

## 2009 HSC Classical Greek Extension Marking Guidelines — Written Examination

### Section I — Prescribed Text

#### Question 1 (a)

*Outcomes assessed: H1.2, H1.3*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Translates the extract into fluent and idiomatic English, selecting vocabulary most appropriate to the extract</li> <li>• Demonstrates a consistent and perceptive understanding of the relationship between the words and structures</li> <li>• Demonstrates a sensitivity to the content and style of the author</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Translates most of the extract into fluent and idiomatic English</li> <li>• Accurately interprets the relationship between most words and structures</li> <li>• Demonstrates an awareness of the content and style of the author</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Translates some structures into fluent and idiomatic English</li> <li>• Demonstrates an understanding of the relationship between the words and structures</li> <li>• Demonstrates a general grasp of the content and style of the author</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Translates part of the extract into English</li> <li>• Demonstrates a limited understanding of the relationship between words and structures</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Translates some phrases and individual words into English</li> </ul>	1–3

### Question 1 (b) (i)

*Outcomes assessed: H1.2, H2.5*

#### MARKING GUIDELINES

Criteria	Marks
• Explains the phrase in line 178 and its significance in the story of Bellerophon	3
• Shows some understanding of the phrase and its significance in the story of Bellerophon	2
• Provides some relevant information	1

### Question 1 (b) (ii)

*Outcomes assessed: H1.2, H2.1, H2.3, H2.4*

#### MARKING GUIDELINES

Criteria	Marks
• Shows how the personal qualities of Bellerophon are revealed	3
• Supports the answer with specific reference to the extract	
• Shows some understanding of the personal qualities of Bellerophon as revealed in this extract	2
• Provides some relevant information	1

### Question 1 (b) (iii)

*Outcomes assessed: H1.2, H2.1, H2.3, H2.5*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates understanding of the part played by the story of Bellerophon in the narrative of Iliad VI	4
• Supports the answer with appropriate references to the text	
• Demonstrates some understanding of the part played by the story of Bellerophon in the narrative of Iliad VI	2–3
• Provides some relevant information	1

## Question 2 (a)

*Outcomes assessed: H1.2, H2.1, H2.2, H2.4, H2.5*

### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates breadth and depth in assessing the effectiveness of Homer's use of contrast to maintain narrative interest in Iliad V and VI</li> <li>• Argues convincingly and substantiates points with specific reference to Iliad V and VI</li> <li>• Composes a discerning and well-structured response</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Demonstrates breadth and some depth in assessing the effectiveness of Homer's use of contrast to maintain narrative interest in Iliad V and VI</li> <li>• Argues effectively and substantiates points with appropriate reference to Iliad V and VI</li> <li>• Composes a structured response</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Makes some relevant observations about Homer's use of contrast in Iliad V and VI</li> <li>• Substantiates some points with reference to Iliad VI and/or V</li> <li>• Demonstrates some ability to structure ideas and information with clarity</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Cites some relevant examples from Iliad V and/or VI without necessarily making the link explicit between the question asked and the text</li> <li>• Includes some general statements relating to the question</li> <li>• Demonstrates some ability to structure and sequence ideas and information</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Identifies some isolated relevant information relating to the question</li> <li>• Demonstrates a limited ability to structure and sequence ideas and information</li> </ul>	1–2

## Question 2 (b)

*Outcomes assessed: H1.2, H2.1, H2.2, H2.3, H2.4, H2.5*

### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates breadth and depth in discussing the quotation</li> <li>• Argues convincingly and substantiates points with specific reference to <i>Iliad</i> V and VI</li> <li>• Composes a discerning and well-structured response</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Demonstrates breadth and some depth in discussing the quotation</li> <li>• Argues effectively and substantiates points with appropriate reference to <i>Iliad</i> V and VI</li> <li>• Composes a structured response</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Makes some relevant observations in response to the quotation</li> <li>• Substantiates some points with reference to <i>Iliad</i> VI and/or V</li> <li>• Demonstrates some ability to structure ideas and information with clarity</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Cites some relevant examples from <i>Iliad</i> V and/or VI without necessarily addressing the quotation</li> <li>• Includes some general statements relating to the question</li> <li>• Demonstrates some ability to structure and sequence ideas and information</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Identifies some isolated relevant information relating to the question</li> <li>• Demonstrates a limited ability to structure and sequence ideas and information</li> </ul>	1–2

## Section II — Non-prescribed Text

### Question 3

*Outcomes assessed: H1.1, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Translates the extract into fluent and idiomatic English, selecting vocabulary most appropriate to the extract</li><li>• Demonstrates a consistent and perceptive understanding of the relationship between words and structures</li><li>• Demonstrates a sensitivity to the content and style of the author</li></ul>	13–15
<ul style="list-style-type: none"><li>• Translates most of the extract into fluent and idiomatic English</li><li>• Accurately interprets the relationship between most words and structures</li><li>• Demonstrates an awareness of the intention, tone and style of the author</li></ul>	10–12
<ul style="list-style-type: none"><li>• Translates some structures into fluent and idiomatic English</li><li>• Demonstrates an understanding of the relationship between some words and structures</li><li>• Demonstrates a general grasp of the content and style of the author</li></ul>	7–9
<ul style="list-style-type: none"><li>• Translates parts of the extract into English</li><li>• Demonstrates a limited understanding of the relationship between words and structures</li></ul>	4–6
<ul style="list-style-type: none"><li>• Translates some phrases and individual words into English</li></ul>	1–3

**Question 4***Outcomes assessed: H1.1, H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Translates the passage into coherent and accurate Classical Greek</li><li>• Demonstrates a consistent and perceptive understanding of the relationship between words and structures in the passage</li><li>• Demonstrates a sensitivity to the tone and style of the passage</li></ul>	13–15
<ul style="list-style-type: none"><li>• Translates most of the passage into coherent and accurate Classical Greek</li><li>• Accurately interprets the relationship between most words and structures in the passage</li><li>• Demonstrates an awareness of the tone and style of the passage</li></ul>	10–12
<ul style="list-style-type: none"><li>• Translates some of the passage into coherent and accurate Classical Greek</li><li>• Demonstrates some understanding of the relationship between words and structures in most of the passage</li><li>• Demonstrates a general grasp of the content and style of the passage</li></ul>	7–9
<ul style="list-style-type: none"><li>• Translates some structures into accurate Classical Greek</li><li>• Shows a limited ability to grasp the content and style of the passage</li></ul>	4–6
<ul style="list-style-type: none"><li>• Translates some phrases and individual words into Classical Greek</li></ul>	1–3

# Classical Greek Extension

## 2009 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Section I — Prescribed Text</b>			
1 (a)	15	Homer, <i>Iliad</i> VI	H1.2, H1.3
1 (b) (i)	3	Homer, <i>Iliad</i> VI	H1.2, H2.5
1 (b) (ii)	3	Homer, <i>Iliad</i> VI	H1.2, H2.1, H2.3, H2.4
1 (b) (iii)	4	Homer, <i>Iliad</i> VI	H1.2, H2.1, H2.3, H2.5
2 (a)	10	Homer, <i>Iliad</i> V–VI	H1.2, H2.1, H2.2, H2.4, H2.5
2 (b)	10	Homer, <i>Iliad</i> V–VI	H1.2, H2.1, H2.2, H2.3, H2.4, H2.5
<b>Section II — Non-prescribed Text</b>			
3	15	Homer, <i>Iliad</i> XXII	H1.1, H3.1
4	15	Homer, <i>Iliad</i> XXII	H1.3, H3.1