

## Principal Assessor Report 2002

**Assessment Panel:**

**Latin and Classical Greek**

**Qualification area**

**Subject(s) and Level(s)  
included in this report**

**Classical Greek – Standard Grade and Higher**

### Statistical information: update

<b>Number of entries in 2001</b>	<b>Standard Grade</b>	<b>Higher</b>
<b>Pre appeal</b>		
<b>Post appeal</b>	9	14

<b>Number of entries in 2002</b>	<b>Standard Grade</b>	<b>Higher</b>
<b>Pre appeal</b>	4	8
<b>Post appeal</b>		

**Grade boundaries at C, B and A for each subject area included in the report**

**Higher**

<b>A</b>	70%
<b>B</b>	60%
<b>C</b>	50%

**Standard Grade  
Interpretation**

<b>1</b>	68%	<b>2</b>	52%
<b>3</b>	68%	<b>4</b>	52%
<b>5</b>	70%	<b>6</b>	50%

**Translation**

<b>1</b>	70%	<b>2</b>	50%
<b>3</b>	70%	<b>4</b>	50%
<b>5</b>	70%	<b>6</b>	50%

## Comments on candidate performance

### General comments

Overall, candidates' responses were good, with good use of quotations to support answers, especially at Standard Grade.

Candidates whose performance was less good seemed, at Higher level, to be less well prepared for the Thucydides paper (Interpretation) with lack of knowledge of the Prescribed Text evident.

At Higher level, some essay responses were good, showing evidence that the candidates engaged well with the material. Other essays were of too general a nature, failing to address the question asked.

At Standard Grade, the overall performance in Interpretation was very good, and in Translation all candidates achieved a Credit pass. In Investigation it was pleasing to see that care was taken to present information clearly, with IT skills applied well.

### Areas of external assessment in which candidates performed well

At Standard Grade, candidates showed ability to quote appropriately in support of their answers. The standard of written English was very good, and in the Translation element some demonstrated sophistication in their response.

At Higher, those candidates who had thought about the Interpretation authors and had prepared thoroughly demonstrated skill at answering to the point with appropriate use of quotation.

### Areas of external assessment in which candidates had difficulty

There were no difficulties in Standard Grade Interpretation. In Higher Interpretation there was some difficulty in knowing what constituted a phrase: some candidates quoted whole lines/sentences of text, though often the comment made referred only to a few (the relevant) words.

Some essays (Higher Interpretation) moved away from the specific question (eg Verse Interpretation, Section B, 3(a) – where a general critique of Oedipus' motivations was given rather than comments of reaction of candidates to Oedipus throughout the play).

### Areas of common misunderstanding

Mainly in Translation :

- singular/plural distinction (SG and H)
- verb endings (H)
- use of participles and infinitive endings (H)

## Recommendations

### Feedback to centres

#### Interpretation

- Stress the need for candidates to be prepared to quote and translate accurately in support of response.
- Emphasise the importance of relating “author’s effect/intention” to specific words which candidates quote (not a general comment on whole line of text).

#### Translation

- Draw attention to convention for glossing phrases with ellipsis(...). This requires candidates to realise that words from the passage have been omitted from glossing and **they** need to translate the complete phrase with all Greek translated.

#### Investigation

- Stress that comparisons need to be developed with reasons, not simply stated as “This is similar to...”.
- Stress that the Investigation should contain whatever its introduction says it will include.
- Reiterate that there must be careful consideration of topic to ensure criteria (especially of comparison) can be met.