

2010 HSC Classical Greek Extension Marking Guidelines — Written Examination

Section I — Prescribed Text –Homer, *Odyssey* XXI–XXIII

Question 1

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 • Demonstrates a sensitivity to the meaning and tone of the author 	7–8
<ul style="list-style-type: none"> • Translates most of the extract into fluent and idiomatic English • Accurately interprets the relationship between most words and structures • Demonstrates an awareness of the meaning and tone of the author 	5–6
<ul style="list-style-type: none"> • Translates parts of the extract into fluent English • Demonstrates an understanding of the relationship between some words and structures • Demonstrates a general grasp 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 2 (a) (i)

Criteria	Marks
<ul style="list-style-type: none"> • Identifies reasons why the old woman wants to rejoice at this point 	2
<ul style="list-style-type: none"> • Provides some information relevant to the question 	1

Question 2 (a) (ii)

Criteria	Marks
<ul style="list-style-type: none">• Identifies Odysseus' statement in line 412• Gives a detailed account of the justification he provides	3
<ul style="list-style-type: none">• Identifies Odysseus' statement in line 412• Gives some account of the justification he provides	2
<ul style="list-style-type: none">• Provides some information relevant to the question	1

Question 2 (b) (i)

Criteria	Marks
<ul style="list-style-type: none">• Outlines what Penelope has just said	2
<ul style="list-style-type: none">• Provides some information relevant to the question	1

Question 2 (b) (ii)

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates perceptive understanding of how these lines illuminate the experiences of Penelope and Odysseus• Supports the answer with detailed reference to the text	5
<ul style="list-style-type: none">• Demonstrates substantial understanding of how these lines illuminate the experiences of Penelope and Odysseus• Supports the answer with some reference to the text	3–4
<ul style="list-style-type: none">• Demonstrates basic understanding of how these lines relate to the experiences of Penelope and Odysseus	2
<ul style="list-style-type: none">• Provides some information relevant to the question	1

Question 3

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a broad and deep understanding of Odysseus' character as revealed in <i>Odyssey XXI–XXIII</i>• Argues convincingly and substantiates points with specific references to <i>Odyssey XXI–XXIII</i>• Composes a logical and cohesive response	9–10
<ul style="list-style-type: none">• Demonstrates substantial understanding of Odysseus' character as revealed in <i>Odyssey XXI–XXIII</i>• Argues effectively and substantiates points with appropriate reference to <i>Odyssey XXI–XXIII</i>• Composes a structured response	7–8
<ul style="list-style-type: none">• Makes some relevant observations about Odysseus' character as revealed in <i>Odyssey XXI–XXIII</i>• Substantiates some points with some reference to <i>Odyssey XXI–XXIII</i>• Demonstrates some ability to structure and sequence ideas and information	4–6
<ul style="list-style-type: none">• Identifies some information relevant to the question asked• Demonstrates limited ability to structure and sequence ideas and information	1–3

Section II — Non-prescribed Text

Question 4 (a) (i)

Criteria	Marks
• Identifies the part of speech	1

Question 4 (a) (ii)

Criteria	Marks
• Identifies the form	1

Question 4 (a) (iii)

Criteria	Marks
• Gives the reason why the word is in the genitive case	1

Question 4 (a) (iv)

Criteria	Marks
• Gives a reason why the beggar's disguise is important for Odysseus	2
• Provides some information relevant to the question	1

Question 4 (a) (v)

Criteria	Marks
<ul style="list-style-type: none">• Translates the extract into fluent and idiomatic English, selecting vocabulary most appropriate to the extract• Demonstrates a consistent and perceptive understanding of the relationship between the words and structures• 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 fluent and idiomatic English• Accurately interprets the relationship between most words and structures• Demonstrates an awareness of the meaning and tone of the author	7–8
<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 meaning of the extract	5–6
<ul style="list-style-type: none">• Translates parts of the extract into English• Demonstrates a limited understanding of the relationship between words and structures	3–4
<ul style="list-style-type: none">• Translates some phrases and individual words into English	1–2

Question 4 (b) (i)

Criteria	Marks
<ul style="list-style-type: none">• Translates the extract into fluent and idiomatic English, selecting vocabulary most appropriate to the extract• Demonstrates a consistent and perceptive understanding of the relationship between the words and structures• 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 most words and structures• Demonstrates an awareness of the meaning and tone of the author	3–4
<ul style="list-style-type: none">• Translates parts of the extract into English• Demonstrates a basic understanding of the relationship between words and structures	1–2

Question 4 (b) (ii)

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• Demonstrates a sensitivity to the meaning and tone of the text	5
<ul style="list-style-type: none">• Translates most of the passage into coherent and accurate Classical Greek• Demonstrates a good understanding of the relationship between most words and structures• Demonstrates an awareness of the meaning and tone of the text	3–4
<ul style="list-style-type: none">• Translates some structures into accurate Classical Greek• Demonstrates a basic understanding of the relationship between words and structures	1–2

Classical Greek Extension

2010 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I — Prescribed Text – Homer, <i>Odyssey</i> XXI–XXIII			
1	8	Homer, <i>Odyssey</i> XXI–XXIII	H1.2, H1.3
2 (a) (i)	2	Homer, <i>Odyssey</i> XXI–XXIII	H1.2, H2.1
2 (a) (ii)	3	Homer, <i>Odyssey</i> XXI–XXIII	H1.2, H2.1
2 (b) (i)	2	Homer, <i>Odyssey</i> XXI–XXIII	H1.2, H2.1
2 (b) (ii)	5	Homer, <i>Odyssey</i> XXI–XXIII	H1.2, H2.1, H2.3
3	10	Homer, <i>Odyssey</i> XXI–XXIII	H2.1, H2.2, H2.3, H2.4
Section II — Non-prescribed Text			
4 (a) (i)	1	Homer, <i>Odyssey</i> XVI 181–200	H1.3
4 (a) (ii)	1	Homer, <i>Odyssey</i> XVI 181–200	H1.3
4 (a) (iii)	1	Homer, <i>Odyssey</i> XVI 181–200	H1.3
4 (a) (iv)	2	Homer, <i>Odyssey</i> XVI 181–200	H1.2
4 (a) (v)	10	Homer, <i>Odyssey</i> XVI 181–200	H1.1, H1.2, H1.3, H3.1
4 (b) (i)	5	Homer, <i>Odyssey</i> XVI 181–200	H1.1, H1.2, H1.3, H3.1
4 (b) (ii)	5	(English text for translation)	H1.3, H3.1