relevant information relating to the question • Demonstrates a limited ability to structure ideas and information 	1–2

Answers could include:

- This extract concludes the discussion between the commanders of what they should do after their failure to take Epipolae.
- Demosthenes can see no point in continuing the siege of Syracuse; but Nicias' wish not to withdraw prevails.
- This depiction of the commanders accords with their presentation throughout Book VII.
- Nicias' unwillingness to take decisive action leads to hesitation and delay: ὄκνος, μέλλησις.
- Nicias' cautious approach has been evident from the opening of the Book, when in reaction to the arrival from Sparta of Gylippus, he requested urgent help from Athens and adopted a defensive policy, showing little confidence in the possibility of the defeat of Syracuse.
- As soon as Demosthenes arrived with Eurymedon in Sicily (42.1) he was eager to take immediate action and launched an assault on Epipolae. He was keen not to repeat Nicias' mistake of missed opportunities.
- His decision to make the attack at night proved disastrous.

- When the Athenians had decided to leave (ch 50), an eclipse of the moon caused a lengthy delay, serious in its consequences.
- Once again, Nicias is associated with cautious delay.
- This delay enabled the Syracusans to make preparations for a sea battle in which Eurymedon was killed, and the Athenians defeated.
- The Syracusans were able to block the harbour mouth, thereby provoking the Athenians to attempt to break out. The comprehensive defeat of the Athenians can be seen as a consequence of their delay after the eclipse.
- After this defeat Demosthenes proposed a further attempt to force their way out, and despite Nicias' support, the men refused to man the ships.
- Having decided to retreat by land, the Athenians were further delayed by the ruse of the Syracusan Hermocrates.
- From this point on Demosthenes and Nicias acted together, and it was only when they were separated at night (ch 80) that disaster finally overcame them: Demosthenes was overtaken and surrendered, Nicias was pursued and defeated.
- The final catastrophe can be seen as the inevitable result of indecisiveness and missed opportunities.

Section II — Prescribed Text

Question 4 (a)

Criteria	Marks
<ul style="list-style-type: none">• Translates the extract into fluent and idiomatic English• Demonstrates a consistent and perceptive understanding of the relationship between the words and structures of the extract• Demonstrates a sensitivity to the meaning and tone of the author	4
<ul style="list-style-type: none">• Translates most of the extract into fluent and idiomatic English• Demonstrates a good understanding of the relationship between the words and structures of most of the extract• Demonstrates an awareness of the meaning and tone of the author	3
<ul style="list-style-type: none">• Translates some of the extract into fluent English• Demonstrates some understanding of the intent of the author	2
<ul style="list-style-type: none">• Translates isolated words and phrases into English• Demonstrates a limited understanding of the intent of the author	1

Question 4 (b)

Criteria	Marks
<ul style="list-style-type: none">• Translates the extract into fluent and idiomatic English• Demonstrates a consistent and perceptive understanding of the relationship between the words and structures of the extract• Demonstrates a sensitivity to the meaning and tone of the author	6
<ul style="list-style-type: none">• Translates most of the extract into fluent and idiomatic English• Demonstrates a good understanding of the relationship between the words and structures of most of the extract• Demonstrates an awareness of the meaning and tone of the author	4–5
<ul style="list-style-type: none">• Translates some of the extract into fluent English• Demonstrates some understanding of the intent of the author	2–3
<ul style="list-style-type: none">• Translates isolated words and phrases into English• Demonstrates a limited understanding of the intent of the author	1

Question 5 (a) (i)

Criteria	Marks
• Explains the reasons for Creon's fear	2
• Provides some relevant information	1

Sample answer:

Creon fears Medea is plotting some evil against his daughter, Jason and himself because he knows that she is a clever woman, skilled in evil arts.

Question 5 (a) (ii)

Criteria	Marks
• Provides a good description of how Medea has persuaded Creon	3
• Provides some description of how Medea has persuaded Creon	2
• Provides some relevant information	1

Sample answer:

Medea has requested a day's delay before going into exile as decreed by Creon. She overcomes his resistance by turning the focus away from herself onto her children's needs and appealing to Creon's paternal instincts.

Question 5 (b) (i)

Criteria	Marks
• Outlines the claims made by Medea	2
• Provides some relevant information	1

Sample answer:

Medea claimed to have kept Jason safe when he obtained the golden fleece, to have betrayed her father, to have accompanied him to Iolkos, and to have killed Pelias, all for Jason's benefit.

Question 5 (b) (ii)

Criteria	Marks
• Provides a good description of what this extract reveals about Jason	3
• Provides some description of what this extract reveals about Jason	2
• Provides some relevant information	1

Answers could include:

- Jason is arrogant and dismissive of Medea's contribution to his success.
- Jason displays rather xenophobic views concerning the inferiority of barbarian lands to Greece, pointing to the benefits Medea has gained from coming to Greece.
- Jason reveals (lines 542–544) his primary commitment to fame, honour and glory by putting it ahead of all other concerns, including Medea.

Question 5 (c)

Criteria	Marks
<ul style="list-style-type: none">Provides a perceptive explanation of how this extract exemplifies the conflict at the heart of the playIdentifies the conflict at the heart of the playSupports the answer with detailed references to the extract	5
<ul style="list-style-type: none">Provides a good explanation of how this extract exemplifies the conflict at the heart of the playSupports the answer with some appropriate references to the extract	3–4
<ul style="list-style-type: none">Provides some explanation about the conflict	2
<ul style="list-style-type: none">Provides some relevant information	1

Answers could include:

- The play contrasts two strong characters, each convinced of their own rightness and unable to understand, let alone accept, the position of the other.
- In 1358–1362 Medea does not care what Jason has just called her, as she has achieved her aim of hitting him where it hurts through the death of the children.
- In 1363–1365 the stichomythia focuses on the dead children; each holds the other responsible for their death.
- In 1366–1369 each accuses the other of an obsession with sex.
- The conflict at the heart of the play arises from Jason’s planned marriage and consequent rejection of Medea.
- Jason sees marriage to the princess as an opportunity to improve the status of himself, the children and even Medea, whereas Medea sees it as an insulting betrayal of herself and her marriage to Jason.
- In 1370–1374 the insults Jason and Medea hurl at each other further illustrate their inability to communicate.

Question 6

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of the significance of this statement for an understanding of Medea's character and actions • Argues convincingly and substantiates points with specific reference to Euripides' <i>Medea</i> • Composes a well-organised and coherent response 	9–10
<ul style="list-style-type: none"> • Demonstrates a good understanding of the significance of this statement for an understanding of Medea's character and actions • Argues effectively and substantiates points with appropriate reference to Euripides' <i>Medea</i> • Composes a structured response 	7–8
<ul style="list-style-type: none"> • Demonstrates some understanding of the significance of this statement for an understanding of Medea's character and actions • Provides some argument with appropriate reference to Euripides' <i>Medea</i> • Demonstrates some ability to structure ideas and information with clarity 	5–6
<ul style="list-style-type: none"> • Provides some relevant examples from Euripides' <i>Medea</i> without necessarily making the link explicit between the question asked and the text • Includes some general statements relating to the question • Demonstrates some ability to structure ideas and information 	3–4
<ul style="list-style-type: none"> • Identifies some isolated relevant information relating to the question • Demonstrates a limited ability to structure ideas and information 	1–2

Answers could include:

- This passage presents Medea in the terms of a Homeric hero, such as Achilles, concerned with her reputation and embracing the masculine heroic creed of winning glory by being hateful to enemies and helpful to friends.
- Medea rejects qualities, which might be associated with women, weakness and passivity.
- From the very beginning of the play it is clear she will not suffer in silence, as the Nurse is afraid Medea will accomplish some dreadful deed.
- Even before she appears on stage, Medea is heard uttering tragic laments and epic curses.
- When Medea appears (line 214) her speech is concerned firstly with her reputation, and then the importance of marriage for a woman.
- Her determination and resolve to take action is stated at line 260.
- Medea's manipulation of Creon and Aegeus demonstrates her determination to pursue vengeance in accordance with the heroic code.
- Medea's resolution to harm her enemies is clear by line 375, as is her concern not to be an object of ridicule (line 404), another aspect of the heroic code.
- Medea confronts Jason on equal terms (446–626), asserting her contributions to his success.

- Medea manipulates Jason (866–975) by false declaration of submission, a stratagem to deflect his suspicions.
- In Medea’s monologue (1020–1080) the grim heroic resolve triumphs over her own maternal feelings.
- Her reaction to the news of the deaths of the princess and Creon is to count the Messenger among her benefactors and friends. She revels in the success of her plan to harm her enemies.
- Medea’s final confrontation with Jason after she has killed the children (1317 to end) shows her as the triumphant hero, no object of ridicule, having accomplished her aim of bringing the greatest possible pain to Jason.
- In all her actions she uses not the brute strength of a Homeric hero, but her cleverness in bending other characters to her purpose.
- Like other heroes she has behaved in a manner, which is intended to preserve her honour and avoid being laughed at.

Section III — Unseen Texts

Question 7 (a)

Criteria	Marks
• Explains why the nominative case is used	1

Sample answer:

Complement

Question 7 (b)

Criteria	Marks
• Identifies the infinitive	1

Sample answer:

ζῆν (line 379)

Question 7 (c)

Criteria	Marks
• Identifies the voice	1

Sample answer:

Middle

Question 7 (d)

Criteria	Marks
<ul style="list-style-type: none">• Translates the extract into clear and fluent English• Demonstrates a consistent and perceptive understanding of the relationship between the words and structures of the extract• Demonstrates a sensitivity to the meaning and tone of the author	9–10
<ul style="list-style-type: none">• Translates most of the extract into clear and fluent English• Demonstrates an understanding of the relationship between the words and structures of most of the extract• Demonstrates an awareness of the meaning and tone of the author	7–8
<ul style="list-style-type: none">• Translates some of the extract into fluent English• Demonstrates an understanding of the relationship between the words and structures of some of the extract• Demonstrates some understanding of the intent of the author	5–6
<ul style="list-style-type: none">• Translates parts of the extract into fluent English• Demonstrates basic understanding of the intent of the author	3–4
<ul style="list-style-type: none">• Translates isolated words and phrases into English• Demonstrates a limited understanding of the intent of the author	1–2

Question 7 (e)

Criteria	Marks
<ul style="list-style-type: none">• Explains how TWO phrases indicate Admetus' feelings for Alcestis	2
<ul style="list-style-type: none">• Provides some information relevant to the question	1

Answers could include:

Any two of the following:

Line 380 expression of helplessness at the loss of Alcestis

Line 382 desperation to be with Alcestis even in death

Line 384 admiration of wifely qualities

Line 386 expression of helpless despair in contemplating Alcestis' death

Question 8 (a)

Criteria	Marks
• Identifies the voice	1

Sample answer:

Passive

Question 8 (b)

Criteria	Marks
• Identifies the mood	1

Sample answer:

Optative

Question 8 (c)

Criteria	Marks
• Explains the use of the genitive case	1

Sample answer:

Genitive absolute

Question 8 (d)

Criteria	Marks
<ul style="list-style-type: none">• Translates the extract into clear and fluent English• Demonstrates a consistent and perceptive understanding of the relationship between the words and structures of the extract• Demonstrates a sensitivity to the meaning and tone of the author	9–10
<ul style="list-style-type: none">• Translates most of the extract into clear and fluent English• Demonstrates an understanding of the relationship between the words and structures of most of the extract• Demonstrates an awareness of the meaning and tone of the author	7–8
<ul style="list-style-type: none">• Translates some of the extract into fluent English• Demonstrates an understanding of the relationship between the words and structures of some of the extract• Demonstrates some understanding of the intent of the author	5–6
<ul style="list-style-type: none">• Translates parts of the extract into fluent English• Demonstrates basic understanding of the intent of the author	3–4
<ul style="list-style-type: none">• Translates isolated words and phrases into English• Demonstrates a limited understanding of the intent of the author	1–2

Question 8 (e)

Criteria	Marks
<ul style="list-style-type: none">• Explains the importance to the Peloponnesians that the Plataeans should surrender willingly	2
<ul style="list-style-type: none">• Provides some information relevant to the question	1

Sample answer:

The Peloponnesians hoped that the willing surrender of Plataea would ensure that they would not have to hand it back to Athens in the event of a treaty.

Classical Greek Continuers

2013 HSC Examination Mapping Grid

Section I — Prescribed Text

Question	Marks	Content	Syllabus outcomes
1 (a)	5	Thucydides VII	H1.1, H1.3
1 (b)	5	Thucydides VII	H1.1, H1.3
2 (a) (i)	2	Thucydides VII	H1.1, H2.3
2 (a) (ii)	3	Thucydides VII	H1.1, H2.3
2 (b)	5	Thucydides VII	H1.1, H2.2
2 (c) (i)	2	Thucydides VII	H1.1, H2.3
2 (c) (ii)	3	Thucydides VII	H1.1, H2.3
3	10	Thucydides VII	H1.1, H2.3, H3.1

Section II — Prescribed Text

Question	Marks	Content	Syllabus outcomes
4 (a)	4	Euripides <i>Medea</i>	H1.1, H1.3
4 (b)	6	Euripides <i>Medea</i>	H1.1, H1.3
5 (a) (i)	2	Euripides <i>Medea</i>	H1.1, H2.3
5 (a) (ii)	3	Euripides <i>Medea</i>	H1.1, H2.3
5 (b) (i)	2	Euripides <i>Medea</i>	H1.1, H2.3
5 (b) (ii)	3	Euripides <i>Medea</i>	H1.1, H2.2, H2.3
5 (c)	5	Euripides <i>Medea</i>	H1.1, H2.2, H3.1
6	10	Euripides <i>Medea</i>	H1.1, H2.2, H2.3, H3.1, H3.2

Section III — Unseen Texts

Question	Marks	Content	Syllabus outcomes
7 (a)	1	Euripides <i>Alcestis</i> 371–386	H1.1, H2.1
7 (b)	1	Euripides <i>Alcestis</i> 371–386	H1.1, H2.1
7 (c)	1	Euripides <i>Alcestis</i> 371–386	H1.1, H2.1
7 (d)	10	Euripides <i>Alcestis</i> 371–386	H1.1, H1.2, H1.3
7 (e)	2	Euripides <i>Alcestis</i> 371–386	H1.1, H2.2
8 (a)	1	Thucydides III 52	H1.1, H2.1
8 (b)	1	Thucydides III 52	H1.1, H2.1
8 (c)	1	Thucydides III 52	H1.1, H2.1
8 (d)	10	Thucydides III 52	H1.1, H1.2, H1.3
8 (e)	2	Thucydides III 52	H1.1, H3.1