

2016 HSC Classical Greek Extension Marking Guidelines

Section I — Prescribed Text

Question 1

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 	8
<ul style="list-style-type: none"> • Translates most of the extract into fluent and idiomatic English • Demonstrates a clear 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 	6–7
<ul style="list-style-type: none"> • Translates some of the extract into fluent English • Demonstrates understanding of the relationship between the words and structures of some of the extract • Demonstrates some understanding of the intent of the author 	4–5
<ul style="list-style-type: none"> • Translates parts of the extract into fluent English • Demonstrates basic understanding of the intent of the author 	2–3
<ul style="list-style-type: none"> • Translates isolated words and/or phrases into English • Demonstrates a limited understanding of the intent of the author 	1

Question 2 (a)

Criteria	Marks
<ul style="list-style-type: none"> Provides a thorough explanation of how the language of this extract illustrates the main issues of <i>Iliad</i> I Supports the answer with detailed references to the extract 	5
<ul style="list-style-type: none"> Provides some explanation of how the language of this extract illustrates the main issues of <i>Iliad</i> I Supports the answer with appropriate references to the extract 	3–4
<ul style="list-style-type: none"> Attempts to explain how some of the language of this extract illustrates the main issues of <i>Iliad</i> I Makes limited reference to the extract 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Answers could include:

- The main issues of *Iliad* I are the quarrel between Agamemnon and Achilles arising from the return of Chryseis to her father, and Agamemnon's intention to take Briseis from Achilles.
- In this extract Nestor is appealing to both Agamemnon and Achilles to resolve their differences.
- The language Nestor employs highlights the key concepts underlying the quarrel between Agamemnon and Achilles
 - *geras* (line 276) refers to Briseis, Achilles' prize of honour
 - *erizemenai* (line 277) Nestor rebukes Achilles for quarrelling with Agamemnon
 - *time* (line 278) and *kudos* (line 279) identify the higher status of Agamemnon
 - *karteros* (line 280) and *pherteros* (line 281) reiterate the difference in status between Agamemnon and Achilles
 - *menos* (line 282) and *cholon* (line 283) are words applied by Nestor to define Agamemnon's angry response to Achilles.

Question 2 (b)

Criteria	Marks
<ul style="list-style-type: none"> Provides a thorough explanation of how these extracts are indicative of the role played by the gods in advancing the action of <i>Iliad I</i> Supports the answer with detailed references to the extracts 	7
<ul style="list-style-type: none"> Provides a good explanation of how these extracts are indicative of the role played by the gods in advancing the action of <i>Iliad I</i> Supports the answer with appropriate references to the extracts 	6
<ul style="list-style-type: none"> Provides some explanation of how these extracts are indicative of the role played by the gods in advancing the action of <i>Iliad I</i> Supports the answer with some appropriate references to the extracts 	4–5
<ul style="list-style-type: none"> Provides some description of the role of the gods in <i>Iliad I</i> Makes limited reference to the extracts 	2–3
<ul style="list-style-type: none"> Provides some relevant information 	1

Answers could include:

- Each extract shows a god/goddess reacting to the prayer of a mortal.
 - The first extract describes the response of Apollo to the prayer of the priest Chryses.
 - The second extract shows Thetis responding to the prayer of her son Achilles.
- Apollo causes a plague to afflict first animals, then men in the Greek camp. The goddess Hera prompts Achilles to call an assembly to consider some means of appeasing Apollo, which leads to the decision to return Chryses' daughter.
- Thetis is showing maternal concern for the distress and complaints of her son. At his request, she agrees to ask Zeus to give success to the Trojans until such time as her son's honour is restored. Zeus agrees to this.
- The goddess Athena, prompted by Hera, intervenes to prevent Achilles from killing Agamemnon.
- Throughout *Iliad I* the gods are portrayed as taking a decisive interest in mortal affairs and intervening in ways that advance the action.

Question 3

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of the ways in which characters in <i>Iliad</i> I and IX are portrayed through their words and actions • Argues convincingly and substantiates points with specific references to <i>Iliad</i> I and IX • Composes a logical and cohesive response 	9–10
<ul style="list-style-type: none"> • Demonstrates a clear understanding of the ways in which characters in <i>Iliad</i> I and IX are portrayed through their words and actions • Provides a clear argument and supports the answer with appropriate references to <i>Iliad</i> I and IX • Composes a cohesive response 	7–8
<ul style="list-style-type: none"> • Demonstrates some understanding of the ways in which characters in <i>Iliad</i> I and IX are portrayed through their words and actions • Provides some argument and supports the answer with some appropriate references to <i>Iliad</i> I and IX • Demonstrates some ability to structure ideas and information with clarity 	5–6
<ul style="list-style-type: none"> • Provides some examples from <i>Iliad</i> I and IX relevant to the question • 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 • Demonstrates a limited ability to structure ideas and information 	1–2

Answers could include:

- There is a very high proportion of direct speech in both *Iliad* I and *Iliad* IX.
- Speeches convey the confrontation between opponents in a dramatic setting.
- As in a tragedy, the characters' emotions and motivations are laid bare in their choice of language, eg Achilles' creative insults, and Agamemnon's obstinacy.
- In *Iliad* IX the speeches resemble a formal debate in which the speakers take turns to address Achilles, revealing their differences of character.
- Not only mortal characters but also the gods are revealed by their words, notably Zeus and Hera in *Iliad* I.
- Examples of deeds: Agamemnon's treatment of the priest Chryses and his daughter; his taking Briseis; Achilles' refusal to fight.

Section II — Non-prescribed Text**Question 4 (a) (i)**

Criteria	Marks
• Explains the mood	1

Sample answer:

Indefinite temporal clause

Question 4 (a) (ii)

Criteria	Marks
• Identifies the tense	1

Sample answer:

Aorist

Question 4 (a) (iii)

Criteria	Marks
• Explains the case	1

Sample answer:

Dative of instrument / means

Question 4 (a) (iv)

Criteria	Marks
<ul style="list-style-type: none"> • Translates the extract into fluent and coherent 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 coherent 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 of the extract into fluent and coherent English • Demonstrates an 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 acceptable English • Demonstrates a limited understanding of the relationship between words and structures 	3–4
<ul style="list-style-type: none"> • Translates isolated words and/or phrases into English 	1–2

Question 4 (a) (v)

Criteria	Marks
<ul style="list-style-type: none"> • Identifies two relevant Greek phrases 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Answers could include:

Two of lines 48, 52, 55

Question 4 (b) (i)

Criteria	Marks
<ul style="list-style-type: none"> • Translates the extract into fluent and coherent English, selecting vocabulary most appropriate to the extract • 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 coherent 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 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 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 author 	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

2016 HSC Classical Greek Extension Mapping Grid

Section I — Prescribed Text

Question	Marks	Content	Syllabus outcomes
1	8	Homer, <i>Iliad</i> I 1–1412, IX 308–429	H1.2, H1.3
2 (a)	5	Homer, <i>Iliad</i> I 1–1412, IX 308–429	H1.2, H2.1
2 (b)	7	Homer, <i>Iliad</i> I 1–1412, IX 308–429	H1.2, H2.4, H2.5
3	10	Homer, <i>Iliad</i> I and IX	H2.1, H2.3, H2.4

Section II — Non-prescribed Text

Question	Marks	Content	Syllabus outcomes
4 (a) (i)	1	Homer, <i>Iliad</i> XVI 48–69	H1.3
4 (a) (ii)	1	Homer, <i>Iliad</i> XVI 48–69	H1.3
4 (a) (iii)	1	Homer, <i>Iliad</i> XVI 48–69	H1.3
4 (a) (iv)	10	Homer, <i>Iliad</i> XVI 48–69	H1.1, H1.2, H1.3, H3.1
4 (a) (v)	2	Homer, <i>Iliad</i> XVI 48–69	H1.2, H2.1
4 (b) (i)	5	Homer, <i>Iliad</i> XVI 48–69	H1.1, H1.2, H1.3, H3.1
4 (b) (ii)	5	English text for translation	H1.3, H3.1