



External Assessment Report 2009

Subject	Classical Greek
Level	Intermediate 2 and 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

At Intermediate 2, performances generally were of a good standard, with some very good Translations. At Higher, Interpretation and Translation were well done, with some very good responses in the Interpretation element.

Areas in which candidates performed well

Intermediate 2 Translation was of a good standard, showing good grasp of Greek and some fluency in English. There were some well-written and well-argued essays at Higher level, and in Translation, some candidates showed excellent knowledge of grammar and in stylish English translation.

Areas which candidates found demanding

There were no significant areas which candidates seemed to find demanding: good knowledge of the Prescribed Text and of the prescribed grammar was evident at both levels. Some candidates, however, did not seem to have read the question properly, and consequently answered poorly. Care should be taken to think about the precise point of the question.

Advice to centres for preparation of future candidates

- Intermediate 2 Interpretation:** centres should ensure that candidates are equally familiar with the interpretation of the part of the Prescription set in English.
- Intermediate 2 Translation:** centres should emphasise continued care with singular/plural distinction, and with the correct translation of indirect speech. Candidates should note the difference between emphatic *αὐτός* and the 3rd person pronoun. Candidates should read the meaning given in the word-list carefully and consider what that English means.
- Higher Interpretation:** candidates should ensure that they address the question asked in the essay and not digress into general consideration of other aspects of the text. Essays should include reasoned evaluation of quotations as to why they are relevant to the answer. Candidates should ensure that they consider carefully what the question is asking: an answer on author's technique which considers only content is unlikely to achieve many marks as tone is important in questions of this sort.
- Higher Translation:** candidates should be given sufficient experience of participles to ensure that accuracy is achieved. Candidates should ensure that they are careful with singular/plural and with persons of the verbs. Continued care with the use of the word-list is important.

Intermediate 2

Statistical information: update on Courses

Number of resulted entries in 2008	4
------------------------------------	---

Number of resulted entries in 2009	6
------------------------------------	---

Statistical information: Performance of candidates

Distribution of Course awards including grade boundaries

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum Mark - 60				
A	83.3%	83.3%	5	42
B	0.0%	83.3%	0	36
C	0.0%	83.3%	0	30
D	0.0%	83.3%	0	27
No award	16.7%	100.0%	1	-

Higher

Statistical information: update on Courses

Number of resulted entries in 2008	9
------------------------------------	---

Number of resulted entries in 2009	7
------------------------------------	---

Statistical information: Performance of candidates

Distribution of Course awards including grade boundaries

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum Mark - 150				
A	85.7%	85.7%	6	105
B	0.0%	85.7%	0	90
C	14.3%	100.0%	1	75
D	0.0%	100.0%	0	67
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.