



External Assessment Report 2009

Subject	Classical Greek
Level	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

The performance in the exam identified no issues with the setting of the 2009 exam.

The candidates chose the more popular option, 'Greek Religion' in Interpretation. In Translation, Thucydides and Homer were the chosen options although they did not produce good translations of the Thucydides passage.

The standard of performance was in line with previous years and this was very good.

Performance in Interpretation was very good, in Translation was generally good while the Dissertation was of a good standard.

Areas in which candidates performed well

The candidates performed well in the Interpretation.

Areas which candidates found demanding

Both candidates found the Thucydides passage testing.

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 which is likely to occur.
- 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

Statistical information: update on Courses

Number of resulted entries in 2008	1
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Number of resulted entries in 2009	2
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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	100.0%	100.0%	2	210
B	0.0%	100.0%	0	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.