

**2005 HSC Notes from
the Marking Centre
Classical Greek**

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2005 HSC NOTES FROM THE MARKING CENTRE CLASSICAL GREEK

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Classical Greek. It provides comments with regard to responses to the 2005 Higher School Certificate examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question. This document should be read along with the relevant syllabus, the 2005 Higher School Certificate examination, the marking guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Classical Greek.

General Comments

In 2005, 7 Continuers 2 from NSW and 5 from Victoria and 2 NSW Extension candidates attempted the Classical Greek examinations. Teachers and candidates should be aware that examiners may ask questions that address the syllabus outcomes in a manner that requires candidates to respond by integrating their knowledge, understanding and skills developed through studying the course. This reflects the fact that the knowledge, understanding and skills developed through the study of discrete sections should lead to a more comprehensive understanding than may be described in each section separately.

Continuers

Section I – Prescribed Text – *Lysias XII and XXII*

Specific Comments

Question 1

- (a) Translations were very satisfactory on the whole. Some recurring mistakes included:
- *exenechthēnai* not recognised as part of the verb *ekpherō*
 - *prouthento* not taken in the specific meaning of ‘lay out for burial’
 - *heptakosias* translated as ‘seventy’ instead of ‘seven hundred’
 - the two genitive absolute phrases not recognised as such in translation
 - *aitousi* taken as 3rd Plur Pres Indic instead of Dative Plur of the present participle.
- (b) Over all, candidates performed well. Some errors noted were:
- failure to recognise *este* as 2nd Plur
 - the contrastive *hoi men...hoi de* not given proper value in translation
 - *aphēirethēte ta hopla* not correctly assigned the meaning ‘deprived of your arms’; *ta hopla* here is the retained object after the passive verb
 - *hoti* in several occurrences was not seen to be the conjunction introducing indirect speech
 - *epeith*’ was not recognised as *epeita* but was translated as the homonymous 3rd Sing Imperf Act of *peithō*

- *pheugein* was not always given the technical sense ‘to be in exile’ required here
- *bebaioteran* needs to be translated by a stronger and more specific word than ‘better’: eg ‘more firmly established / more secure’.

Question 2

- (a) Candidates answered this well.
- (b) Candidates answered this well, indicating a good grasp of the role played by Anytus here.
- (c) Responses were generally detailed and covered the relevant information provided by the speech regarding the corn trade in Athens.

Question 3

- (a) In discussing bias or the absence of it in Lysias’s speeches, a number of candidates chose to illustrate their response with quotations some in the original Greek and used material from the speech against the corndalers, as well as the longer one against Eratosthenes.
- (b) No candidate chose this option.

Section II – Prescribed Text –Sophocles, *Oedipus Rex*

Question 4

- (a) Translations were of high quality.
- (b) This passage was quite challenging, but candidates had prepared it well and translations reflected the complex imagery of Sophocles in these words of the blinded Oedipus addressed to his children. No recurring errors were noted.

Question 5

- (a) The double relationship perceived and actual of Creon and Oedipus needed to be mentioned here.
- (b) This part was answered well by most candidates.
- (c) The analysis of Oedipus’s change in attitude to Creon at this point in the play was very well done by most candidates.
- (d) Excellent answers to this question gave illuminating explanations of Sophocles’ use of irony.

Question 6

- (a) The view expressed in the quotation was subjected to close and critical scrutiny.
- (b) Responses were well considered and quite wide-ranging, containing some admirable expressions of literary appreciation.

Section III – Unseen Texts

Question 7

- (a) Most candidates managed to translate this passage with credit. Some points to be noted are:
 - *pros* with dative means ‘in addition to’. The different meanings which a preposition can have depending on the case of the following noun.
 - *deisantes* from *deidō* ‘I fear’ was not known by some.
 - *houtōs echei moi* means ‘thus it is with me’ or ‘this is my situation’. Candidates should familiarize themselves with the common Greek idiom involving the verb *echein* with an adverb, with a meaning similar to that of the verb ‘to be’ with an adjective.
- (b) The unseen passage from Lysias’s speech against Agoratus contained much vocabulary familiar from the set texts. The context was similar to that of the speech against Eratosthenes. However, candidates seemed to find unexpected difficulty in fully understanding the meaning in a number of sentences and in translating them accurately. Despite some very good answers, the general level was somewhat below that achieved in other parts of the paper. It is recommended that candidates read the English introductions carefully before embarking upon translation. For example, it can easily be deduced from the mention of ‘brother-in-law’ in the introduction that this is the meaning of the unfamiliar *kēdestēs*. Again the exact meanings of prepositions were not always known, as noted below. Specific points:
 - in *peri to plēthos to humeteron* the preposition *peri* has the meaning ‘with regard to’ and *to plēthos* has the special political meaning ‘democracy’ which is found in the prescribed material.
 - *epi tōn triakonta* was commonly translated as ‘by the Thirty’ instead of ‘in the time of the Thirty’.
 - as in *aitousi* in question 1(a), *poiouσι*, was taken here as 3rd Plur Pres Indic instead of Dative Plur of the present participle.

The following words were not known to a number of candidates: *zēmioō* ‘I punish’, *prosēkōn* ‘kinsman’, *apostereō* ‘I remove’ / ‘I take away’.

Extension

Section I – Prescribed Text – Homer, *Odyssey IX*

Specific comments

Question 1

- (a) This passage was very well translated.
- (b) Answers were of high quality.
 - (i) and (ii) All the facts required for these answers were provided and a suitable description given.
 - (iii) Connecting Odysseus's attitude to his personal relationships closely to his remarks in the passage, the candidates provided excellently considered responses and suitably penetrating analysis.

Question 2

- (a) Although this question called for some originality in thinking about the 'softer' side of the monster Polyphemus, the candidates showed that they were well able to improvise and expand on this theme. The answers were very well expressed and the manipulation of available material was highly commendable.
- (b) This option was not attempted.

Section II – Non-Prescribed Text

Question 3

In translating this passage from *Odyssey XII* at sight, the candidates showed impressive familiarity with Homeric dialect, style and idiom. Translations were accurate with few misunderstandings. The following points were noted:

- Candidates correctly identified *eilei* as imperfect rather than present tense of the verb which was given as *eileō* in the vocabulary listed below the passage. The ability to make the distinction indicated a sound understanding of Greek accentuation.
- *kapnos* 'smoke' was not given in the vocabulary, but, in the context which links it with crashing waves, some such translation as 'spray' or 'mist' would be more appropriate.
- Candidates seemed unfamiliar with or did not recognise in Homeric *guise ai ke* followed by an optative verb with the meaning 'in the hope that'.

Question 4 (Prose)

No candidates attempted the optional prose translation.

Classical Greek Continuers

2005 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I — Prescribed Text – Lysias XII and XXII			
1 (a)	8	Lysias, XII and XXII	H1.1, H1.3
1 (b)	12	Lysias, XII and XXII	H1.1, H1.3
2 (a)	2	Lysias, XII and XXII	H1.1, H2.3
2 (b)	4	Lysias, XII and XXII	H1.1, H2.3
2 (c)	4	Lysias, XII and XXII	H1.1, H2.3
3 (a)	10	Lysias, XII and XXII	H2.2, H3.2
3 (b)	10	Lysias, XII and XXII	H2.2, H3.2
Section II — Prescribed Text – Sophocles, <i>Oedipus Rex</i>			
4 (a)	8	Sophocles – <i>Oedipus Rex</i>	H1.1, H1.3
4 (b)	12	Sophocles – <i>Oedipus Rex</i>	H1.1, H1.3
5 (a)	2	Sophocles – <i>Oedipus Rex</i>	H1.1, H2.3, H3.1
5 (b)	2	Sophocles – <i>Oedipus Rex</i>	H1.1, H2.3, H3.1
5 (c)	3	Sophocles – <i>Oedipus Rex</i>	H1.1, H2.2, H3.2
5 (d)	3	Sophocles – <i>Oedipus Rex</i>	H1.1, H2.2, H3.2
6 (a)	10	Sophocles – <i>Oedipus Rex</i>	H2.2, H3.2
6 (b)	10	Sophocles – <i>Oedipus Rex</i>	H2.2, H3.2
Section III — Unseen Texts			
7 (a)	10	Sophocles: <i>Oedipus Coloneus</i> 595–605	H1.1, H1.2, H1.3
7 (b)	10	Lysias against Agoratus 1–3	H1.1, H1.2, H1.3

Classical Greek Extension

2005 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I — Prescribed Text – Homer <i>Odyssey</i> IX			
1 (a)	15	Prescribed text – Homer	H1.1, H1.2, H1.3
1 (b) (i)	2	Prescribed text – Homer	H1.2
1 (b) (ii)	3	Prescribed text – Homer	H1.2, H2.5
1 (b) (iii)	5	Prescribed text – Homer	H2.1, H2.4, H2.5
2 (a)	10	Prescribed text – Homer	H2.1, H2.4
2 (b)	10	Prescribed text – Homer	H2.1, H2.2, H2.3
Section II — Non-prescribed Text			
3	15	Non-prescribed text – Homer	H1.1, H1.2, H1.3, H3.1
4	15	Non-prescribed text — prose composition	H1.3, H3.1

2005 HSC Classical Greek Continuers Marking Guidelines — Written Examination

Section I — Prescribed Text – Lysias, XII and XXII

Question 1 (a)

Outcomes assessed: H1.1, H1.3

MARKING GUIDELINES

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 tone and style of the author 	7–8
<ul style="list-style-type: none"> • Translates some of the extract into fluent and idiomatic English • Demonstrates an understanding of the relationship between the words and structures of most of the extract • Demonstrates an awareness of the tone and style of the author 	4–6
<ul style="list-style-type: none"> • Translates some structures into English • Demonstrates a limited understanding of the intent of the author 	1–3

Question 1 (b)

Outcomes assessed: H1.1, H1.3

MARKING GUIDELINES

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 tone and style of the author 	10–12
<ul style="list-style-type: none"> • Translates some of the extract into fluent and idiomatic English • Demonstrates an understanding of the relationship between the words and structures of most of the extract • Demonstrates an awareness of the tone and style of the author 	6–9
<ul style="list-style-type: none"> • Translates some of the extract into fluent and idiomatic English • Demonstrates some understanding of the intent of the author 	3–5
<ul style="list-style-type: none"> • Translates some structures into English • Demonstrates a limited understanding of the intent of the author 	1–2

Question 2 (a)

Outcomes assessed: H1.1, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Identifies οὐτος and provides clear information about his defence 	2
<ul style="list-style-type: none"> • Provides some relevant information about his defence 	1

Question 2 (b)

Outcomes assessed: H1.1, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides a comprehensive reason for Lysias to call Anytus as a witness 	3–4
<ul style="list-style-type: none"> • Provides a limited reason for Lysias to call Anytus as a witness 	2
<ul style="list-style-type: none"> • Provides some relevant information relating to the question 	1

Question 2 (c)

Outcomes assessed: H1.1, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides a comprehensive explanation of how the importation and selling of corn was regulated in the time of Lysias 	3–4
<ul style="list-style-type: none"> Provides some explanation of how the importation and selling of corn was regulated in the time of Lysias 	2
<ul style="list-style-type: none"> Provides some information relevant to the question 	1

Question 3 (a)

Outcomes assessed: H2.2, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates breadth and depth in discussing whether Lysias presents his arguments fairly and without exaggeration Argues convincingly and substantiates a point of view with specific reference to the speeches of Lysias Composes a well-organised and coherent response 	9–10
<ul style="list-style-type: none"> Demonstrates breadth and some depth in discussing whether Lysias presents his arguments fairly and without exaggeration Argues effectively and substantiates a point of view with appropriate reference to the speeches of Lysias Composes a structured response 	7–8
<ul style="list-style-type: none"> Makes some relevant observations about whether Lysias presents his arguments fairly and without exaggeration Provides some argument with appropriate reference to the speeches of Lysias Demonstrates some ability to structure ideas and information with clarity 	5–6
<ul style="list-style-type: none"> Cites some relevant examples from the speeches of Lysias relating to the statement, 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 statement Demonstrates a limited ability to structure ideas and information 	1–2

Question 3 (b)*Outcomes assessed: H2.2, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates breadth and depth in assessing the validity of Eratosthenes' arguments in his own defence• Argues convincingly and substantiates a point of view with specific reference to Lysias XII• Composes a well-organised and coherent response	9–10
<ul style="list-style-type: none">• Demonstrates breadth and some depth in assessing the validity of Eratosthenes' arguments in his own defence• Argues effectively and substantiates a point of view with appropriate reference to Lysias XII• Composes a structured response	7–8
<ul style="list-style-type: none">• Makes some relevant observations about the validity of Eratosthenes' arguments in his own defence• Provides some argument with appropriate reference to Lysias XII• Demonstrates some ability to structure ideas and information with clarity	5–6
<ul style="list-style-type: none">• Cites some relevant examples from Lysias XII relating to the question, 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 text• Demonstrates a limited ability to structure ideas and information	1–2

Section II — Prescribed Text – Sophocles, *Oedipus Rex***Question 4 (a)***Outcomes assessed: H1.1, H1.3***MARKING GUIDELINES**

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 tone and style of the author	7–8
<ul style="list-style-type: none">• Translates some of the extract into fluent and idiomatic English• Demonstrates an understanding of the relationship between the words and structures of most of the extract• Demonstrates an awareness of the tone and style of the author	4–6
<ul style="list-style-type: none">• Translates some structures into English• Demonstrates a limited understanding of the intent of the author	1–3

Question 4 (b)*Outcomes assessed: H1.1, H1.3***MARKING GUIDELINES**

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 tone and style of the author	9–12
<ul style="list-style-type: none">• Translates some of the extract into fluent and idiomatic English• Demonstrates an understanding of the relationship between the words and structures of most of the extract• Demonstrates an awareness of the tone and style of the author	5–8
<ul style="list-style-type: none">• Translates some structures into English• Demonstrates a limited understanding of the intent of the author	1–4

Question 5 (a)*Outcomes assessed: H1.1, H2.3, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies correctly the real and assumed relationship of Creon to Oedipus	2
• Identifies either the real or the assumed relationship of Creon to Oedipus	1

Question 5 (b)*Outcomes assessed: H1.1, H2.3, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Provides a detailed answer to the question	2
• Provides some information relating to the question	1

Question 5 (c)*Outcomes assessed: H1.1, H2.2, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Provides an analysis of Oedipus' change of attitude towards Creon	2–3
• Provides some information relating to Oedipus' change of attitude towards Creon	1

Question 5 (d)*Outcomes assessed: H1.1, H2.2, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Provides an explanation of the irony involved	2–3
• Provides some relevant information about the irony involved	1

Question 6 (a)*Outcomes assessed: H2.2, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates breadth and depth in discussing Dawe's statement• Argues convincingly and substantiates a point of view with specific reference to Sophocles' <i>Oedipus Rex</i>• Composes a well-organised and coherent response	9–10
<ul style="list-style-type: none">• Demonstrates breadth and some depth in discussing Dawe's statement• Argues effectively and substantiates a point of view with appropriate reference to Sophocles' <i>Oedipus Rex</i>• Composes a structured response	7–8
<ul style="list-style-type: none">• Makes some observations relevant to the discussion of Dawe's statement• Provides some argument with reference to Sophocles' <i>Oedipus Rex</i>• Demonstrates some ability to structure ideas and information with clarity	5–6
<ul style="list-style-type: none">• Cites some relevant examples from Sophocles' <i>Oedipus Rex</i> relating to the question, 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

Question 6 (b)

Outcomes assessed: H2.2, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates breadth and depth in assessing the extent to which Sophocles gains sympathy for his tragic hero • Argues convincingly and substantiates a point of view with specific reference to Sophocles' <i>Oedipus Rex</i> • Composes a well-organised and coherent response 	9–10
<ul style="list-style-type: none"> • Demonstrates breadth and some depth in assessing the extent to which Sophocles gains sympathy for his tragic hero • Argues effectively and substantiates a point of view with appropriate reference to Sophocles' <i>Oedipus Rex</i> • Composes a structured response 	7–8
<ul style="list-style-type: none"> • Makes some relevant observations about Sophocles' success in gaining sympathy for his tragic hero • Provides some argument with reference to Sophocles' <i>Oedipus Rex</i> • Demonstrates some ability to structure ideas and information with clarity 	5–6
<ul style="list-style-type: none"> • Cites some relevant examples from Sophocles' <i>Oedipus Rex</i> relating to the question, 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 and sequence ideas and information 	1–2

Section III — Unseen Texts

Question 7 (a)

Outcomes assessed: H1.1, H1.2, H1.3

MARKING GUIDELINES

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 tone and style of the author 	8–10
<ul style="list-style-type: none"> • Translates some of the extract into fluent and idiomatic English • Demonstrates an understanding of the relationship between the words and structures of most of the extract • Demonstrates an awareness of the tone and style of the author 	5–7
<ul style="list-style-type: none"> • Translates some of the extract into fluent and idiomatic English • Demonstrates some understanding of the intent of the author 	3–4
<ul style="list-style-type: none"> • Translates some structures into English • Demonstrates a limited understanding of the intent of the author 	1–2

Question 7 (b)

Outcomes assessed: H1.1, H1.2, H1.3

MARKING GUIDELINES

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 tone and style of the author 	8–10
<ul style="list-style-type: none"> • Translates some of the extract into fluent and idiomatic English • Demonstrates an understanding of the relationship between the words and structures of most of the extract • Demonstrates an awareness of the tone and style of the author 	5–7
<ul style="list-style-type: none"> • Translates some of the extract into fluent and idiomatic English • Demonstrates some understanding of the intent of the author 	3–4
<ul style="list-style-type: none"> • Translates some structures into English • Demonstrates a limited understanding of the intent of the author 	1–2

2005 HSC Classical Greek Extension Marking Guidelines — Written Examination

Section I — Prescribed Text – Homer *Odyssey* IX

Question 1 (a)

Outcomes assessed: H1.1, H1.2, H1.3

MARKING GUIDELINES

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 sensitivity to the tone and style of the author 	14–15
<ul style="list-style-type: none"> • Translates most of the extract into fluent and idiomatic English • Demonstrates a consistent understanding of the relationship between the words and structures of the extract • Demonstrates an awareness of the tone and style of the author 	10–13
<ul style="list-style-type: none"> • Translates some of the extract into fluent and idiomatic English • Demonstrates an understanding of the relationship between the words and structures of the extract • Demonstrates a general grasp of the tone and style of the author 	5–9
<ul style="list-style-type: none"> • Translates some structures into fluent English • Demonstrates a limited understanding of the intent of the author 	1–4

Question 1 (b) (i)*Outcomes assessed: H1.2***MARKING GUIDELINES**

Criteria	Marks
• Identifies the place and the addressee accurately	2
• Identifies either the place or the addressee accurately	1

Question 1 (b) (ii)*Outcomes assessed: H1.2, H2.5***MARKING GUIDELINES**

Criteria	Marks
• Describes the role that Calypso and Circe played in Odysseus' adventures with some detail	2
• Describes the role that Calypso and Circe played in Odysseus' adventures with minimal information	1

Question 1 (b) (iii)*Outcomes assessed: H2.1, H2.4, H2.5***MARKING GUIDELINES**

Criteria	Marks
• Analyses Odysseus' attitude towards his personal relationships with considerable detail and knowledge of the text	4–5
• Analyses Odysseus' attitude towards his personal relationships with some detail and some reference to the text	2–3
• Makes some relevant comments regarding Odysseus' attitude towards his personal relationships	1

Question 2 (a)*Outcomes assessed: H2.1, H2.4***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates breadth and depth in contrasting the divergent elements in the character of Polyphemos• Argues convincingly and substantiates points of view with specific references to <i>Odyssey IX</i>• Composes a well-organised and coherent response	9–10
<ul style="list-style-type: none">• Demonstrates some breadth and depth in contrasting the divergent elements in the character of Polyphemos• Argues effectively and substantiates a point of view with appropriate reference to <i>Odyssey IX</i>• Composes a structured response	7–8
<ul style="list-style-type: none">• Makes some relevant observations about the character of Polyphemos• Substantiates some points of view with specific reference to <i>Odyssey IX</i>• Demonstrates some ability to structure and sequence ideas and information	4–6
<ul style="list-style-type: none">• Identifies some isolated relevant information relating to the question asked• Demonstrates only a very limited ability to structure and sequence ideas and information	1–3

Question 2 (b)*Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates breadth and depth in evaluating Odysseus' escape as a piece of effective Homeric narrative• Argues convincingly and substantiates points of view with specific references to <i>Odyssey IX</i>• Composes a well-organised and coherent response	9–10
<ul style="list-style-type: none">• Demonstrates some breadth and depth in evaluating Odysseus' escape as a piece of effective Homeric narrative• Argues effectively and substantiates a point of view with appropriate reference to <i>Odyssey IX</i>• Composes a structured response	7–8
<ul style="list-style-type: none">• makes some relevant observations about Odysseus' escape as a piece of narrative• Substantiates some points of view with specific reference to <i>Odyssey IX</i>• Demonstrates some ability to structure and sequence ideas and information	4–6
<ul style="list-style-type: none">• Identifies some isolated relevant information relating to the question asked• Demonstrates only a very limited ability to structure and sequence ideas and information	1–3

Section II — Non-prescribed Text

Question 3

Outcomes assessed: H1.1, H1.2, H1.3, H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Translates the passage into fluent and idiomatic English, selecting vocabulary most appropriate to the passage• Demonstrates a consistent and perceptive understanding of the relationship between the words and structures• Demonstrates a sensitivity to the intention, tone and style of the author	13–15
<ul style="list-style-type: none">• Translates most of the passage into fluent and idiomatic English• Accurately interprets the relationship between most words and structures• Demonstrates an awareness of the intention, tone and style of the author	10–12
<ul style="list-style-type: none">• Translates some structures into fluent and idiomatic English• Demonstrates an understanding of the relationship between some words and structures• Demonstrates a general grasp of the content and style of the author	7–9
<ul style="list-style-type: none">• Translates parts of the passage into English• Demonstrates a limited understanding of the relationship between words and structures	4–6
<ul style="list-style-type: none">• Translates some phrases and individual words into English	1–3

Question 4*Outcomes assessed: H1.3, H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Translates the passage into coherent and accurate Classical Greek• Demonstrates a consistent and perceptive understanding of the relationship between words and structures in the translation• Demonstrates a sensitivity to the tone and style of the text	13–15
<ul style="list-style-type: none">• Translates most of the passage into coherent and accurate Classical Greek• Accurately interprets the relationship between most words and structures in the translation• Demonstrates an awareness of the tone and style of the text	10–12
<ul style="list-style-type: none">• Translates some of the passage into coherent and accurate Classical Greek• Demonstrates some understanding of the relationship between words and structures in most of the translation• Demonstrates a general grasp of the content and style of the text	7–9
<ul style="list-style-type: none">• Translates some structures into accurate Classical Greek• Shows a limited ability to grasp the content and style of the text	4–6
<ul style="list-style-type: none">• Translates some phrases and individual words into Classical Greek	1–3