



B O A R D O F S T U D I E S
NEW SOUTH WALES

2011 HSC Classical Greek Extension Marking Guidelines — Written Examination

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	4
<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
<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 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 	4
<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
<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 2 (a) (i)

Criteria	Marks
<ul style="list-style-type: none"> • Outlines the context of the extract 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Question 2 (a) (ii)

Criteria	Marks
<ul style="list-style-type: none"> • Provides a thorough explanation of what Homer achieves by describing these deaths in such detail • Supports the answer with appropriate references to the text 	4
<ul style="list-style-type: none"> • Provides some explanation of what Homer achieves by describing these deaths in such detail • Supports the answer with some reference to the text 	3
<ul style="list-style-type: none"> • Attempts to explain what Homer achieves by describing these deaths in such detail 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Question 2 (b) (i)

Criteria	Marks
<ul style="list-style-type: none"> • Outlines the plan which Odysseus suggests 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Question 2 (b) (ii)

Criteria	Marks
<ul style="list-style-type: none"> • Provides a clear assessment of the consistency of Odysseus' behaviour here with that portrayed elsewhere in Books XXI–XXIII • Supports the answer with appropriate references to the text 	4
<ul style="list-style-type: none"> • Provides some assessment of the consistency of Odysseus' behaviour here with that portrayed elsewhere in Books XXI–XXIII • Supports the answer with some reference to the text 	3
<ul style="list-style-type: none"> • Provides some comparison of Odysseus' behaviour here with that portrayed elsewhere in Books XXI–XXIII • Supports the answer with limited reference to the text 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Question 3

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates breadth and depth in assessing the extent to which Penelope's behaviour illustrates the appropriateness of the epithet • 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 the extent to which Penelope's behaviour illustrates the appropriateness of the epithet • 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 Penelope's behaviour illustrates the appropriateness of the epithet • 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 of Penelope's behaviour • 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 — Non-prescribed Text

Question 4 (a) (i)

Criteria	Marks
• Identifies the gender of the word	1

Question 4 (a) (ii)

Criteria	Marks
• Identifies the linked word	1

Question 4 (a) (iii)

Criteria	Marks
• Identifies the mood of the verb	1

Question 4 (a) (iv)

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 a limited 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 (a) (v)

Criteria	Marks
<ul style="list-style-type: none"> Identifies aspects of Telemachus' character portrayed in the extract 	2
<ul style="list-style-type: none"> Provides some information relevant to the question 	1

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

2011 HSC Examination Mapping Grid

Section I — Prescribed Text

Question	Marks	Content	Syllabus outcomes
1 (a)	4	Homer, <i>Odyssey</i> XXI–XXIII	H1.2, H1.3
1 (b)	4	Homer, <i>Odyssey</i> XXI–XXIII	H1.2, H1.3
2 (a) (i)	2	Homer, <i>Odyssey</i> XXI–XXIII	H1.2, H2.5
2 (a) (ii)	4	Homer, <i>Odyssey</i> XXI–XXIII	H1.2, H2.1, H2.3
2 (b) (i)	2	Homer, <i>Odyssey</i> XXI–XXIII	H1.2, H2.5
2 (b) (ii)	4	Homer, <i>Odyssey</i> XXI–XXIII	H1.2, H2.1, H2.5
3	10	Homer, <i>Odyssey</i> XXI–XXIII	H2.1, H2.2, H2.3, H2.5

Section II — Non-prescribed Text

Question	Marks	Content	Syllabus outcomes
4 (a) (i)	1	Homer, <i>Odyssey</i> II 129–45	H1.3
4 (a) (ii)	1	Homer, <i>Odyssey</i> II 129–45	H1.3
4 (a) (iii)	1	Homer, <i>Odyssey</i> II 129–45	H1.3
4 (a) (iv)	10	Homer, <i>Odyssey</i> II 129–45	H1.1, H1.2, H1.3, H3.1
4 (a) (v)	2	Homer, <i>Odyssey</i> II 129–45	H2.3
4 (b) (i)	5	Homer, <i>Odyssey</i> II 129–45	H1.1, H1.2, H1.3, H3.1
4 (b) (ii)	5	(English text for translation)	H1.3, H3.1