



External Assessment Report 2009

Subject	Classical Greek
Level	Standard Grade

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

In all elements performance was good. In Interpretation, candidates were able to support their points well, showing good knowledge of the texts. In Translation, the level of performance was good, with all candidates grasping the main points of the passages. Investigation continues to be well done, with candidates showing interest in their chosen topic.

Areas in which candidates performed well

Candidates who knew the Prescribed Text well demonstrated ability to handle the text and support their opinions. Research skills and presentation of finding in the Investigation is of a good standard.

Areas which candidates found demanding

There were no significant areas which candidates found demanding, though in Translation, some candidates seemed less able to link the clauses within sentences, and to deal with the more complex areas of language.

Advice to centres for preparation of future candidates

Interpretation: centres should ensure that candidates are made aware of the types of questions which will be asked: content, author's technique, and personal response. Candidates should practise how to use quotations to support their opinions. Candidates should ensure that, in answering questions with more marks, they write sufficient to gain the full marks available; in such questions, general or vague points are not sufficient.

Translation: centres should impress upon candidates the need to check for appropriate connection between clauses. Care should be taken if a word is given with more than one meaning to ensure that the appropriate meaning is used in a particular context; additionally, candidates should consider the 'category' of word, to ensure that, for example, nouns are not translated as verbs, as such errors will likely lead to inappropriate translation. Candidates should also think carefully about the use of the given glosses, and how to accommodate the given translation into their version. Continued care with the word-list should be taken to ensure that words are not confused, and with the translation of pronouns, balanced phrases using *and* and *or*, and with all participial constructions. Greater care with basic items, such as singular/plural, tenses, should be taken.

Investigation: centres should ensure that candidates are given advice about 'Making Comparisons' and for 'Evaluation': some analysis as to why the comparison made is valid is required in this aspect of the Investigation. The guidelines indicate that 'Fairly detailed evaluations' require some simple reasoning. Candidates should be encouraged to consider the overall structure of the Investigation: 'logical, unified and clear' would suggest that some sequencing of the findings should be evident: this aspect may have consequences for the choice of topic, since links between sections of the Investigation should be evident. In addition, candidates should be advised on the setting out of Bibliographies (order, required information, correct allocation to Primary or Secondary Bibliography, the use of accurate and precise references in the Primary Bibliography): such requirements are demanding but necessary to allow the candidates to show awareness of the evidence being presented.

Statistical information: update on Courses

Number of resulted entries in 2008	4
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Number of resulted entries in 2009	7
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Statistical Information: Performance of candidates

Distribution of overall awards

Grade 1	71.4%
Grade 2	28.6%
Grade 3	0.0%
Grade 4	0.0%
Grade 5	0.0%
Grade 6	0.0%
Grade 7	0.0%
No award	0.0%

Grade boundaries for each assessable element in the subject included in the report

Assessable Element	Credit Max Mark	Grade Boundaries		General Max Mark	Grade Boundaries		Foundation Max Mark	Grade Boundaries	
		1	2		3	4		5	6
KU	30	22	17	30	19	15	30	17	15
EV	30	21	16	30	19	14	30	18	16