

2011 HSC Classical Greek Continuers Marking Guidelines — Written Examination

Section I — Prescribed Text

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 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 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 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 2 (a) (i)

| Criteria | Marks |
|---|-------|
| • Correctly identifies ONE example for each of the categories | 2 |
| • Identifies ONE appropriate example | 1 |

Question 2 (a) (ii)

| Criteria | Marks |
|--|-------|
| • Describes TWO differences that Herodotus has already mentioned | 2 |
| • Provides some relevant information | 1 |

Question 2 (b) (i)

| Criteria | Marks |
|---------------------------------------|-------|
| • Outlines the context of the extract | 2 |
| • Provides some relevant information | 1 |

Question 2 (b) (ii)

| Criteria | Marks |
|--|-------|
| • Provides a comprehensive analysis of the means by which Herodotus maintains audience interest in the story | 4 |
| • Provides some analysis of the means by which Herodotus maintains audience interest in the story | 3 |
| • Explains how Herodotus maintains audience interest in the story | 2 |
| • Provides some relevant information | 1 |

Question 2 (c)

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none"> Demonstrates a clear understanding of the methods of research evident in the extract Assesses how typical these methods are of Herodotus' practice throughout Book II | 5 |
| <ul style="list-style-type: none"> Demonstrates understanding of the methods of research evident in the extract Relates these methods to some aspects of Herodotus' practice throughout Book II | 3–4 |
| <ul style="list-style-type: none"> Shows some awareness of Herodotus' methods of research in Book II | 1–2 |

Question 3

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none"> Demonstrates breadth and depth in assessing Herodotus' attitude to his sources in the light of the statement given Argues convincingly and substantiates points with specific reference to Herodotus II Composes a logical and cohesive response | 9–10 |
| <ul style="list-style-type: none"> Demonstrates breadth and some depth in assessing Herodotus' attitude to his sources in the light of the statement given Argues effectively and substantiates points with specific reference to Herodotus II Composes a structured response | 7–8 |
| <ul style="list-style-type: none"> Makes some relevant observations about Herodotus' attitude to his sources in light of the statement given Provides some argument with appropriate reference to Herodotus II Demonstrates some ability to structure ideas and information with clarity | 5–6 |
| <ul style="list-style-type: none"> Makes some references to Herodotus' sources 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 |

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 | 5 |
| <ul style="list-style-type: none"> Translates most 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 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 some structures 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 | 5 |
| <ul style="list-style-type: none"> Translates most 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 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 some structures into English Demonstrates a limited understanding of the intent of the author | 1 |

Question 5 (a) (i)

| Criteria | Marks |
|---------------------------------------|-------|
| • Outlines the context of the extract | 2 |
| • Provides some relevant information | 1 |

Question 5 (a) (ii)

| Criteria | Marks |
|--------------------------------------|-------|
| • Explains the dramatic irony | 2 |
| • Provides some relevant information | 1 |

Question 5 (b)

| Criteria | Marks |
|---|-------|
| • Provides a good explanation of what the extract reveals about the state of mind of both Philoctetes and Neoptolemus | 4 |
| • Supports the answer with appropriate references to the text | |
| • Provides some explanation of what the extract reveals about the state of mind of both Philoctetes and Neoptolemus | 3 |
| • Supports the answer with some reference to the text | |
| • Provides some information about the state of mind of Philoctetes and/or Neoptolemus | 2 |
| • Provides some relevant information | 1 |

Question 5 (c) (i)

| Criteria | Marks |
|--|-------|
| • Provides a good explanation of how Neoptolemus justifies his proposed action | 3 |
| • Provides some explanation of how Neoptolemus justifies his proposed action | 2 |
| • Provides some relevant information | 1 |

Question 5 (c) (ii)

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none"> Provides a clear comparison of the relationship between Odysseus and Neoptolemus here and in the opening scene Supports the answer with appropriate references to the text | 4 |
| <ul style="list-style-type: none"> Provides some comparison of the relationship between Odysseus and Neoptolemus here and in the opening scene Supports the answer with some reference to the text | 3 |
| <ul style="list-style-type: none"> Attempts a comparison of the relationship between Odysseus and Neoptolemus here and in the opening scene | 2 |
| <ul style="list-style-type: none"> Provides some relevant information | 1 |

Question 6

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none"> Demonstrates breadth and depth in assessing Sophocles' success in maintaining dramatic interest throughout the play Argues convincingly and supports the answer with specific references to the text Composes a logical and cohesive response | 9–10 |
| <ul style="list-style-type: none"> Demonstrates breadth and some depth in assessing Sophocles' success in maintaining dramatic interest throughout the play Argues effectively and supports the answer with specific references to the text Composes a structured response | 7–8 |
| <ul style="list-style-type: none"> Makes some relevant observations about how Sophocles maintains dramatic interest throughout the play Provides some argument with appropriate references to the text 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>Philoctetes</i> 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 |

Section III — Unseen Texts

Question 7 (a)

| Criteria | Marks |
|--|-------|
| • Identifies the word with which λοιπόν agrees | 1 |

Question 7 (b)

| Criteria | Marks |
|--|-------|
| • Identifies the word with which ταῦνδε agrees | 1 |

Question 7 (c)

| Criteria | Marks |
|-------------------------------------|-------|
| • Identifies the person of the verb | 1 |

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 | 6–8 |
| <ul style="list-style-type: none"> • Translates some of the extract into fluent 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 7 (e)

| Criteria | Marks |
|---|-------|
| • Identifies TWO appropriate words or phrases | 2 |
| • Identifies ONE appropriate word or phrase | 1 |

Question 8 (a)

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none"> Identifies the person of the verb | 1 |

Question 8 (b)

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none"> Identifies the mood of the verb | 1 |

Question 8 (c)

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none"> Identifies the case of the word | 1 |

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 | 6–8 |
| <ul style="list-style-type: none"> Translates some of the extract into fluent 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 8 (e)

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none"> Explains how Sandanis' view differs from that of Croesus | 2 |
| <ul style="list-style-type: none"> Provides some information relevant to the question | 1 |

Classical Greek Continuers

2011 HSC Examination Mapping Grid

Section I — Prescribed Text

| Question | Marks | Content | Syllabus outcomes |
|------------|-------|--------------|------------------------|
| 1 | 10 | Herodotus II | H1.1, H1.3 |
| 2 (a) (i) | 2 | Herodotus II | H1.1, H2.3 |
| 2 (a) (ii) | 2 | Herodotus II | H1.1, H3.1 |
| 2 (b) (i) | 2 | Herodotus II | H1.1, H2.2 |
| 2 (b) (ii) | 4 | Herodotus II | H1.1, H2.2 |
| 2 (c) | 5 | Herodotus II | H1.1, H2.3, H3.1 |
| 3 | 10 | Herodotus II | H1.1, H2.2, H2.3, H3.1 |

Section II — Prescribed Text

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

Section III — Unseen Texts

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|-----------------------------------|-------------------|
| 7 (a) | 1 | Sophocles, <i>Electra</i> 1117–37 | H1.1, H2.1 |
| 7 (b) | 1 | Sophocles, <i>Electra</i> 1117–37 | H1.1, H2.1 |
| 7 (c) | 1 | Sophocles, <i>Electra</i> 1117–37 | H1.1, H2.1 |
| 7 (d) | 10 | Sophocles, <i>Electra</i> 1117–37 | H1.1, H1.2, H1.3 |
| 7 (e) | 2 | Sophocles, <i>Electra</i> 1117–37 | H1.1, H2.2 |
| 8 (a) | 1 | Herodotus I. 71 | H1.1, H2.1 |
| 8 (b) | 1 | Herodotus I. 71 | H1.1, H2.1 |
| 8 (c) | 1 | Herodotus I. 71 | H1.1, H2.1 |
| 8 (d) | 10 | Herodotus I. 71 | H1.1, H1.2, H1.3 |
| 8 (e) | 2 | Herodotus I. 71 | H1.1, H3.1 |