

2010 HSC Classical Greek Continuers Marking Guidelines — Written Examination

Section I — Prescribed Text – Herodotus II

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 	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 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 	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 2 (a) (i)

Criteria	Marks
<ul style="list-style-type: none"> Accurately outlines the story of the journey of the Nasamonians 	2
<ul style="list-style-type: none"> Provides some information relevant to the question 	1

Question 2 (a) (ii)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a clear understanding of Herodotus' research methods, making appropriate references to the extract 	3
<ul style="list-style-type: none"> Shows some awareness of Herodotus' research methods, making some reference to the extract 	2
<ul style="list-style-type: none"> Provides some information relevant to the question 	1

Question 2 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates perceptive understanding of Herodotus' knowledge of Egyptian animals • Draws appropriate conclusions • Supports the answer with detailed reference to the text 	5
<ul style="list-style-type: none"> • Demonstrates reasonable understanding of Herodotus' knowledge of Egyptian animals • Draws some conclusions • Supports the answer with some reference to the text 	3–4
<ul style="list-style-type: none"> • Demonstrates limited understanding of Herodotus' knowledge of Egyptian animals • Makes generalised reference to the text 	1–2

Question 2 (c) (i)

Criteria	Marks
<ul style="list-style-type: none"> • Describes how this man became a thief 	2
<ul style="list-style-type: none"> • Provides some information relevant to the question 	1

Question 2 (c) (ii)

Criteria	Marks
<ul style="list-style-type: none"> • Explains what actions of the thief led Rhampsinitus to this judgement 	3
<ul style="list-style-type: none"> • Attempts to explain what the thief had done to earn this judgement 	2
<ul style="list-style-type: none"> • Provides some information relevant to the question 	1

Question 3

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates breadth and depth in discussing how Herodotus' presentation of Egypt is shaped by the methods he used to gather information • 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 discussing how Herodotus' presentation of Egypt is shaped by the methods he used to gather information • Argues effectively and substantiates points with appropriate reference to Herodotus II • Composes a structured response 	7–8
<ul style="list-style-type: none"> • Makes some relevant observations about Herodotus' presentation of Egypt and the methods he used to gather information • 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"> • Cites some relevant examples of Herodotus' presentation of Egypt without necessarily making a link with the methods used to gather information • 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 – Aristophanes, *Frogs*

Question 4

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 5 (a) (i)

Criteria	Marks
<ul style="list-style-type: none"> Explains the significance of Dionysus' remark 	2
<ul style="list-style-type: none"> Provides some information relevant to the question 	1

Question 5 (a) (ii)

Criteria	Marks
<ul style="list-style-type: none"> Explains the reference to Hegelochus 	2
<ul style="list-style-type: none"> Provides some information relevant to the question 	1

Question 5 (a) (iii)

Criteria	Marks
<ul style="list-style-type: none"> Provides a clear impression of Dionysus' character as presented in the extract 	2
<ul style="list-style-type: none"> Provides some information relevant to the question 	1

Question 5 (b) (i)

Criteria	Marks
• Explains the significance of the invitation	2
• Provides some information relevant to the question	1

Question 5 (b) (ii)

Criteria	Marks
• Explains why Xanthias replies	2
• Provides some information relevant to the question	1

Question 5 (c) (i)

Criteria	Marks
• Explains why Dionysus says <i>kokku</i>	1

Question 5 (c) (ii)

Criteria	Marks
• Provides a good explanation of how the extract anticipates the decision Dionysus will make at the end of the play	4
• Supports the answer with appropriate references to the text	
• Provides some explanation of how the extract anticipates the decision Dionysus will make at the end of the play	2–3
• Supports the answer with some reference to the text	
• Provides some information relevant to the question	1

Question 6

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates breadth and depth in discussing the way in which comic considerations affect the development of the plot of Aristophanes' <i>Frogs</i> • Argues convincingly and supports the answer with specific reference to Aristophanes' <i>Frogs</i> • Composes a logical and cohesive response 	9–10
<ul style="list-style-type: none"> • Demonstrates breadth and some depth in discussing the way in which comic considerations affect the development of the plot of Aristophanes' <i>Frogs</i> • Argues effectively and supports the answer with appropriate reference to Aristophanes' <i>Frogs</i> • Composes a structured response 	7–8
<ul style="list-style-type: none"> • Makes some relevant observations about comic aspects of Aristophanes' <i>Frogs</i> and the development of the plot • Provides some argument with appropriate reference to Aristophanes' <i>Frogs</i> • Demonstrates some ability to structure ideas and information with clarity 	5–6
<ul style="list-style-type: none"> • Cites some relevant examples from Aristophanes' <i>Frogs</i> 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 ideas and information 	3–4
<ul style="list-style-type: none"> • Identifies some isolated relevant information in relation to the question • Demonstrates a limited ability to structure ideas and information 	1–2

Section III — Unseen Texts

Question 7 (a)

Criteria	Marks
<ul style="list-style-type: none"> Identifies the voice of the participle 	1

Question 7 (b)

Criteria	Marks
<ul style="list-style-type: none"> Gives the reason why the word is in the genitive case 	1

Question 7 (c)

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 	7–8
<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 	5–6
<ul style="list-style-type: none"> Translates some of the extract into fluent English Demonstrates some understanding of the intent of the author 	3–4
<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 (d)

Criteria	Marks
<ul style="list-style-type: none"> Identifies the contribution to the humour of the mention of individuals 	2
<ul style="list-style-type: none"> Provides some information relevant to the question 	1

Question 8 (a)

Criteria	Marks
<ul style="list-style-type: none"> Identifies the tense of the participle 	1

Question 8 (b)

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

Question 8 (c)

Criteria	Marks
<ul style="list-style-type: none"> Gives the reason why the word is genitive 	1

Question 8 (d)

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

Question 8 (e)

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 	10–12
<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 	7–9
<ul style="list-style-type: none"> Translates some of the extract into fluent English Demonstrates some understanding of the intent of the author 	4–6
<ul style="list-style-type: none"> Translates some structures into English Demonstrates a limited understanding of the intent of the author 	1–3

Question 8 (f)

Criteria	Marks
<ul style="list-style-type: none"> Identifies the moral of the story 	2
<ul style="list-style-type: none"> Provides some information relevant to the question 	1

Classical Greek Continuers

2010 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I — Prescribed Text – Herodotus II			
1 (a)	5	Herodotus II	H1.1, H1.3
1 (b)	5	Herodotus II	H1.1, H1.3
2 (a) (i)	2	Herodotus II	H1.1, H2.3
2 (a) (ii)	3	Herodotus II	H1.1, H3.1
2 (b)	5	Herodotus II	H1.1, H3.1
2 (c) (i)	2	Herodotus II	H1.1, H2.3
2 (c) (ii)	3	Herodotus II	H1.1, H3.1
3	10	Herodotus II	H1.1, H2.2, H2.3, H3.1, H3.2
Section II — Prescribed Text – Aristophanes, <i>Frogs</i>			
4	10	Aristophanes, <i>Frogs</i>	H1.1, H1.3
5 (a) (i)	2	Aristophanes, <i>Frogs</i>	H1.1, H2.3
5 (a) (ii)	2	Aristophanes, <i>Frogs</i>	H1.1, H2.2
5 (a) (iii)	2	Aristophanes, <i>Frogs</i>	H1.1, H2.2, H2.3
5 (b) (i)	2	Aristophanes, <i>Frogs</i>	H1.1, H2.3
5 (b) (ii)	2	Aristophanes, <i>Frogs</i>	H1.1, H2.3
5 (c) (i)	1	Aristophanes, <i>Frogs</i>	H1.1, H2.3
5 (c) (ii)	4	Aristophanes, <i>Frogs</i>	H1.1, H2.3
6	10	Aristophanes, <i>Frogs</i>	H1.1, H2.2, H2.3, H3.1, H3.2
Section III — Unseen Texts			
7 (a)	1	Aristophanes, <i>Wasps</i> 54–70	H1.1, H2.1
7 (b)	1	Aristophanes, <i>Wasps</i> 54–70	H1.1, H2.1
7 (c)	8	Aristophanes, <i>Wasps</i> 54–70	H1.1, H1.2, H1.3
7 (d)	2	Aristophanes, <i>Wasps</i> 54–70	H1.1, H2.3
8 (a)	1	Herodotus V 50–51	H1.1, H2.1
8 (b)	1	Herodotus V 50–51	H1.1, H2.1
8 (c)	1	Herodotus V 50–51	H1.1, H2.1
8 (d)	1	Herodotus V 50–51	H1.1, H2.1
8 (e)	12	Herodotus V 50–51	H1.1 H1.2, H1.3
8 (f)	2	Herodotus V 50–51	H1.1, H2.3