



External Assessment Report 2012

Subject(s)	Classical Greek
Level(s)	Advanced Higher

The statistics used in this report are pre-appeal.

This report provides information on the performance of candidates which it is hoped will be useful to teachers/lecturers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding. It would be helpful to read this report in conjunction with the published question papers and marking instructions for the examination.

Comments on candidate performance

General comments

Performance in the exam identified no issues with the setting of the 2012 exam.

The candidates chose the less popular option, Greek War, in Interpretation. In Translation, Thucydides and Homer were the chosen options.

The standard of performance was very good.

Performance in Interpretation was excellent. Translation was also well done, while the Dissertation was of a high standard.

Areas in which candidates performed well

The candidates performed very well in the Interpretation, knew the texts well, and were thoroughly prepared for the exam.

Areas which candidates found demanding

Some candidates found the Thucydides Translation passage demanding, but produced a satisfactory translation of some of it.

Advice to centres for preparation of future candidates

- ◆ Ensure that candidates are well prepared in Interpretation, know the texts, can make appropriate comments, and can see similarities and differences in authors' viewpoints.
- ◆ Ensure that candidates can translate the selected authors well.
- ◆ Ensure that candidates know the grammar and syntax that is likely to occur.
- ◆ Ensure that candidates are prepared for **both** chosen unseen authors and have plenty of practice in these authors.
- ◆ Ensure that candidates spend the appropriate time on their dissertation, select a suitable topic, and comply with the instructions in the Guidelines and the NAB.
- ◆ In the Dissertation footnotes should be brief and not used to augment the number of words, resulting in a word count above the upper word limit.

Statistical information: update on Courses

Number of resulted entries in 2011	1
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Number of resulted entries in 2012	3
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Statistical information: Performance of candidates

Distribution of Course awards including grade boundaries

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum Mark 300				
A	66.7%	66.7%	2	210
B	33.3%	100.0%	1	180
C	0.0%	100.0%	0	150
D	0.0%	100.0%	0	135
No award	0.0%	100.0%	0	-

General commentary on grade boundaries

- ◆ While SQA aims to set examinations and create marking instructions which will allow a competent candidate to score a minimum of 50% of the available marks (the notional C boundary) and a well prepared, very competent candidate to score at least 70% of the available marks (the notional A boundary), it is very challenging to get the standard on target every year, in every subject at every level.
- ◆ Each year SQA therefore holds a grade boundary meeting for each subject at each level where it brings together all the information available (statistical and judgemental). The Principal Assessor and SQA Qualifications Manager meet with the relevant SQA Business Manager and Statistician to discuss the evidence and make decisions. The meetings are chaired by members of the management team at SQA.
- ◆ The grade boundaries can be adjusted downwards if there is evidence that the exam is more challenging than usual, allowing the pass rate to be unaffected by this circumstance.
- ◆ The grade boundaries can be adjusted upwards if there is evidence that the exam is less challenging than usual, allowing the pass rate to be unaffected by this circumstance.
- ◆ Where standards are comparable to previous years, similar grade boundaries are maintained.
- ◆ An exam paper at a particular level in a subject in one year tends to have a marginally different set of grade boundaries from exam papers in that subject at that level in other years. This is because the particular questions, and the mix of questions, are different. This is also the case for exams set in centres. If SQA has already altered a boundary in a particular year in, say, Higher Chemistry this does not mean that centres should necessarily alter boundaries in their prelim exam in Higher Chemistry. The two are not that closely related as they do not contain identical questions.
- ◆ SQA's main aim is to be fair to candidates across all subjects and all levels and maintain comparable standards across the years, even as arrangements evolve and change.