

BOARD OF STUDIES
NEW SOUTH WALES

2001 HSC Specimen Paper

**Classical Greek
Extension**

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Classical Greek Extension

Introduction

This booklet contains the specimen examination paper for the 2001 Higher School Certificate examination in Classical Greek Extension. A mapping grid is also included, showing how each question in the examination relates to the syllabus outcomes and content, and to the performance bands.

The specimen paper shows the format of the New HSC examination. It has been printed on A4 paper and side-stapled to make it convenient for use in schools. Actual examination papers will be produced as A4 booklets. All New HSC papers will be printed on white paper.

The 2001 HSC specimen papers have been produced in accordance with the Board's *Principles for Setting HSC Examinations in a Standards-Referenced Framework*, published in Board Bulletin Volume 8 Number 9 (Nov/Dec 99). Questions are closely related to the outcomes of the course, and the paper as a whole is structured to allow for appropriate differentiation of student performance at all levels on the performance scale.

The papers have been designed so that students have a clear understanding of what they are required to do in each question and in working through the paper. Instructions have been standardised, and the demands of the questions have been made explicit. Key words in questions, such as 'discuss', 'analyse', and 'explain', have been used consistently in accordance with the glossary published in the Board's *Assessment Support Document*.

This specimen paper is an example of the type of examination that could be prepared within the examination specifications in the Classical Greek Extension syllabus. Examinations will be based on the syllabus, and will test a representative sample of syllabus outcomes. Therefore, the range and balance of outcomes tested in HSC examinations in 2001 and subsequent years may differ from those addressed in the specimen paper.

The mapping grid is an important feature of the development of the examination. It aids in ensuring that the examination as a whole samples a range of content and outcomes, and allows all students the opportunity to demonstrate their level of achievement. Where courses have components in the examination other than written papers, the grid indicates the wider range of outcomes that are assessed by including these other components.

There are a number of points to note in considering the Classical Greek Extension specimen paper:

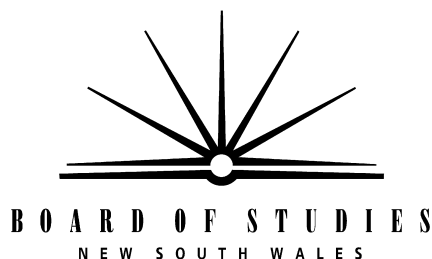
- A rubric indicating general criteria for judging performance has been placed at the beginning of each section of the paper to clearly indicate the factors that will be used to assess responses to the question(s).
- The number and type of questions in Section I may vary each year within the range determined by the syllabus.
- The prescribed text for the 2001 HSC Examination and for subsequent examinations can be found on the Board of Studies website (<http://www.boardofstudies.nsw.edu.au>).

Classical Greek Extension

HSC Specimen Examination Mapping Grid

For each item in the examination, the grid shows the marks allocated, the syllabus content and syllabus outcomes it relates to, and the bands on the performance scale it is targeting. The range of bands shown indicates the performance candidates may be able to demonstrate in their responses. That is, if an item is shown as targeting Bands E2 – E3, it indicates that candidates who demonstrate performance equivalent to the Band E2 descriptions should be able to score some marks on the item, while those who perform at Band E3 or above could reasonably be expected to gain high marks. In the case of one-mark items, candidates who demonstrate performance at or above the bands shown generally could be expected to answer the item correctly.

Question	Marks	Content (Prescribed author)	Syllabus outcomes	Targeted performance bands
1(a)(i)	7	Homer	H1.2, H1.3	E2 – E4
1(a)(ii)	2	Homer	H1.2	E2 – E3
1(a)(iii)	4	Homer	H2.3	E2 – E4
1(b)(i)	8	Homer	H1.2, H1.3	E2 – E4
1(b)(ii)	2	Homer	H1.2	E2 – E3
1(b)(iii)	2	Homer	H2.3	E2 – E4
2(a)	10	Homer	H2.1	E2 – E4
2(b)	10	Homer	H2.1	E2 – E4
3	15	Homer	H2.1	E2 – E4
4	15	Prose composition	H3.1	E2 – E4



Sample marking guidelines for Classical Greek Extension

The following marking guidelines have been developed for selected questions from the 2001 HSC Specimen Examination in Classical Greek Extension. These guidelines indicate the approach that would be taken to marking questions.

For each question, the following are typically included:

1. The syllabus outcomes that are targeted by the question.
2. The assessment rubric from the specimen paper, where there is one, listing the set of general criteria that are used to assess responses.
3. The marking guidelines, which show the criteria to be applied to responses along with the marks to be awarded in line with the quality of the responses. For extended-response questions, performance is described at a number of levels of performance, each covering a range of marks.
4. A sample answer or some points that answers might include. Sample answers indicate the scope and depth of treatment expected, and are not intended to be prescriptive. Similarly, the points that could be included in answers are not intended to be an exhaustive list, but rather an indication of the considerations that students could include in their responses.

Marking guidelines will generally require some refinement at the Marking Centre to take account of unanticipated responses that students present. For essay-type questions, the standard described at each mark range will be made clear during pilot-marking by the selection of sample scripts.

In a standards-referenced framework, examination questions are closely linked to syllabus content and outcomes. Expectations of the question are to be clear in the wording of the question. Marking guidelines will be developed at the same time as the examination questions, by examination committees. The development of marking guidelines will be guided by the Board's *Principles for Developing Marking Guidelines in a Standards-Referenced Framework*, published in Board Bulletin Volume 9 Number 3 (May 2000).

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Sample Marking Guidelines – Classical Greek Extension

Question 1 (25 marks)

In your answers you will be assessed on how well you:

- demonstrate your understanding of the text by translating into idiomatic and fluent English
- interpret the relationship between words and structures
- analyse language and/or contextual features of the prescribed extract

Read the passages and answer the questions that follow each passage.

Refer to extract (a) on page 2 of the Specimen Paper.

- (a) (i) Translate the passage into ENGLISH. 7

Outcomes assessed: H1.2, H1.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Translates the passage into fluent, idiomatic English • Interprets with consistent accuracy the relationships between the words and between the grammatical structures • Demonstrates a sensitivity to the intention and style of the author 	7
<ul style="list-style-type: none"> • Translates most of the passage into fluent, idiomatic English • Accurately interprets the relationships between most words and most structures • Demonstrates an awareness of the intention and style of the author 	5 – 6
<ul style="list-style-type: none"> • Translates some of the passage into fluent, idiomatic English • Demonstrates an understanding of the relationship between some words and some structures • Demonstrates a general grasp of the content and style of the author 	3 – 4
<ul style="list-style-type: none"> • Translates parts of the passage into acceptable English • Demonstrates a limited understanding of the relationship between the words and structures of the passage 	1 – 2

- (ii) Briefly identify the context of this passage. 2

Outcomes assessed: H1.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Identifies the participants referred to in the passage • Relates the participants to the events leading up to and referred to in the passage 	2
<ul style="list-style-type: none"> • Describes events and participants in the passage with little or no reference to what has occurred 	1

Sample answer:

Odysseus has succeeded in getting the Cyclops drunk and he has subsequently fallen asleep. Odysseus with the help of his companions has cut and prepared the end of a section of the Cyclops' olive club that they use to blind the Cyclops. This tactic enables them to escape from the cave where they have been trapped.

- (iii) Comment on the effectiveness of the imagery in this passage. 4

Outcomes assessed: H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of the way in which imagery is used in the passage 	4
<ul style="list-style-type: none"> • Demonstrates an understanding of the way in which imagery is used in the passage 	2 – 3
<ul style="list-style-type: none"> • Identifies and explains at least one image 	1

Answers could include:

- the axe and adze image as it relates to the burning of the eye roots
- the contrast between the ordinary (the tempering of metal) and the horrific (the blinding of the Cyclops)
- the appeal to the senses of sight, sound, feeling
- the evocation of violence and horror

Question 2 (10 marks)

In your answer you will be assessed on how well you:

- demonstrate your understanding of the prescribed text
 - present an argument supported by references to the text
-

Write an essay on ONE of the following:

- (a) How responsible is Odysseus as a leader? Use examples from Book IX to support your answer.

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates breadth and depth of understanding of the nature and effectiveness of Odysseus’ leadership in Book IX • Argues convincingly and substantiates points of view with specific reference to the relevant sections of Book IX • Composes a well-organised and coherent response 	9 – 10
<ul style="list-style-type: none"> • Demonstrates breadth and some depth of understanding of the nature and effectiveness of Odysseus’ leadership in Book IX • Argues effectively and substantiates a point of view with appropriate reference to the relevant sections of Book IX • Composes a structured response 	7 – 8
<ul style="list-style-type: none"> • Makes some relevant observations in relation to the nature and effectiveness of Odysseus’ leadership in Book IX • Includes narrative rather than analytical elements • Shows some ability to structure ideas and information with clarity 	5 – 6
<ul style="list-style-type: none"> • Cites some relevant examples from Book IX relating to Odysseus’ leadership 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 and sequence ideas and information 	3 – 4
<ul style="list-style-type: none"> • Identifies some isolated relevant information relating to Odysseus’ leadership in Book IX • Demonstrates a limited ability to structure and sequence ideas and information 	1 – 2

Answers could include:

- Examples of responsible leadership
- Odysseus’ division of plunder from Ismarus
- Odysseus’ actions with his men while they were among the lotus eaters
- Odysseus’ taking only a few men with Maron’s wine on Cyclops’ island
- Odysseus’ plan/encouragement of men to escape the cave

- Examples of irresponsible leadership
- Odysseus’ prevention of the men leaving the cave once provisions were secured
- Odysseus’ boast of his real name leading to the insult to the Cyclops
- Odysseus’ telling the Cyclops he would like to kill him which led to the Cyclops’ curse

Question 3 (15 marks)

In your answer you will be assessed on how well you:

- demonstrate your understanding of the relationship between Classical Greek and English in language structure
 - convey meaning accurately and idiomatically
 - demonstrate your understanding of Homer’s style
-

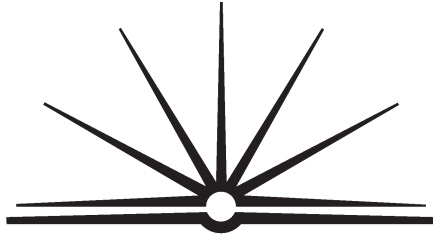
Translate the following passage into ENGLISH

Refer to extract on page 5 of the Specimen Paper.

Outcomes assessed: H3.1

MARKING GUIDELINES

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



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

2001
HIGHER SCHOOL CERTIFICATE
SPECIMEN EXAMINATION

Classical Greek Extension

General Instructions

- Reading time – 10 minutes
- Working time – 1 hour and 50 minutes
- Write using blue or black pen

Section I Pages 2 – 4

Total marks **(35)**

- Attempt Questions 1 – 2
- Allow about 1 hour and 10 minutes for this section.

Section II Pages 5 – 6

Total marks **(15)**

- Attempt either Question 3 or Question 4
- Allow about 40 minutes for this section

Section I – Prescribed Text

Total marks (35)

Attempt Questions 1 – 2

Allow about 1 hour and 10 minutes for this section

Question 1 (25 marks)

Answer Question 1 in a writing booklet. Extra writing booklets are available.

In your answers you will be assessed on how well you:

- ✱ demonstrate your understanding of the text by translating into idiomatic and fluent English
 - ✱ interpret the relationship between words and structures
 - ✱ analyse language and/or contextual features of the prescribed extract
-

Marks

Read the passages and answer the questions that follow each passage.

- (a) ὥς τοῦ ἐν ὀφθαλμῷ πυριήκεα μοχλὸν ἐλόντες
δινέομεν, τὸν δ' αἶμα περίρρεε θερμὸν ἐόντα.
πάντα δέ οἱ βλέφαρ' ἀμφὶ καὶ ὀφρύας εὔσεν ἀϋτμὴ
γλήνης καιομένης· σφαραγεῦντο δέ οἱ πυρὶ ρίζαι.
ὡς δ' ὅτ' ἀνὴρ χαλκεὺς πέλεκυν μέγαν ἠὲ σκέρπανον
εἶν ὕδατι ψυχρῷ βάπτῃ μεγάλα ἰάχοντα
φαρμάσων· τὸ γὰρ αὐτε σιδήρου γε κράτος ἐστίν·
ὡς τοῦ σίζ' ὀφθαλμὸς ἐλαϊνέῳ περὶ μοχλῷ.
σμερδαλέον δὲ μέγ' ᾤωξεν, περὶ δ' ἴαχε πέτρη,
ἡμεῖς δὲ δεῖσαντες ἀπεσσύμεθ'. αὐτὰρ ὁ μοχλὸν
ἐξέρυσ' ὀφθαλμοῖο πεφυρμένον αἶματι πολλῷ.

- | | | |
|-------|--|---|
| (i) | Translate the passage into ENGLISH. | 7 |
| (ii) | Briefly identify the context of the passage. | 2 |
| (iii) | Comment on the effectiveness of the imagery in this passage. | 4 |

Question 1 continues on page 3

Question 1 (continued)

- (b) ὡς ἐφάμην, ὁ δ' ἔπειτα Ποσειδάωνι ἄνακτι
 εὐχέτο, χεῖρ' ὀρέγων εἰς οὐρανὸν ἀστερόεντα·
 "κλύθι, Ποσείδαον γαῖήοχε κυανοχαῖτα·
 εἰ ἐτεόν γε σός εἰμι, πατήρ δ' ἐμὸς εὐχέαι εἶναι,
 δὸς μὴ Ὀδυσσῆα πτολιπόρθιον οἴκαδ' ἰκέσθαι,
 υἱὸν Λαέρτεω, Ἰθάκη ἔνι οἴκῳ ἔχοντα.
 ἀλλ' εἴ οἱ μοῖρ' ἐστὶ φίλους ἰδέειν καὶ ἰκέσθαι
 οἶκον εὐκτίμενον καὶ ἐὴν ἐς πατρίδα γαῖαν,
 ὄψῃ κακῶς ἔλθοι, ὀλέσας ἀπο πάντας ἑταίρους,
 νηὸς ἐπ' ἀλλοτρίης, εὐροὶ δ' ἐν πῆματα οἴκῳ."
 ὡς ἔφατ' εὐχόμενος, τοῦ δ' ἔκλυε κυανοχαίτης.

- (i) Translate the passage into ENGLISH. **8**
- (ii) How successful is the Cyclops' prayer? **2**
- (iii) Why is πτολιπόρθιον an appropriate epithet for Odysseus? **2**

End of Question 1

Question 2 (10 marks)

Answer Question 2 in a SEPARATE writing booklet. Extra writing booklets are available.

In your answer you will be assessed on how well you:

- ✿ demonstrate your understanding of the prescribed text
 - ✿ present an argument supported by references to the text
-

Write an essay on ONE of the following:

EITHER

- (a) How responsible is Odysseus as a leader? Use examples from Book IX to support your answer.

OR

- (b) εἴμ' Ὀδυσσεὺς Λαερτιάδης, ὃς πᾶσι δόλοισιν
ἀνθρώποισι μέλω, καί μευ κλέος οὐρανὸν ἵκει

How well does Odysseus live up to these words in Book IX?

Section II – Non-prescribed Text

Total marks (15)

Attempt either Question 3 or Question 4

Allow about 40 minutes for this section

Answer the question in a SEPARATE writing booklet. Extra writing booklets are available.

In your answer you will be assessed on how well you:

- ✱ demonstrate your understanding of the relationship between Classical Greek and English in language structure
 - ✱ convey meaning accurately and idiomatically
 - ✱ demonstrate your understanding of Homer's style
-

Question 3 (15 marks)

Translate the following passage into ENGLISH.

Odysseus declines an invitation to take part in the Phaeacian games.

"Δεῦρ' ἄγε καὶ σύ, ξεῖνε πάτερ, πείρησαι ἀέθλων,
εἴ τινά που δεδάηκας· ἔοικε δέ σ' ἴδμεν ἀέθλους.
οὐ μὲν γὰρ μείζον κλέος ἀνέρος ὄφρα κεν ἦσιν
ἢ ὅ τι ποσσὶν τε ρέξῃ καὶ χερσὶν ἐῆσιν.
ἀλλ' ἄγε πείρησαι, σκέδανον δ' ἀπὸ κήδεα θυμοῦ·
σοὶ δ' ὁδὸς οὐκέτι δηρὸν ἀπέσσεται, ἀλλὰ τοι ἤδη
νηὺς τε κατείρυσται καὶ ἐπαρτέες εἰσὶν ἑταῖροι."
Τὸν δ' ἀπαμειβόμενος προσέφη πολύμητις Ὀδυσσεύς·
"Λαοδάμα, τί με ταῦτα κελεύετε κερτομέοντες;
κήδεα μοι καὶ μάλλον ἐνὶ φρεσὶν ἢ περ ἀέθλοι,
ὅς πρὶν μὲν μάλα πολλὰ πάθον καὶ πολλὰ μόγησα,
νῦν δὲ μεθ' ὑμετέρῃ ἀγορῇ νόστοιο χατίζων
ἦμαι, λισσόμενος βασιλῆά τε πάντα τε δῆμον."

HOMER, *Odyssey* VIII. 145–157

δεδάηκα = I know

κατερύω = I haul down

χατίζω + gen. = I long for

OR

Question 4 (15 marks)

Translate the following passage into CLASSICAL GREEK.

When the Athenians first sailed against Syracuse they hoped to capture the city within a short time; for they knew that they themselves were very strong both in ships and in hoplites. However, of the three generals, Alcibiades was ordered to return to Athens and Lamachus was killed in battle, so that Nicias alone commanded the Athenian army. Although the Syracusans defended bravely, they would have been defeated very easily if Gylippus, a Spartan general, had not come to their help.

End of paper