



Standard Grade Arrangements in Classical Greek

At Foundation, General and Credit Levels in
and after 1991

November 2009

Standard Grade Arrangements in Classical Greek

Published by the Scottish Qualifications Authority

The Optima Building
58 Robertson Street
Glasgow
G2 8DQ

Ironmills Road
Dalkeith
Midlothian
EH22 1LE

© Scottish Qualifications Authority 2009

The information in this publication may be reproduced to support SQA qualifications. If it is to be used for any other purposes written permission must be obtained from the Publications Officer at SQA, Glasgow.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's Question Paper Unit at Dalkeith may be able to direct you to the secondary sources.

This publication must not be reproduced for commercial or trade purposes.

| Contents | Page |
|--|-------------|
| Introduction | 5 |
| Rationale | 6 |
| 1 The Aims and Structure of Standard Grade Classical Greek | 7 |
| 2 Assessment for Certification | 17 |
| 3 Grade Related Criteria | 23 |
| Appendices | |
| I Accidence | 32 |
| II Syntax | 36 |
| III Prescribed Text | 37 |
| IV List of Suggested Topics for Individual Investigation | 38 |
| V Translation: Principles of Differentiation | 39 |
| VI Advice on the Setting and Marking of Translation | 40 |

Introduction

In May 1988, a report containing proposals for a syllabus and examination in Classical Greek on the Standard Grade of the Scottish Certificate of Education was issued to interested bodies for comment. The report was produced by a Short Life Working Group (SWLG) of nominees of the Board and the then Consultative Committee on the Curriculum.

The submissions from interested bodies are gratefully acknowledged. In preparing the finalised Arrangements, the Board's Classics Panel, with the assistance of the SWLG, has taken account of the observations received and has amended the proposals as appropriate.

The Standard Grade examination in Classical Greek at Foundation, General and Credit Levels will be offered in and after 1991 on the basis of the arrangements detailed in this document.

Rationale

The Arrangements for Standard Grade Classical Greek are based on the belief that the principal purpose in teaching Greek is to bring pupils to the stage of being able to read and translate Classical Greek with some measure of competence, being able to apply skills of appreciation and criticism to the Classical they read, and being able to gain insights into the historical, social and cultural context within which the literature studied was produced. These considerations have led to the identification of three areas in the teaching of Classical Greek, relating to translation, interpretation and investigation. These areas are not new to the teaching and learning of Classical Greek; however, in this document the suggested approaches and assessment procedures attempt to move the learning process away from factual recall of content towards the application of skills and the exploration of concepts. The intention is that these skills will be retained by pupils and used again either in further study of Classical Greek or Latin, or in other areas of the curriculum.

The implications of this new approach to Greek teaching are considerable, and therefore guidance will be provided for teachers with regards to the planning of courses and methods to be employed in the classroom. Many Classics teachers will already have acquired experience in their new courses and methodology as a result of their work on Standard Grade Latin.

The assessment procedures for Classical Greek incorporate current trends in assessment. There will be external papers for unseen translation and for interpretation of prescribed text, and external assessment of work done outwith the examination room for investigation of Greek history and civilisation. Grade related criteria are supplied in order to define levels of performance required to obtain specific awards.

The Arrangements are intended to provide all pupils who study Classical Greek at Standard Grade with challenges that are attainable and with opportunities to reach their highest levels of performance. In the formulation of the Arrangements, the need has been accepted to provide for a wide range of ability. However, the position of the subject at this stage in the secondary curriculum is such that the provision of separate courses at different levels has been avoided. The required differentiation will have to be reflected in teaching approaches and in learning tasks.

Section 1

The Aims and Structure of Standard Grade Classical Greek

1 The Aims and Structure of Standard Grade Classical Greek

1.1 This section:

- ◆ discusses the definition of Classical Greek as a subject for study in schools
- ◆ relates Classical Greek to the ‘modes of activity’ proposed in the Munn Report
- ◆ considers the particular contributions which a study of Classical Greek can make to the general education of pupils
- ◆ takes into account the restrictions imposed by the limited time made available in some schools for the study of Classical Greek

1.2 Definition of Greek

1.2.1 The principal areas of study in any Greek course are:

- ◆ Greek language
- ◆ Greek literature
- ◆ Greek history and civilisation.

A course which omits any of these areas would be unsatisfactory. Each, however, is of such vast intellectual proportions that some detailed delimitation is necessary in order to indicate what is practicable at any stage of the school curriculum.

Moreover, the constituent parts overlap and interact to a considerable extent. This has implications for the system of assessment.

1.2.2 Classical Greek Language

- a) Each generation must interpret the relative importance of the three areas of study in the light of the currently predominant educational philosophies. One interpretation, an extreme one, from which the subject still suffers today, was common until the middle of the last century. The highest accolade was reserved for those who displayed dexterity in turning English passages into Classical Greek, and to that end great emphasis was placed on mastering every last intricacy of Classical Greek grammar. Literature was read almost exclusively for the linguistic points which could be wrung from it. History and civilisation, lest they distract from the main grammatical purpose, were simply ignored whenever possible. Such attitudes were condemned as long ago as 1947 (‘Secondary Education’ (SED, 1947), pp 79 ff), and yet it was not until 1971 that translation into Classical Greek ceased to be a compulsory part of certificate examinations in Scotland.
- b) Study of the Classical Greek language is, naturally, of paramount importance; the subject cannot exist without it. But the language is not the end of the study: it is but the means to an end, namely the ability to read Classical Greek literature in the original Greek. For pupils Greek can seem to be a difficult language. It is written in a script which, in the initial stages at least, is unfamiliar. It is highly inflected; its word order is not totally familiar to pupils; in syntax it commonly employs certain constructions which are equally unfamiliar. The normal patterns of word order are frequently broken, especially in poetry, to create a particular effect. Sentences can be much longer than is normal in modern literature. Because of these difficulties, careful consideration must be given to the amount of linguistic knowledge which can reasonably be expected at Standard Grade.

- c) It is possible to learn a foreign language without formally practising the skill of translation. In the case of Classical Greek, however, since speaking the language is of minimal importance, written translation is one of the best ways of ensuring that understanding has been achieved. For that purpose, if for no other, translation into English is an important activity in a Greek course.
- d) In studying a foreign language, it is natural to compare it with the mother tongue and with any other language which may be known. The close relationship between Greek and English is not as close as the relationship between Latin and English. However, Greek is the source of many scientific terms and items of specialist vocabulary in English. It is expected that candidates, guided by their teacher/lecturer, will gain particular insights into etymology, and in the process they will become increasingly aware of the main ways in which language can function.
- e) The study of any language — whether the native tongue or a foreign language — should be more than a linguistic discipline: since style and content of reading matter are inextricably linked, it is most desirable that, with the guidance of their teacher/lecturer, pupils should read beyond the surface meaning. For this purpose, skills of interpretation will require to be developed. In the case of Greek, the initial need to translate into English (see c) above) means that the development of skills of interpretation will be more modest than in the study of the mother tongue. Nevertheless, for the reasons stated, interpretation is an important activity in a Greek course.
- f) What is involved in the interpretation of Greek will be outlined later. For the moment, it is pertinent to make the point that interpretation is a continuing and developing process: some interpretation is required when a passage is met for the first time; more penetrating interpretation becomes possible as a result of reflection and discussion. From this it can be seen that the linguistic skills being developed are more than simple decoding. They involve pupils in analysis and synthesis of ideas and concepts, in logical and sequential expression, in choice of vocabulary and in refinement and redrafting of what they have written. The interaction between translation and interpretation skills is continuous.

1.2.3 Greek Literature

- a) In recent years, the emphasis has shifted away from detailed study of Classical Greek grammar (for the purpose of translating from English into Greek) towards the reading of Greek. The Working Party on the Curricula in Latin and Greek commented in its report in 1967:

‘The first aim of classics teaching should be to bring pupils as quickly as possible to the stage where they can begin to read and enjoy in the original languages what has been written in Latin and Greek, and thereafter to organise a reading programme wide enough and varied enough to maintain their interest, extend their mastery of the language, and broaden their aesthetic experience.’*

* ‘The Teaching of Classics in Schools’ (SED; p 9)

The principles enunciated in the 1967 report underlie the approach to Greek which was taken throughout the 1970s and 1980s. In 1967, however, little mention was made of why pupils should read Greek literature. The first purpose (ie to maintain interest) of the reading programme might be interpreted as having more to do with the teacher's/lecturer's peace of mind than the educational development of the pupil; the second (ie to extend mastery of language) shows the influence of previous generations' preoccupation with grammar; the third (ie to broaden aesthetic experience) is a step in the right direction, but a hesitant first step only. These criticisms are not intended to imply that the 1967 statement is invalid.

That literature ought to be chosen to maintain the pupils' interest, should be taken for granted; taken for granted, too, should be the extended mastery of the Greek language through reading. What is now required is an exposition of the contribution which a study of Greek literature can make towards achieving the aims of secondary education.

- b) The Greek language is seen as a key to open the door of Greek literature (see 1.2.2 b)). Enthusiasm, of course, must be tempered with common sense. The linguistic difficulty and the sophistication which characterise much of Greek literature will place a great deal of it beyond the reach of Standard Grade pupils. Nevertheless, sufficient progress in the language can be made, and sufficient literature of a suitable linguistic level exists (and indeed Greek is more richly endowed than Latin in this respect), for all Standard Grade pupils to have some first-hand experience of what the Greeks themselves wrote: the key can be turned, and the door can be pushed ajar.
- c) Just as it has been judged insufficient to study Greek language without using it to read Greek literature, so too the reading of the literature should not be seen as an end in itself. Reference has already been made to the opportunities it offers for developing skills of interpretation; through such skills, it is hoped, will be fostered a critical approach towards reading which will be of lasting value. The content of the reading matter can also illuminate the civilisation and the attitudes of the Greeks, which in turn can lead to a wider understanding of contemporary society. In addition, there are prizes of aesthetic enrichment and simple enjoyment to be won. For all these reasons, the principal aim of Greek teaching is to equip pupils with an ability to read Greek literature in the original, and it is considered that, in a Standard Grade course, pupils should actually read some Greek literature.

1.2.4 Greek History and Civilisation

- a) Despite the attitudes described in 1.2.2 a), the case for regarding Greek history and civilisation as an integral part of Greek studies has been made for a long time. The study of history and civilisation is not merely a branch of knowledge with its own intrinsic appeal, but is absolutely necessary if one is to read the literature of the Greeks with understanding and appreciation. Nor is it enough for the teacher/lecturer merely to impart what incidental background knowledge is essential for the pupils' proper understanding of any given text; the business of the Classics teacher/lecturer must be not merely to introduce pupils to the Greek language and its literature, but to try to give them a systematic picture of one era of the ancient world which has played a large part in determining the shape and spirit of our own.

A Greek course which does not give pupils some conception of how the Greeks lived and what they achieved would tend to make the study somewhat arid and dull. Therefore the study of Greek history and civilisation must not be regarded as an optional, peripheral activity, but as a fundamental, constituent part of the teaching and learning of Classical Greek. The claims made are well borne out by all the reports since 1947 which have dealt with the teaching of Greek in schools, eg 'Secondary Education' (1947), p 83, 'Classics in Secondary Schools' (1951), p 29, and 'The Teaching of Classics in Schools' (1967), p 18.

- b) It has long been the practice of the Classics teacher/lecturer to supplement the learning of the Greek language with some study of 'background' or history. Recent course books contain sections devoted to civilisation. A general introduction to Greek civilisation, therefore, is already a familiar, and necessary, part of the pupils' experience in Greek. This practice is endorsed, and it is expected that it will continue.

Considerations of time, however, and the wide range of the subject matter have conjoined to result in pupils being left at the end of their course with no more than a fragmentary and superficial understanding of life in Greek times. Moreover, despite exhortations to teachers from the writers of course books and elsewhere to make more imaginative use of the opportunities presented in a study of Greek civilisation, it is suspected that for many pupils, this aspect of their Greek course has consisted merely in having to memorise such facts they may be asked to recall in an examination.

- c) There will continue to be a limited time available for the study of Greek; it is therefore inevitable that any appreciation of Greek civilisation which Standard Grade pupils may have gained will be neither complete nor particularly deep. The teacher's role in this part of a Greek course, therefore, should be less to impart information about the Greeks and their world than to encourage independent investigation and to develop the pupils' expertise in carrying it out.

1.2.5 Classical Studies

A recent innovation in classical education is seen in the emergence of Classical Studies as a subject for certification in its own right, both in schools and universities. Current courses in Classical Studies require pupils to study ancient literature in translation, together with topics drawn from art, social life and history.

The subject is justified on historical, aesthetic, moral and other grounds – not to mention the fact that it is enjoyed by many pupils. This is not the place to expound the rationale of non-linguistic Classical Studies per se; but it is necessary to consider whether the existence of such a subject has any implications for developing courses in Greek. Some may argue, for instance that a civilisation component in Greek merely duplicates what is available elsewhere.

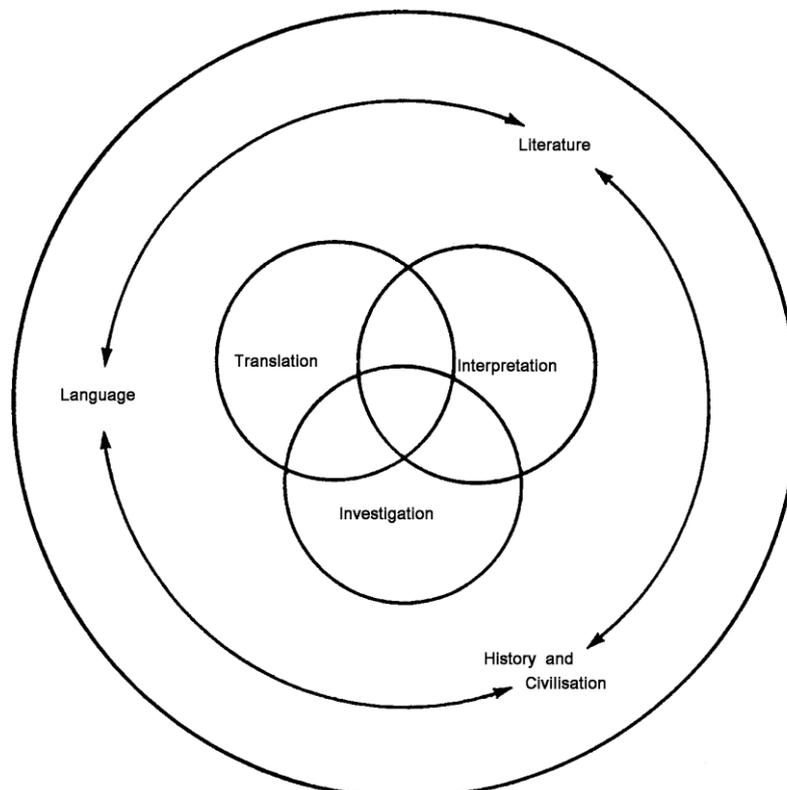
The argument would not be admissible. Apart from the fact that Classical Studies may be concerned with both Roman and Greek civilisations, its justification, as has been hinted at, is far more wide-ranging than any claims which will be made for a civilisation content in Greek (see 1 2 4 b) c)).

That there may from time to time be some overlap of subject matter is indisputable: but it must be recognised that the sequence of topics, period allocations, curricular objectives and the teaching/learning process will all combine to produce a course which is quite different from the element being proposed for Greek. The current availability of Classical Studies as an examination subject does not prejudice the Investigation element in Greek.

1.2.6 The conclusion to which the foregoing arguments lead is that the aims of a Greek course should be:

- ◆ to develop pupils' competence in Greek language which will enable them to read with understanding and translate Greek of an appropriate level of difficulty, and in the process to enable them to compare Greek with their own and other languages and to become aware of some of the ways in which language can function
- ◆ by studying extracts from Greek authors, to increase pupils' understanding and appreciation of Greek literature, and in the process to develop their skills of interpretation
- ◆ to help pupils to understand and gain an insight into the Greek world, the cultural context within which Greek literature was produced, and at the same time to develop their skills of investigation

Although the study of Greek is described as a tripartite activity, the three parts are very closely interconnected. For example, knowledge of the language is necessary in order to be able to read literature as it was actually written, while the reading of literature in the original tongue of the author contributes considerably to a fuller understanding of the language. Similarly the reading of literature opens up areas of study from historical and cultural aspects of the subject, just as some knowledge of Greek history and culture facilitates an understanding of Classical Greek literature. This can be illustrated in diagrammatic form as follows.



1.3 Greek and Modes of Learning

1.3.1 The Munn Committee proposed that the curriculum should be conceived in terms of 'modes of activity' rather than the traditional subjects. It identified modes as follows (Munn Report, 4.9 ff):

- ◆ Linguistic and Literary Studies;
- ◆ Mathematical Studies;
- ◆ Religious and Moral Studies (combined modes);
- ◆ Physical Activity and Leisure;
- ◆ Social Studies;
- ◆ Scientific Studies;
- ◆ Creative and Aesthetic Studies.

Some of these titles have been slightly modified, and an eighth mode ('Technological Activities and Applications') has been added ('Curriculum Design for the Secondary Stages', CCC, 1987).

1.3.2 Greek, because it is a foreign language, is most obviously associated with the Linguistic and Literary Studies mode. In the Munn Report (4.11), the value of foreign literary study is expressed almost exclusively in terms of the practical uses to which knowledge of a language may be put (eg 'as an ancillary skill in a variety of occupations', as 'a valuable tool in the further study of other disciplines'). It is possible to find occupations and disciplines in which knowledge of Greek can actually be put to use, but such opportunities are rare and are unlikely to concern the great majority of pupils.

1.3.3 Greek, because it is a foreign language, is most obviously associated with the Linguistic and Literary Studies mode. In the Munn Report (4.11), the value of foreign literary study is expressed almost exclusively in terms of the practical uses to which knowledge of a language may be put (eg 'as an ancillary skill in a variety of occupations', as 'a valuable tool in the further study of other disciplines'). It is possible to find occupations and disciplines in which knowledge of Greek can actually be put to use, but such opportunities are rare and are unlikely to concern the great majority of pupils.

As for the educational uses of foreign languages, the Munn Committee chose to limit its comments to recognising 'the value of a language other than English for the insights it can give into another culture' (Munn Report, 4.11). But it must be stated that foreign languages can contribute in other ways towards achievement of the aims which the Committee set for secondary schools (Munn Report, 4.3-6), ie development of knowledge and understanding; development of skills; affective development; meeting the demands of society. The particular contributions which a study of Greek can make are detailed in 1.4 below.

1.3.4 The emphasis which the Munn Committee laid on the practical purposes of language learning suggests a concern with modern rather than classical languages. It is of the utmost importance to distinguish between them. Unlike modern languages, classical languages are not studied primarily for purposes of productive communication. Aural and oral work, while they do have some value in the classroom, can never be the *raison d'être* of studying Classical Greek; the same applies to the writing of Greek.

Pupils' energies should be concentrated on the aspects of language learning which are relevant to Greek — mainly the development of complex reading skills. This is why it has been judged desirable to make the reading of some Greek literature a goal for Standard Grade pupils. The several linguistic skills associated with the learning of classical languages, namely lexical, reference, etymological, interpretative and analytical skills, have very considerable consequences for pupils' linguistic development: their advantages in giving to pupils insights into the structured communication of facts, ideas and concepts are invaluable, and are matched by no other group of subjects in the current curriculum.

- 1.3.5 The inclusion of history and civilisation as legitimate components of a Greek course leads away from Linguistic and Literary Studies in the direction of other modes of learning. The modes are an attempt to classify human experience; they are applicable, *mutatis mutandis*, to the study of any society, past or present. As Greek literature may reflect any facet of Greek society, it will not be surprising if its content is liable to touch on matters which properly belong to any of the modes. No claim, of course, is being made for Greek to be regarded as the ideal subject; it is merely being suggested that by following a Greek course pupils may add something to their education in modes other than the one which is immediately obvious.

In accepting that the modes 'provide a curriculum framework which all schools should adopt', the Government recognised that the 'modes should not be too narrowly identified with particular subjects' ('Framework for Decision', 9.1). Conversely, subjects should not be too narrowly identified with particular modes: 'Individual subjects may contribute to more than one mode, depending on the methods and content of the particular course.' (*ibid* 9.2). Greek, in the syllabus for Standard Grade, follows the latter rather than the former alternative, and in the syllabus the intention is to provide pupils with a broadly-based learning experience.

1.4 The Contribution of Classical Greek to the General Education of Pupils

1.4.1 It is essential that mention be made of the distinctive features of Greek as a subject for study in schools. In this connection, it is worth quoting paragraph 398 from 'Secondary Education' (SED, 1947):

'It follows from our whole attitude towards the teaching of classics that we attach especial value to the study of Greek, and we suggest that where only one classical language can be taken up the claims of Greek should be carefully weighed against those of Latin. ...if we are right in holding that in the end the inclusion of a classical language can be justified only on its intrinsic merits — the interest of its study, the range and excellence of its literature and the value of the culture it enshrines — then the case for Greek becomes very strong. Moreover, it has a great advantage over Latin in the availability of reading material of moderate difficulty and superlative quality. ...we recommend that, where staffing allows, it should be possible to take Greek as a first or sole classical language.'

Some advantages of the study of Greek and the Greeks are considered to be:

- a) It affords to pupils a unique opportunity to become acquainted with the seedbed of Western thought: many of the concepts and ideas of modern life have their beginnings in Greek civilisation, language and literature.
 - b) The originality of Greek literature is remarkable: it provides the blueprint for literary genres which have been adopted by other cultures through the centuries.
 - c) The nature of Greek literature is such that there is reading material available which is more accessible to pupils in the earlier stages of learning the language.
- 1.4.2 Knowledge of Greek and an ability to read it provide the means of direct contact with the Greek world, its people and its institutions. Some benefits (eg a sense of the past, the comparison of another society with one's own, an appreciation of roots of western civilisation, the development of a range of skills) can be gained through non-linguistic Classical Studies. What is added by knowledge of the language – even at an elementary level – is the opportunity to gain a direct insight into the thought processes and precise concepts of the Greeks.
- 1.4.3 The study of Greek affords the opportunity of seeing how thoughts and ideas are expressed in a different language and idiom from one's own, and produces sensitivity to one's native tongue.
- 1.4.4 The study of Greek should contribute to the development of competence and facility in the use of the mother tongue, although the extent of this contribution is difficult to quantify. The debt which the English language owes to Greek has been mentioned at 1.2.2 d above.
- 1.4.5 The flexible nature of Greek and its capacity to communicate delicate shades of meaning should promote precision the complexity of its written structure should promote precision and clarity of thought and expression, as reading skills in the language are developed.

- 1.4.6 The study of Greek contributes to the development of sensitivity to language usage, narrative, arguments, imagery and style. This is as true of the reading matter in elementary course books as of the works of Greek authors. It leads to skills of interpretation and communication of meaning and purpose.
- 1.4.7 Translation from Greek is a test of global competence in basic knowledge and performance in several skills — such as ability to organise, analyse and synthesise, and select on the basis of evidence — all of which have wider educational values, particularly in investigation, analysis and exposition.
- 1.4.8 Knowledge of Greek provides the means of reading the literature of the Greek world. This literature can be read in translation with profit, but even the best translation cannot communicate the full sound, meaning, form or quality of the original. Much of this can be experienced even by pupils who do not continue the study of Greek beyond Standard Grade, with appropriate methods and preparation by teachers/lecturers.

1.5 Time Available for the Study of Greek

- 1.5.1 As they have outlined in the preceding paragraphs, the claims which are made for Greek may seem ambitious. A school course cannot be more than an introduction to the subject in Greek as in other disciplines, but it can set pupils on the right course and guide them some distance along it.
- 1.5.2 Determining an appropriate level of attainment for a specific Grade is not an easy task when the courses are not of uniform duration. The circumstances in which Greek is taught in schools require to be noted. In some schools, Greek is offered for the first time as an option in S3; in some, it may be offered at an earlier stage. In addition, Greek is often available in schools by arrangements which transcend the normal option-column structure; such procedures are used by schools to try to ensure that Greek is available to pupils.

The proposals put forward for Standard Grade Greek are made on the basis that Greek should have no less favourable a position in the curriculum than any other subject. Time for the study of Greek should be commensurate with time made available for other subjects, ie the equivalent of a minimum of four 40 minute periods per week. At the same time, the proposals for Standard Grade Greek are intended to provide for a variety of school circumstances.

- 1.5.3 As long ago as 1947 it was argued that Greek might be a pupil's first (and perhaps only) classical language (cf 1.4.1). The normal pattern in Scotland (and possibly elsewhere) for many pupils has been for a study of Greek to follow the commencement of the study of Latin. There is no reason why this should not happen; equally there is no need for a pupil to show aptitude in Latin before commencing the study of Greek.
- 1.5.4 These considerations have been kept constantly in mind during the preparation of this document. In accordance with the Government's statement ('Framework for Decision', 4.17) that 'some 'content pruning' will be necessary', these arrangements represent a decided shift of emphasis 'away from factual recall of content covered to the learning of skills and processes, and the grasp of concepts' (ibid 4.15).

Section 2

Assessment for Certification

2 Assessment for Certification

2.1 Assessable Elements

The three assessable elements will be: Translation, Interpretation and Investigation.

2.2 System of Assessment

Candidates will be assessed by a system common to all Levels.

The Certificate will record an overall award on a 7 point scale of grades, Grade 1 being the highest. The Certificate will also record attainment in each assessable element. The overall award will be derived from the mean of the element grades, weighted in the ratio 2:2:1 for Translation, Interpretation and Investigation respectively.

2.3 Form of Assessment

Assessment leading to a Certificate award will be wholly external, based on performance in written papers for Translation and Interpretation, and in a non-examination-room component consisting of a Report on an Individual Investigation.

2.4 Presentations

At the time of presentation, centres will be required to indicate the Level(s) of the external papers which each candidate will attempt, as follows:

- Foundation Level only,
- or Foundation and General Levels only,
- or General and Credit Levels only.

This presentation does not imply any restriction on grades available for Investigation.

Candidates presented at two Levels are not obliged to attempt the papers at both Levels but are strongly advised to do so, since, other than as a result of an appeal, candidates can only be awarded one of the grades assessed by the paper(s) attempted, or Grade 7.

The following table may be helpful as a guide to presentation.

| <i>Expected External Grade</i> | <i>Presentation Level(s)</i> | <i>Grades Assessed</i> |
|--------------------------------|------------------------------|------------------------|
| 7, 6 | Foundation | 6, 5 |
| 5, 4 | Foundation and General | 6, 5, 4, 3 |
| 3, 2, 1 | General and Credit | 4, 3, 2, 1 |

This arrangement allows in each case for a grade award higher or lower than expected (except at Grades 1 and 7 respectively). A candidate expected to achieve Grade 6 may choose to be presented for both the Foundation and the General papers; or a candidate expected to achieve Grade 3 may choose to be presented for the Foundation and General combination of papers, thereby accepting that Grade 2 or Grade 1 will not be possible.

Candidates who attempt papers at two Levels will be given the better of the two grades achieved on these papers. Performance at one Level will not be taken into account in grading at the other Level.

2.5 Assessment Requirements

2.5.1 The syllabus will be based on the three elements of Translation, Interpretation and Investigation.

2.5.2 Translation

For the purpose of the examination paper in unseen translation, candidates will be expected to be familiar with the prescribed accidence and syntax given in Appendices I and II; a word-list specific to the passage will be issued to each candidate.

Candidates will be required to translate into English a passage or passages of unseen Greek prose.

Before candidates can translate, they have to acquire the following skills. They should be able to:

- a) recognise vocabulary and recall its meaning, or discover its meaning by discriminating use of a word-list
- b) recognise the category of words (eg nouns, verbs)
- c) recognise the inflections of words
- d) apply knowledge of accidence
- e) apply knowledge of syntax
- f) analyse the relationships of clauses and participial phrases
- g) make an appropriate choice of English words
- h) deduce and express overall meaning in the light of context and experience

It is recognised that global language competence is more than the sum of the constituent skills. Translation subsumes the skills listed above, but in the process of translating, these skills are not necessarily used in the order listed, and they may overlap. Many candidates, especially those more skilled in translating, may subconsciously bypass one or more of the operational phases. In addition, it is generally agreed among linguists that at some stage in the process of translating there occurs a conceptualisation of meaning which cannot be described with precision and certainty. Tests can be devised to assess each of the listed skills, but the sum of such tests does not indicate a global competence in language or translation. Tests of individual skills are useful in the learning process but are not appropriate to assessment for certification of Translation.

2.5.3 Interpretation

Candidates will be expected to have studied the text prescribed. The text will consist of prose and verse, some in Greek, some in translation; the Greek may contain vocabulary, accidence and syntax which are not included in the lists provided for unseen translation in Appendices I and II. The current prescribed text is detailed in Appendix III.

For the study of the prescribed text during the course, any suitable editions may be used. It should be noted, however, that the text provided in the examination will be the one issued by SQA. Copies of this plain text are available free of charge from SQA, on request.

Candidates will be required to answer interpretation questions on the prescribed text.

The skills of interpretation are defined as follows. The candidate should be able to:

- a) extract information and explain content, ideas and themes
- b) analyse and explain the author's technique (eg use of words, imagery, figures of speech)
- c) make a statement of personal response with justification and/or evaluation (eg commenting on attitudes and comparing passages with regard to points of similarity and difference)

2.5.4 Investigation

Each candidate will be expected to produce a Report resulting from an Individual Investigation of a topic of Greek history or civilisation. Candidates from the same centre may choose the same topic if they wish. A list of suggested topics is given in Appendix IV.

Although no restrictions are placed by SQA on the candidate's choice of topic, it should be borne in mind that some topics may not lend themselves to the demonstration of the skills defined below.

The Individual Investigation seeks to meet the aims of giving the candidate the opportunity to study in some depth one aspect of Greek life, culture, history or achievement, and developing the candidate's skills of enquiry and study in a subject chosen by the candidate.

The skills to be developed in the Individual Investigation are defined as follows. The candidate should be able to:

- a) show knowledge and understanding of a specific aspect of the Greek world, by identifying sources of information and by interpreting the evidence;
- b) draw comparisons and reach conclusions;
- c) communicate findings and present results (making, where appropriate, a personal response, for example in commenting on values and attitudes).

2.6 Assessment Arrangements

2.6.1 At each Level, there will be two examination papers as follows.

Interpretation (45 minutes)

Questions will be set on interpretation of the prescribed text. Answers should generally be in continuous prose, except where a single word or phrase is clearly sufficient. The prescribed text, Greek and English, will be issued to candidates for this paper. (See Appendix III for the prescribed text.)

Translation (45 minutes)

A passage of Greek (unseen prose, normally narrative) will be set for translation into English. It is intended that no sentence in any passage will be too complicated; and that in each passage there will be as reasonable a representation of syntactical structures as possible. The passage will have an explanatory introduction and, if appropriate, linking sections in English. The passage, which will total approximately 130-160 words; will conform to the prescribed lists of accidence and syntax (see Appendices I and II), the number of words for Greek is greater than the number of words for Latin, since Greek passages contain particles and definite articles. Other assistance may be given as appropriate to the Level concerned.

2.6.2 There will also be an Individual Investigation.

This is a non-examination-room component, externally assessed. The candidate is required to submit a Report resulting from an Individual Investigation of a topic of Greek history or civilisation.

Each candidate must produce for submission to SQA, by 26 March of the year of the examination, a Report resulting from the Individual Investigation. The Report should be approximately 1,000 words in length, and may be accompanied by appropriate illustrative material. In the case of a Report which includes a large amount of illustrative material, the written section may be shorter, but should be at least 500 words. The Report should be written neatly and legibly or typewritten. Both margins should be left clear, only one side of the paper should be used and the pages should be numbered and firmly fastened together. All books consulted should be listed in a bibliography at the end. Submissions should be on A4 paper, or folded to A4 size. In the case of three-dimensional works, photographs and not originals should be submitted.

Quotations, acknowledgements, source references, captions and bibliography should not be counted in the total number of words.

Material submitted to SQA for the Individual Investigation will not be returned automatically.

2.7 Grade 7 and No Overall Award

For any element, Grade 7 will indicate that the candidate has, in the element concerned, completed the course but has not demonstrated achievement of any specified level of performance as defined by the Grade Related Criteria. Grade 7 in an element will not be available to external candidates.

SQA will regard submission of an estimate grade for an externally assessed element as evidence that the course has been completed in that element.

Candidates who have not complied with the assessment requirements in any element (eg due to unauthorised absence from the external examination or failure to submit an Individual Investigation Report) will be deemed not to have completed the course, in that element. Such candidates **will not receive a grade** for that element and hence **will not receive an overall award** for the subject. In such cases, however, grade(s) for the other element(s) will be recorded on the Certificate.

2.8 Marking

The following procedure will apply to marking by SQA.

Assessment of interpretation of the prescribed text will be positive, with reference to the Grade Related Criteria. Detailed instructions with examples of acceptable answers will be given to SQA Markers. Marks allocated for quotations will indicate the amount of relevant information which the candidate should include in the answer. There may be further guidance given in the wording of the question. Cut-off scores will then be applied to totals of marks, to determine element grades.

Assessment of unseen translation will be positive, with reference to the Grade Related Criteria. Detailed instructions to Markers will show how the passage will be divided into blocks. For each block, three points will be awarded to a translation which is of a high standard, and two points to a translation which is satisfactory. Cut-off scores will then be applied to totals of marks, to determine element grades.

The two grades associated with each Level will be distinguished by setting two cut-off scores for each Level. The lower score will reflect a satisfactory overall standard of performance, the upper score a high overall standard of performance.

Assessment of the Individual Investigation will be positive, by direct grading with reference to the Grade Related Criteria.

2.9 Estimates

Presenting centres must submit to SQA, by 26 March of the year of the examination, an estimate grade for each candidate for each of the three elements (Translation, Interpretation, Investigation). The teacher/lecturer should determine the estimate grades on the basis of each candidate's work. Estimates may be used by SQA for its internal procedures, including such cases as absence from external examinations and appeal. Evidence in support of these estimates should be retained by centres for submission to SQA if required.

Section 3

Grade Related Criteria

3 Grade Related Criteria

3.1 Definition

Grade Related Criteria (GRC) are positive descriptions of performance against which a candidate's achievement is measured. Direct comparisons are not made between the performance of one candidate and that of another.

3.2 Application of GRC

GRC are defined at three levels of performance: Foundation, General and Credit.

Awards will be reported on six grades, two grades being distinguished at each Level. The upper of the two grades at a given level will be awarded to candidates who meet the stated criteria demonstrating a high standard of performance; the lower grade to those who demonstrate a lower, but still satisfactory, standard of performance.

There will be a seventh grade for candidates who complete the course but fail to meet the criteria for any Level.

3.3 Types of GRC

Summary GRC are broad descriptions of performance. They are published as an aid to the interpretation of the profile of attainment by candidates, parents, employers and other users of the Certificate.

Extended GRC are more detailed descriptions of performance. They are intended to assist teachers/lecturers in making their assessments for each element, and to be used by examiners when conducting external assessment.

3.4 Translation — Summary GRC

Foundation Level (Grades 6, 5)

Given a list of the vocabulary used, and assistance with some parts of the translation, the candidate has demonstrated ability to translate into English the remainder of a passage of straightforward Greek prose which the candidate has not previously prepared.

General Level (Grades 4, 3)

Given a list of the vocabulary used, and other assistance as appropriate, the candidate has demonstrated ability to translate into English most of a passage of straightforward Greek prose which the candidate has not previously prepared.

Credit Level (Grades 2, 1)

Given a list of the vocabulary used, but little or no other assistance, the candidate has demonstrated ability to translate into English a passage of straightforward Greek prose which the candidate has not previously prepared.

3.5 Interpretation – Summary GRC

Foundation Level (Grades 6, 5)

The candidate has demonstrated limited ability to interpret a prescribed Greek text by showing restricted understanding and appreciation of the content, the style and the effect created by the author.

General Level (Grades 4, 3)

The candidate has demonstrated moderate ability to interpret a prescribed Greek text by showing some understanding and appreciation of the content, the style and the effect created by the author.

Credit Level (Grades 2, 1)

The candidate has demonstrated considerable ability to interpret a prescribed Greek text by showing good understanding and appreciation of the content, the style and the effect created by the author.

3.6 Investigation – Summary GRC

Foundation Level (Grades 6, 5)

In conducting an investigation into an aspect of the Greek world, the candidate has demonstrated limited ability to use source materials, draw conclusions and present results.

General Level (Grades 4, 3)

In conducting an investigation into an aspect of the Greek world, the candidate has demonstrated moderate ability to use source materials, draw conclusions and present results.

Credit Level (Grades 2, 1)

In conducting an investigation into an aspect of the Greek world, the candidate has demonstrated considerable ability to use source materials, draw conclusions and present results.

3.7 Description of Grades

These describe performance within Levels. They apply to each element.

Grade 6 The candidate has met the criteria for Foundation Level, demonstrating a satisfactory overall standard of performance.

Grade 5 The candidate has met the criteria for Foundation Level, demonstrating a high overall standard of performance.

Grade 4 The candidate has met the criteria for General Level, demonstrating a satisfactory overall standard of performance.

Grade 3 The candidate has met the criteria for General Level, demonstrating a high overall standard of performance.

Grade 2 The candidate has met the criteria for Credit Level, demonstrating a satisfactory overall standard of performance.

Grade 1 The candidate has met the criteria for Credit Level, demonstrating a high overall standard of performance.

3.8 Translation — Extended GRC

These GRC apply to unseen translation of Greek prose. Candidates are expected to be familiar with the prescribed lists of accidence and syntax. A word-list will be provided to candidates.

Foundation Level
(Grades 6, 5)

General Level
(Grades 4, 3)

Credit Level
(Grades 2, 1)

Vocabulary

The candidate shows ability to give basic meanings of words, either by recall or by using a word-list.

The candidate shows ability to give meanings of words, either by recall or by using a word-list; the candidate sometimes goes beyond the information given, as appropriate to the context.

The candidate shows ability to give meanings of words, either by recall or by using a word-list; the candidate goes beyond the information given, and shows awareness of the range of meanings which words can have in different contexts.

Accidence

The candidate shows a limited knowledge and understanding of Greek accidence, and needs generous assistance to avoid errors and omissions.

The candidate shows a moderate knowledge and understanding of Greek accidence, and needs moderate assistance to avoid errors and omissions.

The candidate shows a sound knowledge and understanding of Greek accidence, making few errors and needing little or no assistance.

Syntax

The candidate shows a limited knowledge and understanding of Greek syntax and needs generous assistance.

The candidate shows a moderate knowledge and understanding of Greek syntax.

The candidate shows a sound knowledge and understanding of Greek syntax, making few errors and needing little or no assistance.

Descriptions of grades are given in **3.7**

3.9 Interpretation — Extended GRC

These GRC apply to interpretation of prescribed Greek text, both prose and verse.

The grade awarded for this element depends on the extent to which the candidate meets the criteria overall; weakness in one aspect may be balanced by above average performance in some other aspect.

Foundation Level
(Grades 6, 5)

General Level
(Grades 4, 3)

Credit Level
(Grades 2, 1)

Extracting information from a text

The candidate can extract one or two individual items of information.

The candidate can extract some information.

The candidate can extract detailed information

Explaining content

The candidate can make a straightforward statement about an allusion or a reference or specific items of content.

The candidate can make a moderately detailed statement in explanation of an allusion or a reference or specific items of content.

The candidate can make a detailed statement in explanation of an allusion or a reference or specific items of content.

Identifying the main idea(s) or theme(s) of a text

The candidate can state in a word or a phrase a main idea or theme of a text, and can support this with simple illustration from the text.

The candidate can express the main ideas or themes of the text and can refer to the text in support of statements.

The candidate can express in detail the main ideas and themes of the text and their relationship to one another, and can illustrate all statements fully from the text.

Inferring intended effect from choice of words

The candidate can identify key words or phrases which contribute towards a specified effect, and can make a simple statement about the effect.

The candidate can identify key words or phrases and can explain their effect individually and, if appropriate, collectively.

The candidate can draw an inference from words or phrases and can give a detailed explanation of the probable intended effects. There is evidence of perception and analysis.

3.9 Interpretation — Extended GRC (cont)

Foundation Level
(Grades 6, 5)

General Level
(Grades 4, 3)

Credit Level
(Grades 2, 1)

Making a statement of personal response and/or evaluation

The candidate can make a simple statement of personal response to an aspect of the text, and can give a simple justification of the personal response made.

The candidate can show and justify personal response to one or more than one aspect of the text.

The candidate can make an extended statement of personal response to aspects of the text and can justify agreement or disagreement with the author's stance. There is evidence of some analysis and evaluation.

Explaining the author's technique (eg use of vocabulary, imagery, figures of speech)

The candidate can make simple, relevant comment on the author's technique.

The candidate can identify aspects of the author's technique, and can justify statements made.

The candidate can comment on aspects of the author's technique, give some account of their effect or intention, and offer some critical evaluation of them.

Explaining the author's attitude to the subject matter

The candidate can make a simple statement about an aspect of the author's attitude, and can give a simple justification of the statement.

The candidate can make statements about more than one aspect of the author's attitude and can identify words and phrases in the text which justify these.

The candidate can make considered comment on different aspects of the author's attitude and can justify statements with reference to the text; where appropriate, the candidate can comment on and justify the author's range of attitudes, or variation in attitudes.

Comparing passages similar in subject matter or purpose

The candidate can identify one or two points of similarity in the text.

The candidate can identify a number of points of similarity in the text.

The candidate can identify and give a detailed explanation of points of similarity and difference in the text

Descriptions of grades are given in 3.7.

3.10 Investigation — Extended GRC (cont)

The grade awarded for this element depends on the extent to which the candidate meets the criteria overall; weakness in one aspect may be balanced by above average performance in some other aspect.

Foundation Level
(Grades 6, 5)

General Level
(Grades 4, 3)

Credit Level
(Grades 2, 1)

Knowledge and understanding

The candidate can:

use a restricted number of sources which are likely to be secondary rather than primary

identify some simple evidence related to the chosen topic

interpret the evidence by making brief statements

The candidate can:

use a variety of sources which are likely to be primary as well as secondary

identify evidence related to the chosen topic; the evidence may not all be simple and straightforward

interpret the evidence by making brief statements, showing some attempt at analysis

The candidate can:

use a whole range of sources, both primary and secondary, showing evidence of wide background reading

identify most of the evidence related to the chosen topic, including evidence which may be abstruse or implied

interpret the evidence by making detailed statements, showing a fairly high level of analysis

Comparisons and conclusions

The candidate can:

make simple comparisons between the kinds of evidence available

draw simple conclusions from the evidence

give a simple and straightforward comparisons with the present day rather than with other periods

The candidate can:

make a moderate range of comparisons with some cross-references and with identification of conflicting views;

draw conclusions which are fairly detailed and may show assessment in the light of modern contemporary values;

give an analysis in which comparisons may be with some other period in history as well as with the present day

The candidate can:

make a wide range of comparisons with detailed cross-references and with identification of conflicting views

draw reasoned and detailed conclusions which may comment on differences between Greek values and those of today

give a detailed analysis which may show the influence of Greek ideas on later periods

3.10 Investigation — Extended GRC (cont)

Foundation Level
(Grades 6, 5)

General Level
(Grades 4, 3)

Credit Level
(Grades 2, 1)

Communication and presentation

The candidate can:

communicate the basic features of the chosen topic without elaboration or extension

present the basic features of the topic in a reasonably orderly manner

present the topic as a whole in an adequately effective manner

The candidate can:

communicate the main features of the chosen topic with some elaboration and extension, eg showing how sub-themes relate to the main theme

present the material in a reasonably logical and sequential way which communicates some understanding of the significance of the topic

present the topic as a whole in a reasonably effective manner

The candidate can:

communicate most of the features of the chosen topic with detailed elaboration and extension showing understanding of the topic as a whole

present the material in a unified, logical and clear manner which shows a good understanding of the significance of the topic

present the topic as a whole in a very effective manner

Descriptions of grades are given in 3.7

Appendices

Appendix I — Accidence

Classical Greek accidence:

- 1 definite article: ὁ
- 2 regular nouns: candidates are expected to be familiar with the common forms which occur in the 1st, 2nd and 3rd declensions as detailed below:

1st declension: fem. in -η: ἰδελφή, αἰσχύνη, ἰνόγκη, ἰρετή, ἰρχή, βλιβη, βοή, βουλή, γῆ, γνωμή, δίκη, εἰρήνη, ἑορτή, ἐπιστήμη, ἐπιστολή, εὐχή, ἡδονή, κεφαλή, κόρη, λύπη, μάχη, μηχανή, μνήμη, νίκη, ὄργη, παρασκευή, προσβολή, πύλη, σελήνη, σιγή, σκηνή, σπουδή, σχολή, τελευτή, τέχνη, τιμή, τύχη ὕλη, φήμη, φυγή, φωνή, ψυχή

fem. in -α pure: αγνισια, ἰδικία, Ἰθηναι, ἰθυμία, αἰτία, ἰλήθεια, ἰνδρεία, ἰξία, ἰπορία, βασιλεία, βασίλεια, βία, βοήθεια, διόνοια, δουλεία, ἐκκλησία, ἑλευθερία, ἐπιθυμία, εὐτυχία, ἡσυχία, θεό, θυσία, καρδία, μαυία, ναυαγία, ναυμαχία, οἰκία, Σιχηλία, σοφία, στρατεία, συμμαχία, σωτηρία, τιμωρία, Τροία, ὑποψία, φιλία

ἰγορό, γέφυρα, ἑσπέρα, ἡμέρα, μοῖρα, πέτρα, συμφορό, χώρα, ὦρα

fem. in -α impure: αμαξια, γλωττα, δόξα, θόλαττα, τόλμα

fem. pl. : Ἀθῆναι, Θῆβαι

masc. in -ης : δεσπότης, κρίτης, κυβερνήτης, κλέπτης, ληστής, ναύτης, ὀπλίτης, Πέρσης, πολίτης, προδότης, στρατιώτης, τοξότης, ὑπηρέτης

masc. in -ας : νεανίας

2nd declension: masc. in -ος: ἀγγελος, ἰγρός, ἰδελφός, Ἀθηναῖος,
 αἰχμαλωτος, ανεμος, ἀνθρωπος, ἀργυρος,
 ἰριθμός, βίος, γόμος, δῆμος, διδασκαλος,
 δόλος, ἐνιαυτός, ἐταῖρος, ἔφορος, ἥλιος,
 θάνατος, θεός, Θηβαῖος, θησαυρός, θόρυβος,
 θυμός, ἵππος, κίνδυνος, Κορίνθιος, κόσμος,
 κύκλος, Λακεδαιμόνιος, λίθος, λόγος,
 Μῆδος, μισθός, μῦθος, ναύαρχος, νεκρός, νόμος,
 οἶνος, ὄνειρος, οὐρανός, ὀφθαλμός, ὄχλος,
 πεζός, Πελοποννήσιος, πλούτος, πόλεμος,
 πόνος, ποταμός, πρόγονος, σίτος, στρατηγός,
 στρατός, σύμμαχος, ταῦρος, ταφος, τόπος,
 τρόπος, τύραννος, υἱός, ὑπήκοος, ὑπνος, φίλος,
 φόβος, χαλκός, χρόνος, χρυσός

fem. in -ος: Κόρινθος, νῆσος, νόσος, ὁδός, Πελοπόννησος

contracted: νοῦς
 ἔως

neut. in -ον: ἄθλον, ἰργύριον, βασίλειον, βιβλίον, δεῖπνον,
 δῶρον, ἔργον, ζῶον, θηρίον, ἱερόν, ἰμότιον,
 μαντεῖον, ναυτικόν, ξύλον, πεδίον, πλοῖον,
 πρόσωπον, σημείον, στόδιον, στρατόπεδον,
 τέκνον, τόξον, φόρμακον, χωρίον

neut. pl.: δακρυα, ἐπιτήδεια, ὄπλα

3rd declension: mute stems
 (guttural): κῆρυξ, φύλαξ

(dental): ἰσπίς, Ἑλλός, ἐλπίς, ἔρως, παῖς, πατρίς, φυγός
 ἔρις, χόρις,
 ἀρχων, γέρων, ὁδοῦς
 νύξ
 αἶμα, θαῦμα, κῦμα, ὄνομα, πρᾶγμα, στόμα,
 σῶμα, τραῦμα,
 χρήματα
 φῶς

- liquid stems: ἡγεμών, Λαχεδαίμων, λιμήν, ποιμήν, χιών
 ἰγών, Ἀπόλλων, Ἕλληνες, Ποσειδών, χειμών,
 χιτών,
 ῥήτωρ
- sigmatic stems: τριήρης
 αλγος, γένος, ἔτος, θέρος, κρότος, μέγεθος,
 μέρος, ξίφος, ὄρος, πόθος, πλήθος, τεῖχος,
 τέλος, ὕψος
 σχεύη
- vowel stems: ἰκρόπολις, δύναμις, μόντις, πόλις, τόξις
 ἰχθύς, πρέσβυς
 αστυ
 ἦρωσ, Τρώες
 βασιλεύς, ἱερεύς, ἰππεύς
 βούς, ναῦς
- syncopated nouns: θυγότηρ, μήτηρ, πατήρ
 ἰνήρ
- defective nouns: κλέος
- irregular nouns: γυνή, δόρυ, Ζεύς, κύων, μόρτυς, πῦρ, ὕδωρ,
 χεῖρ

- 3 irregular nouns: γυνη, δορυ, Ζευς, κυων, μαρτυς, πυρ, ὑδωρ, χειρ;
 4 adjectives: of the following types: καλος, αἰσχυρος, αδικος, αργυρους, ἦδυσ, σωφρων, ἰληθης;
 5 irregular adjectives: μεγας, μελας, πολυς, πας;
 6 comparison of adjectives in -τερος and -τατος, and of αἰσχυρος, ἐχθρος, ἦδυσ, κακος, καλος, ἰγαθος, μεγας, ὀλιγος, πολυς, ῥαδιος, ταχυς;
 7 adverbs: regular (positive, comparative, superlative) and irregular (positive, comparative, superlative): εὖ, μαλα;
 8 pronouns: ἐγώ, ἡμεῖς, συ, ὑμεῖς (and possessive adjectives): αὐτον ('him'), αὐτος ('-self'), ὁ αὐτος ('the same'); ἐμαυτον, σεαυτον, ἑαυτον; ὄδε, οὗτος, ἐκεινος, τοιουτος, τοσουτος; ὅς, τις (both 'a certain' and 'who?'), ὅστις; ἰλληλους;
 9 numerals: cardinals 1-10 (also ἑκατον, χιλιοι, μυριοι); ordinals 1-10; απαξ, δις, τρις;
 10 verbs: candidates are expected to be familiar with the following types of conjugation: regular verbs in -ω, -αω, -εω, -οω; verbs in -μι (διδωμι, τιθημι and φημι only); irregular verbs (εἰμί [sum], εἶμι [ibo], and οἶδα only);

Candidates are expected to be familiar with the following moods, voices and tenses of the verbs and verb types given above:

Indicative: active, middle and passive: present, future, imperfect, aorist

Imperative (2nd person only): active and middle: present, aorist

Infinitive: active, middle and passive: present, future, aorist

Participle: active, middle and passive: present, future, aorist

This information is summarised in the following grid:

| tense | mood or part | active | middle | passive |
|------------------|---------------------|---------------|---------------|----------------|
| <i>present</i> | indicative | ✓ | ✓ | ✓ |
| | imperative | ✓ | ✓ | - |
| | infinitive | ✓ | ✓ | ✓ |
| | participle | ✓ | ✓ | ✓ |
| <i>future</i> | indicative | ✓ | ✓ | ✓ |
| | infinitive | ✓ | ✓ | ✓ |
| | participle | ✓ | ✓ | ✓ |
| <i>imperfect</i> | indicative | ✓ | ✓ | ✓ |
| | indicative | ✓ | ✓ | ✓ |
| <i>aorist</i> | imperative | ✓ | ✓ | - |
| | infinitive | ✓ | ✓ | ✓ |
| | participle | ✓ | ✓ | ✓ |

Appendix II — Syntax

Classical Greek syntax:

- 12 use of participles, including the article and the participle, the genitive absolute, ὥς with the future participle (purpose), *καίπερ* with the participle (concession), the completion of the verbs *λανθανω* and *τυγχανω*;
- 13 direct command (2nd person only);
- 14 direct question;
- 15 indirect command;
- 16 indirect question (introduced by the direct interrogative followed by the indicative);
- 17 indirect statement, including the nominative and infinitive, the accusative and infinitive, verbs of perception with the participle, ὅτι with the indicative;
- 18 temporal clauses (ἐπειδή, ὅτε, and ἐν ᾧ with the indicative; πρὶν with the infinitive);
- 19 relative clauses (with the indicative only);
- 20 causal clauses (ἐπεὶ and διότι with the indicative);
- 21 conditional clauses (indicative only and excluding those with ἵν in the apodosis);
- 22 result clauses (ὥστε with the infinitive);
- 23 expressions of purpose (ὥς with the future participle);
- 24 expressions of concession (*καίπερ* with the participle).

Appendix III — Prescribed Text

Prescription for specimen question papers and for 2010, 2011 and 2012 will be:

Greek

Herodotus, *Histories*
I. 30-33 (extracts)

Plato, *Phaedo*
116b5-d9, 117a4-118a17

Sophocles, *Antigone*
lines 508-525, 740-756

Simonides, no 362 (531) (ed D L Page, OCT)

Menander (attributed), no 538 (ed T Kock)

English

Herodotus, *Histories*
I.86-87.2

Sophocles, *Antigone*
lines 402-405
lines 441-455
lines 725-739
lines 757-768
lines 773-780
lines 1098-1114
lines 1196-1243

Copies of a booklet of plain text of the complete prescription are available from SQA to presenting centres for use in class. The text provided in the examination will be that issued by SQA. For study of the prescribed text in class, any suitable editions may be used.

Appendix IV — List of Suggested Topics for Individual Investigation

The following list indicates the type of topic considered suitable. SQA welcomes variety and originality in the topics chosen, but care should be taken to ensure that a topic lends itself to the Grade Related Criteria. Some literary and historical/biographical topics may also be suitable, but difficulties could arise with regard to comparisons.

- ◆ Art (vase painting or sculpture)
- ◆ Architecture
- ◆ Education
- ◆ The Olympic Games
- ◆ Slavery
- ◆ Housing
- ◆ City life
- ◆ The Olympian deities
- ◆ Beliefs in life after death
- ◆ Minoan Crete
- ◆ Mycenae
- ◆ Delphi
- ◆ Olympia
- ◆ Sparta and its way of life
- ◆ Army
- ◆ The Agora
- ◆ Athletes
- ◆ Festivals
- ◆ Theatre
- ◆ Oracles
- ◆ Family life
- ◆ Marriage
- ◆ Food and cooking
- ◆ Medicine
- ◆ The Acropolis
- ◆ Temples
- ◆ Alexandrian Technology
- ◆ Greek Mathematics

Appendix V — Translation: Principles of Differentiation

In an assessment system which seeks to reward achievement rather than penalise failure, it is desirable that all candidates should eventually gain an understanding of the Greek which they are asked to translate. This is unlikely to happen if the task is made equally demanding for all: mastery of skills will vary from candidate to candidate. To resolve this difficulty, there must be some kind of differentiation of papers.

Given that vocabulary difficulties should have been largely eliminated by the provision of a word- list and by glossing, the most important remaining skills are the ability to recognise an item of accident or syntax in its context, the ability to apply the appropriate rules and the ability to analyse relationships within a clause and between clauses. The basic principle of the system is to reduce or eliminate, for some candidates, these difficulties.

Credit Level: the Greek (approximately 130 -160 words) will be printed as a continuous passage, broken if necessary by linking passages in English.

Any items of accident or syntax not included in Appendices I or II will be glossed.

General Level: as for Credit Level.

In addition, phrases or groups of words likely to cause difficulty for candidates will also be glossed.

Foundation Level: the Greek (approximately 130-160 words) will be divided into units of sense, with linking passages in English where necessary. In addition, assistance will be given with the translation of any words or phrases likely to cause difficulty for candidates at this level.

Appendix VI — Advice on the Setting and Marking of Translation

- ◆ Passages of unseen translation presented as evidence at Appeals should reflect the length and standard of difficulty of the passages set by SQA. Full marking instructions, following the procedure outlined below, should also be provided.
- ◆ The passage should be divided into blocks which may, depending on length, be divided into sub-blocks. The marking instructions should indicate the maximum marks available for each block/sub-block, as well as the maximum marks for the whole passage.
- ◆ The essential idea of each block or sub-block should be given in the marking instructions. Each block/sub-block is normally worth a maximum of 3 marks.
- ◆ If the candidate communicates the essential idea satisfactorily, award 2 marks. Where a candidate expresses accurately the essential idea of a block or sub-block, this should be accepted even if the translation does not show the structure clearly.
- ◆ If the candidate translates additional features within the block/sub-block, award 3 marks. Alternative correct translations, other than those indicated in the marking instructions, are also acceptable for maximum marks. Within any sub-block, a translation which is awarded the maximum score is not necessarily free from error: a sub-block may be awarded the maximum score even if it contains one or two minor errors or omissions, depending on the sub-block.
- ◆ A block/sub-block may have only 2 marks available for it, if there is not enough material for 3 marks.
- ◆ At the end of each block, the candidate's total for that block should be reviewed. Guided by your decisions on the sub-blocks, award marks for each block. Exceptionally, the total awarded for each block may be increased or decreased, usually by 1 mark, provided that the total marks available for the blocks are not exceeded. Adjustment will generally take account of such factors as the way sub-blocks are linked in the translation, and the clumsiness or aptness of the English chosen.
- ◆ Add up the total number of marks awarded for the entire passage.