



# **Classical Greek Continuers**

**Stage 6**

**Syllabus**

**PLEASE NOTE**

The assessment and HSC examination requirements detailed in this syllabus refer to the 2009 HSC. New Assessment and Reporting information will apply to this syllabus for the 2010 HSC and beyond.

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# Contents

1 The Higher School Certificate Program of Study .....	5
2 Introduction to Classical Greek in the Stage 6 Curriculum .....	6
2.1 The Language .....	6
2.2 Description of Target Group .....	6
2.3 Rationale .....	6
3 Continuum of Learning for Classical Greek Stage 6 Students .....	8
4 Aims .....	10
5 Objectives .....	10
6 Course Structure .....	11
7 Objectives and Outcomes .....	12
7.1 Listing of Objectives and Outcomes .....	12
7.2 Key Competencies .....	13
8 Content .....	14
8.1 Texts .....	14
8.2 Vocabulary .....	15
8.3 Dictionaries .....	15
8.4 Grammar .....	15
8.5 Study of Literature .....	17
9 Course Requirements .....	18
10 Post-school Opportunities .....	19
11 Assessment and Reporting .....	20
11.1 Requirements and Advice .....	20
11.2 Internal Assessment .....	21
11.3 External Examination .....	21
11.4 Board Requirements for the Internal Assessment Mark In Board Developed Courses .....	22
11.5 Assessment Components, Weightings and Tasks .....	23
11.6 HSC External Examination Specifications .....	24
11.7 Summary of Internal and External Assessment .....	25
11.8 Summary of Examination Specifications .....	26
11.9 Reporting Student Performance Against Standards .....	26



# 1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education;
- foster the intellectual, social and moral development of students, in particular, developing their:
  - knowledge, skills, understanding and attitudes in the fields of study they choose
  - capacity to manage their own learning
  - desire to continue learning in formal or informal settings after school
  - capacity to work together with others
  - respect for the cultural diversity of Australian society;
- provide a flexible structure within which students can prepare for:
  - further education and training
  - employment
  - full and active participation as citizens;
- provide formal assessment and certification of students' achievements;
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

## **2 Introduction to Classical Greek in the Stage 6 Curriculum**

### **2.1 The Language**

The language to be studied and assessed is Classical Greek – the Attic/Ionic language written and spoken in the fifth and fourth centuries BC.

### **2.2 Description of Target Group**

The Classical Greek Continuers Level syllabus is designed for students who, typically, will have studied Classical Greek for 400–500 hours at the completion of Year 12.

### **2.3 Rationale**

The contribution of Classical Greek language, literature and culture to the modern world and to Australian society is both seminal and extensive. To study Classical Greek is to study our own heritage in a way that is both profound and aesthetically satisfying.

Classical Greek literature contains many of the finest works ever written, which have defined certain literary genres to the present day. It was the Greeks who first developed drama as we know it today. The works of the great Greek playwrights — Aeschylus, Sophocles, Euripides and Aristophanes — continue to be performed around the world. Herodotus is credited with being the ‘father of history’, while Thucydides raised the writing of history to the level of critical analysis and interpretation of events. The epic, lyric and elegiac poetry created and developed by the Greeks has been a source of inspiration for poets ever since. The student of Classical Greek develops an appreciation of many standard genres of literature and is able to read the works of outstanding authors in their original language.

The Greeks of the Classical period were innovative thinkers in many fields. They were the first to discuss natural phenomena in a rational, rather than a superstitious manner. The questions they asked about the nature of the world they lived in formed the beginnings of scientific enquiry. Physics, chemistry, biology, geology, zoology, botany, astronomy, technology and psychology are all fields which were developed by the Greeks. The student of Classical Greek becomes aware of the origins of these scientific areas and develops a better understanding of many of the technical terms used in them. The medical specialities of geriatrics, paediatrics, gynaecology, ophthalmology and pathology are only a few examples of those bearing names derived from Greek, while the ethical principles expressed in the oath of Hippocrates are still acknowledged by doctors today. The philosophy of Plato and Aristotle has left an indelible mark on the history of human thought. Their inquiries into the nature of good and evil, of virtue, justice and ethics are still vigorously pursued.

The Athenian Greeks of the Classical period learnt to place on the individual citizen the responsibility for managing a just society. They developed a democratic system of government, and as they developed the concept of politics, they gave us words relevant to that concept, such as economic, idiot (originally a citizen who shirked politics), pragmatic, monarchy, strategic, aristocrat — and the word democracy itself.

The enormity of the contribution of the Greeks to our modern culture can only be suggested here, but some idea can be gained from the following small sample of vocabulary (from various disciplines) which derives directly from Classical Greek.

Literature: allegory, poetry, rhyme, alphabet, biography, dialogue

Medicine: anaemia, dysentery, epiglottis, haemorrhage, stethoscope

Performing Arts: theatre, drama, music, orchestra, chorus, scene, rhythm, criticism

Mathematics: arithmetic, geometry, parallel, perimeter, logic, isosceles, octagon

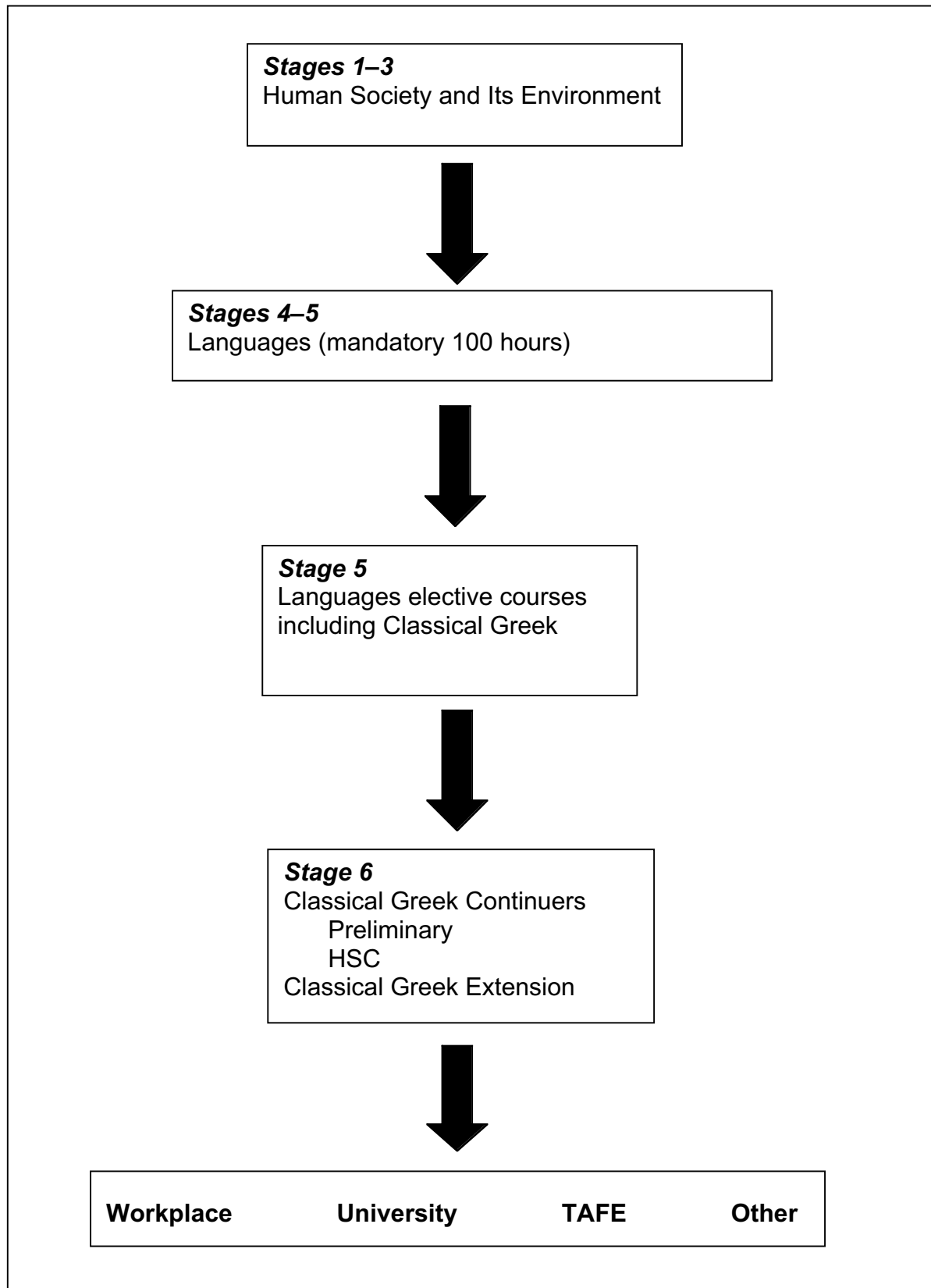
Sport: gymnastics, athlete, Olympics, agony, amphitheatre, discus, stadium, marathon

Apart from observing the connections with English, there are special benefits in studying Classical Greek as a language. It is the oldest language of the Indo-European family easily available to us and its study leads to fascinating insights into the workings and evolution of language itself. The student of Classical Greek acquires the terminology and techniques which lead to the ability to learn and understand the structure of any other foreign language, even those unrelated to the Indo-European group.

Greek remained the dominant language of the Eastern Mediterranean for nearly two thousand years. It was the language of early Christian writings, including the New Testament. Greek was regularly studied by educated Romans who transmitted Greek culture through the Latin language to Western Europe. The rediscovery of Classical Greek literature and learning in the late fifteenth century led to the European Renaissance.

The student of Classical Greek, reading the literature in its original language, is uniquely equipped to understand the thinking of some of the finest and most influential writers of all time and to appreciate the concepts which underlie the ideas, academic disciplines and cultural institutions of the modern world.

### 3 Continuum of Learning for Classical Greek Stage 6 Students



The New South Wales curriculum provides opportunities for students to study a language or languages from Stage 1 through to Stage 6.

In the K–6 (Stages 1–3) Human Society and Its Environment key learning area, students develop an awareness of languages and may learn about the world through the study of a language such as Classical Greek.

In Years 7–10, a language is a mandatory component of the School Certificate, with students being required to complete 100 hours of language study. Elective study in Stages 4–5 in Classical Greek builds upon the mandatory study.

Stage 6 offers the opportunity to continue the study of Classical Greek at Continuers level with the option of an Extension course.

## 4 Aims

The aims of the syllabus are to develop students':

- ability to understand Classical Greek texts
- ability to understand how language works at the level of grammar and syntax
- ability to recognise connections between Classical Greek and English or other languages
- ability to recognise stylistic conventions of Classical Greek texts and understand their literary effects
- ability to assimilate the ideas contained in a Classical Greek text
- ability to explore the ideas of a Classical Greek text in its social, cultural, historical and religious context
- ability to explore their own culture(s) through the study of Classical Greek culture
- ability to recognise how ideas and beliefs of the classical period have influenced subsequent societies
- enjoyment of the study of Classical Greek through the reading of Classical Greek texts
- general cognitive, analytical and learning skills.

## 5 Objectives

Students will achieve the following objectives:

Objective 1 — understand seen and unseen texts written in Classical Greek

Objective 2 — understand the linguistic and literary features and the cultural references in prescribed Classical Greek texts

Objective 3 — understand the prescribed text as a work of literature in terms of the author's purpose.

## **6 Course Structure**

### **The Preliminary Course (120 indicative hours)**

The Preliminary course is structured to provide students with opportunities to read original Classical Greek texts and to develop the skills needed to study the prescribed texts for the HSC course.

### **The HSC Course (120 indicative hours)**

The course is structured to provide students with opportunities to analyse prescribed Classical Greek texts and to develop skills needed to understand unseen texts.

## 7 Objectives and Outcomes

### 7.1 Listing of Objectives and Outcomes

Outcomes represent the knowledge, skills and understanding that students will achieve by the end of a course based on this syllabus. The following outcomes are derived from the objectives.

Objectives	Outcomes
<p>Students will:</p> <ol style="list-style-type: none"><li>1. understand seen and unseen texts written in Classical Greek</li></ol>	<p>The student:</p> <ol style="list-style-type: none"><li>1.1 applies knowledge of vocabulary and grammar to read and understand a Classical Greek text</li><li>1.2 infers the meaning of unfamiliar words or phrases — from their cognates, from common patterns of word formation and from context</li><li>1.3 translates passages of Classical Greek into English</li></ol>
<ol style="list-style-type: none"><li>2. understand the linguistic and literary features and the cultural references in prescribed Classical Greek texts</li></ol>	<ol style="list-style-type: none"><li>2.1 identifies and/or explains grammatical features in the text</li><li>2.2 identifies stylistic features characteristic of the text and explains their literary effects</li><li>2.3 identifies and explains the cultural, historical and religious references in the text</li></ol>
<ol style="list-style-type: none"><li>3. understand the prescribed text as a work of literature in terms of the author's purpose</li></ol>	<ol style="list-style-type: none"><li>3.1 identifies and explains the ideas, beliefs, practices and arguments presented in the text in the context of the culture in which it was produced</li><li>3.2 evaluates the effectiveness of the text in achieving its purpose</li></ol>

## 7.2 Key Competencies

Classical Greek provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life.

Key competencies are embedded in the Classical Greek syllabus to enhance student learning. The key competencies of **collecting, analysing and organising information** and **communicating ideas and information** reflect core skills in learning Classical Greek and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through the methodologies of the syllabus and through classroom pedagogy. Students work as individuals and as members of groups to conduct research and through this, the key competencies **planning and organising activities** and **working with others and in teams** are developed. During such research, students will need to use appropriate information technologies and so develop the key competency **using technology**. The skills associated with the analysis of texts, such as the ability to infer meaning from context, to translate accurately from Classical Greek to English and to use a dictionary, contribute towards the students' development of the key competency **solving problems**.

## 8 Content

The content of this syllabus is based upon Classical Greek texts and literary, linguistic, cultural and historical studies derived from them.

Extracts from texts in the original Classical Greek provide the focus of this course.

### 8.1 Texts

#### 8.1.1 Texts for the Preliminary Course

Study of texts in the Preliminary course is designed to enable students to read and enjoy Classical Greek literature in the original language and to develop the skills needed to study the HSC prescribed texts. Students should read from a number of texts to sample some of the significant authors and genres. Reading from these texts will assist them not only to identify a range of styles but also to explain in context the requisite grammatical structures.

It is suggested that teachers select a range of extracts at an appropriate level of difficulty for their students. Suitable reading extracts may be taken from, *inter alia*, the works of Xenophon (eg *Anabasis*, *Hellenica*), Lucian (eg *Verae Historiae*), Euripides (eg *Helen*, *Alcestis*, *Iphigenia in Aulis*, *Iphigenia in Tauris*).

Texts included in the canon, outlined below, of the HSC texts may also be included in the Preliminary course in any year when they are not prescribed for the HSC in the following year.

#### 8.1.2 Texts for the HSC Course

Students will be required to study prescribed texts in order to develop further their understanding of the language and their capacity to evaluate the literary features of the texts.

Each year, extracts from one prose text and one verse text drawn from the following canon will be prescribed for translation and detailed comment.

#### Canon

Prose texts: Herodotus II and VI

Thucydides IV and VII

Plato: *Apology*, *Crito*, *Republic I*

Lysias: Selected speeches

Verse texts: Sophocles: *Oedipus Rex*, *Philoctetes*

Euripides: *Electra*, *Medea*

Aristophanes: *Clouds*, *Frogs*

Suitable editions are listed in the Resources on the Board of Studies' website ([www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)).

## Rotation of Texts

Each text will be prescribed for two consecutive years. The change of verse and prose texts will occur in alternate years. Furthermore, for verse each dramatist, and for prose each author, will be prescribed in turn. The following schema shows the sequence which will be followed:

1	Prose: Plato, <i>Republic 1</i>	Verse: Euripides, <i>Medea</i>
2	Prose: Herodotus, <i>VI</i>	Verse: Euripides, <i>Medea</i>
3	Prose: Herodotus, <i>VI</i>	Verse: Aristophanes, <i>Clouds</i>
4	Prose: Lysias, <i>Selections</i>	Verse: Aristophanes, <i>Clouds</i>
5	Prose: Lysias, <i>Selections</i>	Verse: Sophocles, <i>Oedipus Rex</i>
6	Prose: Thucydides, <i>IV</i>	Verse: Sophocles, <i>Oedipus Rex</i>
7	Prose: Thucydides, <i>IV</i>	Verse: Euripides, <i>Electra</i>
8	Prose: Plato, <i>Apology</i>	Verse: Euripides, <i>Electra</i>

## HSC Prescription

From the prose text, 17–20 pages will be set and from the verse text, 650–700 lines of the iambic sections of the play. In addition, students are required to read in translation the rest of the two texts from which extracts are prescribed, in order to understand the context of the prescribed extracts and their significance within the text as a whole.

### 8.2 Vocabulary

While there is no prescribed vocabulary list, it is expected that students will be familiar with the range of vocabulary contained in the prescribed texts.

### 8.3 Dictionaries

Students should be encouraged to develop skills in using dictionaries in class and for private preparation.

Suitable dictionaries are listed in the Resources on the Board of Studies' website ([www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)).

### 8.4 Grammar

Grammar is the organisation of, and relationship between, all the elements which constitute a language as it functions.

It is assumed that before beginning the Preliminary course students will already have acquired a significant understanding of Classical Greek grammar through prior study of the language and will, therefore, be familiar with most of the items in the following list of accidence and syntax.

During the Preliminary course, students will complete or consolidate their knowledge and understanding of these items.

By the completion of the Preliminary course, students will have acquired the knowledge and skills to enable them to read and understand the texts prescribed for the HSC course.

## Accidence

Nouns	declensions 1,2,3, irregulars (eg nau", Zeu"), contracted (eg nou")
Adjectives	definite article, descriptives (all degrees), possessive, demonstrative, interrogative, indefinite, cardinal, ordinal
Pronouns	personal, reflexive, relative, emphatic, interrogative, indefinite, reciprocal ajllhvlou"
Verbs	-w/contracted, -mi conjugations: all tenses, voices, moods, infinitives, participles, verbal adjectives in -tevo"
Adverbs	all degrees
Prepositions	governing accusative, genitive and dative case
Conjunctions	coordinating and subordinating
Particles	individual and combined forms

## Syntax

<b>Case Usage</b>	
Nominative	subject, complement, neuter plural subjects
Vocative	direct address
Accusative	direct object, adverbial, cognate, of respect, duration of time, extent of space, of result, of motion towards, absolute, in oaths and exclamations, double accusative verbs
Genitive	possessive, after certain adjectives/verbs, partitive, time within which, appositional, of quality, of material, of measure, of value, of cause, of source, of comparison, of separation, absolute, subjective/objective
Dative	indirect object, after certain adjectives/verbs/nouns, of interest, of respect, of instrument, of accompaniment, of time when, of degree of difference, possessive, locative dative
All cases	apposition
<b>Verbs</b>	tense, voice, mood; distinction between aspects in the indicative and other moods

## Syntax (cont)

<b>Clauses</b>	
Independent	direct questions, wishes, polite request, potential optative, hortative subjunctive, deliberative subjunctive, direct command, impersonal constructions, indefinite constructions, uses of verbal adjectives in – tevo", uses of a[n, uses of ouj and mhv
Subordinate	temporal, causal, concessive, conditional, comparative, proviso (ejf'w//w te), purpose, relative, indirect statement, indirect question, fearing, result, correlative, in indirect speech, indefinite constructions, privn / e{w" constructions, uses of a[n, uses of ouj and mhv, o{pw" and wJ" and future indicative
<b>Phrases</b>	
Participles	conditional, concessive (kaivper), temporal, causal, relative, purpose, comparative, indirect statement, supplementary (eg faivnomai and participle)
The article	attributive and predicative usage, articular infinitive, article and participle/adjective/adverb, article and prepositional phrase
Prepositions	governing accusative, genitive, dative
<b>Adjectives</b>	agreement, predicative use, attributive use, uses of aujtoiv"
<b>Particles</b>	connecting, qualifying and adding 'colour'

## 8.5 Study of Literature

The study of texts should enable students not only to understand the language of the text, but also to develop the skills necessary to make comparisons and to analyse, interpret and evaluate the texts as works of literature. This involves examining the ways in which the writers convey their message, and their impact on a listening audience or a silent reader. It is expected that students will be able to identify the stylistic features which are characteristic of seen texts (Preliminary course) and prescribed texts (HSC course).

Students will study the effects of a particular approach and style on the material presented and the ways in which the literary form influences the sympathies of an audience.

## **9 Course Requirements**

For the Preliminary course:

- 120 indicative hours are required to complete the course.

For the HSC course:

- the Preliminary course is a prerequisite
- 120 indicative hours are required to complete the course
- texts are prescribed for study.

## **10 Post-school Opportunities**

A student's interest in Classical Greek can be further pursued by enrolment in Classics courses which are available at universities throughout Australia and overseas.

The study of Classical Greek also provides students with knowledge, understanding and skills which form a valuable foundation for a range of other courses (eg law and medicine) at university and other tertiary institutions.

In addition, the study of Classical Greek assists students to develop skills in logical thinking and clear communication of ideas. These skills are intrinsically relevant to vocational training, employment, and full and active participation as citizens.

**PLEASE NOTE**

The assessment and HSC examination requirements detailed in this syllabus refer to the 2009 HSC. New Assessment and Reporting information will apply to this syllabus for the 2010 HSC and beyond.

## 11 Assessment and Reporting

### 11.1 Requirements and Advice

The information in this section of the syllabus relates to the Board of Studies' requirements for assessing and reporting achievement in the Preliminary and HSC courses for the Higher School Certificate.

*Assessment* is the process of gathering information and making judgements about student achievement for a variety of purposes.

In the Preliminary and HSC courses those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

*Reporting* refers to the Higher School Certificate documents received by students that are used by the Board to report both the internal and external measures of achievement.

NSW Higher School Certificate results will be based on:

- **an assessment mark** submitted by the school and produced in accordance with the Board's requirements for the internal assessment program
- **an examination mark** derived from the HSC external examinations.

Results will be reported using a course report containing a performance scale with bands describing standards of achievement in the course.

The use of both internal assessment and external examinations of student achievement allows measures and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examinations and internal assessment marks provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

#### **Standards Referencing and the HSC Examination**

The Board of Studies will adopt a standards-referenced approach to assessing and reporting student achievement in the Higher School Certificate examination.

The standards in the HSC are:

- the knowledge, skills and understanding expected to be learned by students – the *syllabus standards*
- the levels of achievement of the knowledge, skills and understanding – the *performance standards*.

Both *syllabus standards* and *performance standards* are based on the aims, objectives, outcomes and content of a course. Together they specify what is to be learned and how well it is to be achieved.

Teacher understanding of standards comes from the set of aims, objectives, outcomes and content in each syllabus together with:

- the performance descriptions that summarise the different levels of performance of the course outcomes
- HSC examination papers and marking guidelines
- samples of students' achievement on assessment and examination tasks.

## **11.2 Internal Assessment**

The internal assessment mark submitted by the school will provide a summation of each student's achievements measured at points throughout the course. It should reflect the rank order of students and relative differences between students' achievements.

Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone.

The assessment components, weightings and task requirements to be applied to internal assessment are identified on page 23. They ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of tasks should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

## **11.3 External Examination**

In Classical Greek Stage 6 the external examination consists of a written paper. The specifications for the examination in Classical Greek Stage 6 begin on page 24.

The external examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting.

The external examination and its marking and reporting will relate to syllabus standards by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the course performance scale
- applying marking guidelines based on established criteria.

## **11.4 Board Requirements for the Internal Assessment Mark In Board Developed Courses**

For each course, the Board requires schools to submit an assessment mark for each candidate.

The collection of information for the HSC internal assessment mark must not begin prior to the completion of the Preliminary course.

The Board requires that the assessment tasks used to determine the internal assessment mark must comply with the components, weightings and types of tasks specified in the table on page 23.

Schools are required to develop an internal assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

The school must also develop and implement procedures to:

- inform students in writing of the assessment requirements for each course before the commencement of the HSC course
- ensure that students are given adequate written notice of the nature and timing of assessment tasks
- provide meaningful feedback on students' performance in all assessment tasks
- maintain records of marks awarded to each student for all assessment tasks
- address issues relating to illness, misadventure and malpractice in assessment tasks
- address issues relating to late submission and non-completion of assessment tasks
- advise students in writing if they are not meeting the assessment requirements in a course and indicate what is necessary to enable the students to satisfy the requirements
- inform students about their entitlements to school reviews and appeals to the Board
- conduct school reviews of assessments when requested by students
- ensure that students are aware that they can collect their Rank Order Advice at the end of the external examinations at their school.

## 11.5 Assessment Components, Weightings and Tasks

### Preliminary Course

The suggested components, weightings and tasks for the Preliminary course are detailed below.

Component	Weighting	Suggested Tasks
Translation Objective 1	40	HSC examination-type tasks, discussions, comprehension of unseen texts, dramatic presentations and readings
Grammar Objectives 1 and 2	25	
Comment on text Objectives 2 and 3	15	
Unseen translation Objective 1	20	
Marks	100	

### HSC Course

The internal assessment mark for Classical Greek is to be based on the HSC course only.

Component	Weighting	Suggested Tasks
Translation of prescribed extracts Objective 1 Outcome 1	40	write an English translation of selected extracts
Commentary on prescribed extracts Objective 2 and 3 Outcome 2.1, 2.2, 2.3, 3.1	20	identify, explain and/or analyse context, grammatical and literary features, cultural and historical references in selected extracts
Essays relating to prescribed texts Objective 3 Outcomes 3.1, 3.2	20	write essays on topics relating to the texts as a whole
Unseen translation Objective 1 Outcomes 1.1, 1.2, 1.3	20	write an English translation of passages of prose and verse of a similar level of language to the prescribed texts
Marks	100	

- It is recommended that 3–5 assessment tasks be used during the HSC course.
- All syllabus outcomes should be assessed at some time during the HSC course.
- One task may be used to assess several components.

## 11.6 HSC External Examination Specifications

The external examination consists of a 3-hour written examination.

### Section I: Prescribed Text – Prose

#### *Purpose*

Section I is designed primarily to assess the student's understanding and analysis of the prose text prescribed for study.

Students will:

- translate into English (Objective 1);
- comment on aspects of the text (Objectives 2 and 3).

#### *Specifications*

In this section there will be three questions:

#### Question 1 (20 marks)

Students will translate into English two extracts from the prescribed text.

#### Question 2 (10 marks)

One extract from the prescribed text will be given, with 3–5 short-answer questions based on it. Students will identify, explain and/or analyse some of the following: context, literary features, historical and cultural references. The marks allocated to each question will give some indication of the length of response required.

#### Question 3 (10 marks)

Two questions on different aspects of the prescribed text will be set for extended response. These questions may be based on an extract from the prescribed text and may call for comment upon the text as a whole. Students will choose one of these questions and write an essay two or three pages in length.

### Section II: Prescribed Text – Verse

#### *Purpose*

Section II is designed primarily to assess the student's understanding and analysis of the verse text prescribed for study.

Students will:

- translate into English (Objective 1);
- comment on aspects of the text (Objectives 2 and 3).

### *Specifications*

In this section there will be three questions:

#### Question 4 (20 marks)

Students will translate into English two extracts from the prescribed text.

#### Question 5 (10 marks)

One extract from the prescribed text will be given, with 3–5 short-answer questions based on it. Students will identify, explain and/or analyse some of the following: context, literary features, historical and cultural references. The marks allocated to each question will give some indication of the length of response required.

#### Question 6 (10 marks)

Two questions on different aspects of the prescribed text will be set for extended response. These questions may be based on an extract from the prescribed text and may call for comment upon the text as a whole. Students will choose one of these questions and write an essay two or three pages in length.

### **Section III: Unseen Texts**

#### *Purpose*

Section III is designed primarily to assess the student's understanding of unseen extracts of original text taken from the authors of the works prescribed for study (Objective 1).

#### *Specifications*

Two passages, one prose and one verse, from unseen texts will be given. Students will translate both passages into English. A mark allocation for each passage will be indicated.

Each passage will have a title in English and will be introduced by an English translation of a portion of the text immediately preceding the passage. Some vocabulary will be provided.

### **11.7 Summary of Internal and External Assessment**

<b>Internal Assessment</b>	<b>Weighting</b>	<b>External Assessment</b>	<b>Weighting</b>
Prescribed texts — translation	40	Prescribed text — prose	40
Prescribed texts — commentary on extracts	40	Prescribed text — verse	40
commentary on texts as a whole		Unseen prose and verse texts — translation	20
Unseen translation	20		
Marks	100	Marks	100

## 11.8 Summary of Examination Specifications

Written Examination	Time allocation – 3 hours	Weighting
Section I: Prescribed Text – Prose	40 marks <ul style="list-style-type: none"><li>translation of two extracts – Objective 1</li><li>commentary on one extract – Objectives 2 and 3</li><li>one essay – Objective 3</li></ul>	20 10 10
Section II: Prescribed Text – Verse	40 marks <ul style="list-style-type: none"><li>translation of two extracts – Objective 1</li><li>commentary on one extract – Objectives 2 and 3</li><li>one essay – Objective 3</li></ul>	20 10 10
Section III: Unseen Texts	20 marks <ul style="list-style-type: none"><li>translation of one prose extract</li><li>translation of one verse extract – Objective 1</li></ul>	20

## 11.9 Reporting Student Performance Against Standards

Student performance in an HSC course will be reported against standards on a course report. The course report includes a performance scale for the course describing levels (bands) of achievement, an HSC mark located on the performance scale, an internal assessment mark and an examination mark. It will also show, graphically, the statewide distribution of examination marks of all students in the course.

Each band on the performance scale (except for band 1) includes descriptions that summarise the attainments typically demonstrated in that band.

The distribution of marks will be determined by students' performances against the standards and not scaled to a predetermined pattern of marks.