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**EXAMINATION
REPORT**

**Classical
Greek**

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CLASSICAL GREEK

2/3 UNIT (COMMON)

Question 1

Translation of four passages (two from each) from the prescribed texts – Aristophanes, *Frogs* and Thucydides, *Book VII*. 20 raw marks (average) were allocated to each passage and objective criteria were used to determine what proportion of each answer was correct. Most students were well prepared and translated with few errors.

Common errors:

- (a) The force of the negative question οὐκ οἰμώξεται; was missed; τί was confused with τίς.
- (b) The force of φήμ' ἐγώ in context was missed; νῶν was not specified as dual.
- (c) The full meaning of ἐκείνους κωλύσουσι, *prevent the enemy from leaving*, was not brought out.
- (d) The function of παρέχειν, with subject τὸν κτύπον and object ἐκπληξιν etc., was not understood; ἐς τὴν πατρίδα was translated as if a genitive case.

Question 2

Comment on one passage (chosen from two alternatives) from each of the two prescribed texts. 8 raw marks were allocated to each passage and objective criteria were used to determine what proportion of each answer was correct. A good understanding of the passages was shown by most students.

- (a) (i) Other points of interest noted were the connection of line 2 with Hermes in *Peace* and the effect of line 4, consisting only of verb forms.
- (ii) Sufficient material for comment was provided by the underlined words.
- (b) (i) Some students failed to comment on πρὸ αὐτῶν.
- (ii) Most students gave the reasons for Nicias' execution, as was required.

Question 3

Unseen (i.e. unprepared) translation of (a) a passage of poetry, to which 24 raw marks were allocated, and (b) a passage of prose, to which 32 raw marks were allocated. Objective criteria were used to determine what proportion of each answer was correct.

- (a) Most students managed this passage quite well.

Common errors:

ἐντυχῶν, *meeting*, was mistaken for τυχῶν, *happening*

οὐκ οὐκ δικάϊως was not recognised as a question.

- (b) Students in general found this passage challenging; not even ἐκκλησίας γενομένης was understood by all.

Question 4

Prose composition, i.e. unprepared translation from English into Classical Greek, an optional alternative to essays. The total of raw marks was 48. Objective criteria were used to determine what proportion of each answer was correct.

Seven students, from two centres, chose the question. Three responses were very good and four were passable.

Common errors:

καίπερ combined with μὲν...δὲ and sometimes with indicative instead of participle;

confusion between νίκη and Νικίας, and between διὰ plus genitive, *through* and, and Διὰ plus accusative, *because of*.

Question 5

A short essay on each of the two prescribed texts, with a choice between two questions in each case. 24 raw marks were allocated to each essay. Two markers independently awarded marks on overall impression, and in all cases differences, if any, were well within the critical discrepancy of one third of the total range of marks.

- (a) *Aristophanes*: All students chose (ii), for which it was necessary to describe the audience and indicate the different types of humour. The best answers also noted the likely effect of circumstances on the audiences' mood.
- (b) *Thucydides*: Students were equally divided between (i) and (ii). For (i) it was necessary to relate Nicias' presentation to Thucydides' attachment of blame in general. For (ii) portrayal of emotions needed to be considered both for individuals and for groups and in relation to the presence or absence of reason.

3 UNIT (ADDITIONAL)

Question 1

Translation of two passages, (a) and (b), from the prescribed text – Homer, *Odyssey IX*, with brief questions, (i) and (ii), appended to each. For each passage, 22 raw marks were allocated to translation and 4 marks to the appended questions. Objective criteria were used to determine what proportion of each answer was correct. Students were well prepared and translated and commented with few errors or omissions.

- (a) (i) ἄνδρῖ σιτοφάγῳ is both a general reference to civilised human beings and an ironic foreshadowing of the Cyclops' cannibalism.
- (b) (i) οὐτιδανός is an adjectival form of ο'ύτις, recalling Odysseus' pseudonym.

Question 2

An essay on one of the prescribed texts, a choice of one out of three questions. The total of the raw marks was 24. Two markers independently awarded marks on overall impression, and in all cases differences, if any, were well within the critical discrepancy of one third of the total range of marks. Two students chose the question (a) on Aristophanes, none chose question (b) on Thucydides and five chose question (c) on Homer.

- (a) Students argued strongly against the statement, showing detailed knowledge of the play, but did not consider the relative importance of humour that is not political or social.
- (c) The best students did not simply detail examples of Odysseus' cunning, but also took account of his mistakes. No one commented on the ambiguity of πᾶσι in the quotation or on its last clause.

Question 3

Unseen (i.e. unprepared) translation of a passage of Homer. The total of raw marks was 24, and objective criteria were used to determine what proportion of each answer was correct. Most students managed quite well, but some showed seriously deficient vocabulary.

Common errors:

ἦς (γῆς) was not recognised as the third-person possessive adjective;
πόλεες, = πολλοί, was confused with πόλεις, *cities*.