

**GCSE (9-1)**  
*Specification*

# CLASSICAL GREEK

J292  
For first assessment in 2018



---

**Registered office:**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR is an exempt charity.**

We will inform centres about any changes to the specifications. We will also publish changes on our website. The latest version of our specifications will always be those on our website ([ocr.org.uk](http://ocr.org.uk)) and these may differ from printed versions.

Copyright © 2015 OCR. All rights reserved.

Copyright

OCR retains the copyright on all its publications, including the specifications. However, registered centres for OCR are permitted to copy material from this specification booklet for their own internal use.

Oxford Cambridge and RSA is a Company Limited by Guarantee.  
Registered in England. Registered company number 3484466.

---

# Contents

Support and Guidance	ii
Assessment Preparation and Analysis Service	iii
<b>1 Why choose an OCR GCSE (9–1) in Classical Greek?</b>	<b>1</b>
1a. Why choose an OCR qualification?	1
1b. Why choose an OCR GCSE (9–1) in Classical Greek?	2
1c. What are the key features of this specification?	3
1d. How do I find out more information?	3
<b>2 The specification overview</b>	<b>4</b>
2a. OCR's GCSE (9–1) in Classical Greek (J292)	4
2b. Content of GCSE (9–1) in Classical Greek (J292)	5
2c. Content of Language (J292/01)	6
2c. Content of Literature components (J292/02, J292/03, J292/04 and J292/05)	7
2c. Content of Literature and Culture (J292/06)	9
2d. Prior knowledge, learning and progression	11
<b>3 Assessment of GCSE (9–1) in Classical Greek</b>	<b>12</b>
3a. Forms of assessment	12
3b. Assessment objectives (AO)	13
3c. Assessment availability	14
3d. Retaking the qualification	14
3e. Assessment of extended response	14
3f. Synoptic assessment	14
3g. Calculating qualification results	14
<b>4 Admin: what you need to know</b>	<b>15</b>
4a. Pre-assessment	15
4b. Special consideration	16
4c. External assessment arrangements	17
4d. Results and certificates	18
4e. Post-results services	18
4f. Malpractice	18
<b>5 Appendices</b>	<b>19</b>
5a. Grade Descriptors	19
5b. Overlap with other qualifications	19
5c. Accessibility	20
5d. Classical Greek Accidence and Syntax	21
5e. Restricted Classical Greek Accidence and Syntax list	23

## Support and Guidance

---

Introducing a new specification brings challenges for implementation and teaching, but it also opens up new opportunities. Our aim is to help you at every stage. We are working hard with teachers and other experts to bring you a package of practical support, resources and training.

### Subject Advisors

OCR Subject Advisors provide information and support to centres including specification and non-exam assessment advice, updates on resource developments and a range of training opportunities.

Our Subject Advisors work with subject communities through a range of networks to ensure the sharing of ideas and expertise supporting teachers and students alike. They work with developers to help produce our specifications and the resources needed to support these qualifications during their development.

You can contact our Classics Subject Advisors for specialist advice, guidance and support:

**01223 553998**  
[classics@ocr.org.uk](mailto:classics@ocr.org.uk)  
[@OCR\\_classics](#)

### Teaching and learning resources

Our resources are designed to provide you with a range of teaching activities and suggestions that enable you to select the best activity, approach or context to support your teaching style and your particular students. The resources are a body of knowledge that will grow throughout the lifetime of the specification, they include:

- Delivery Guides
- Transition Guides
- Topic Exploration Packs
- Lesson Elements.

We also work with a number of leading publishers who publish textbooks and resources for our specifications. For more information on our publishing partners and their resources visit: [ocr.org.uk/publishing-partners](https://ocr.org.uk/publishing-partners)

### Professional development

Our improved Professional Development Programme fulfils a range of needs through course selection, preparation for teaching, delivery and assessment. Whether you want to come to events, look at our new digital training or search for training materials, you can find what you're looking for all in one place at the CPD Hub: [cpdhub.ocr.org.uk](https://cpdhub.ocr.org.uk)

### An introduction to new specifications

We run training events throughout the academic year that are designed to help prepare you for first teaching and support every stage of your delivery of the new qualifications.

To receive the latest information about the training we offer on GCSE and A Level, please register for email updates at: [ocr.org.uk/updates](https://ocr.org.uk/updates)

## Assessment Preparation and Analysis Service

---

Along with subject-specific resources and tools, you'll also have access to a selection of generic resources that focus on skills development, professional guidance for teachers and results data analysis.



### Subject Advisor Support

Our Subject Advisors provide you with access to specifications, high-quality teaching resources and assessment materials.



### Skills Guides

These guides cover topics that could be relevant to a range of qualifications, for example communication, legislation and research.

Download the guides at [ocr.org.uk/skillsguides](https://ocr.org.uk/skillsguides)



### Active Results

Our free online results analysis service helps you review the performance of individual students or your whole cohort. For more details, please refer to

[ocr.org.uk/activeresults](https://ocr.org.uk/activeresults)

# 1 Why choose an OCR GCSE (9–1) in Classical Greek?

## 1a. Why choose an OCR qualification?

1

Choose OCR and you've got the reassurance that you're working with one of the UK's leading exam boards. Our new OCR GCSE (9–1) in Classical Greek course has been developed in consultation with teachers, employers and Higher Education to provide learners with a qualification that's relevant to them and meets their needs.

We're part of the Cambridge Assessment Group, Europe's largest assessment agency and a department of the University of Cambridge. Cambridge Assessment plays a leading role in developing and delivering assessments throughout the world, operating in over 150 countries.

We work with a range of education providers, including schools, colleges, workplaces and other institutions in both the public and private sectors. Over 13,000 centres choose our A Levels, GCSEs and vocational qualifications including Cambridge Nationals and Cambridge Technicals.

### Our Specifications

We believe in developing specifications that help you bring the subject to life and inspire your students to achieve more.

We've created teacher-friendly specifications based on extensive research and engagement with the teaching community. They're designed to be straightforward and accessible so that you can tailor the delivery of the course to suit your needs. We aim to encourage students to become responsible for their own learning, confident in discussing ideas, innovative and engaged.

We provide a range of support services designed to help you at every stage, from preparation through to the delivery of our specifications. This includes:

- A wide range of high-quality creative resources including:
  - Delivery Guides
  - Transition Guides
  - Topic Exploration Packs
  - Lesson Elements
  - ... and much more.
- Access to Subject Advisors to support you through the transition and throughout the lifetime of the specifications.
- CPD/Training for teachers including events to introduce the qualifications and prepare you for first teaching.
- Active Results – our free results analysis service to help you review the performance of individual learners or whole schools.

All GCSE (9–1) qualifications offered by OCR are accredited by Ofqual, the Regulator for qualifications offered in England. The accreditation number for OCR's GCSE (9–1) in Classical Greek is QN:601/8123/0.

## 1b. Why choose an OCR GCSE (9–1) in Classical Greek?

OCR's GCSE (9–1) in Classical Greek has been designed to help learners develop their understanding of the Classical Greek language and the related ancient literature, values and society.

We have updated the traditional, popular structure of the GCSE and have added in increased optionality. This allows learners the new option to study two prose literature components or two verse literature components, as well as the existing popular choice of studying a prose literature component and a verse literature component, or a literature component and the 'Literature and Culture' component.

We have designed this qualification with teachers and learners in mind, having consulted extensively across the United Kingdom. The subject criteria pose challenges not faced before at GCSE, for instance the need to translate short sentences from English into Classical Greek or answer questions on syntax and accidence. The approach that we have taken in this specification will allow teachers and learners to face these challenges with confidence.

We want to ensure that OCR's GCSE (9–1) in Classical Greek engages learners, develops a desire within them to continue learning Classical Greek and helps develop a lifelong enthusiasm for the Classical world.

### Aims and learning outcomes

OCR's GCSE (9–1) in Classical Greek will enable learners to:

- develop and deploy their knowledge of vocabulary, morphology and syntax in order to read, understand and interpret Classical Greek
- develop their knowledge and understanding of ancient literature, values and society through the study of original texts, adapted and abridged, as appropriate
- select, analyse and evaluate evidence to draw informed conclusions from the literature studied to:
  - demonstrate knowledge and understanding of the historical, literary and cultural context of a text
  - identify and appreciate its literary form and impact on the reader
- develop and apply their critical, analytical and reflective skills to evaluate evidence from a range of sources

OCR's GCSE (9–1) in Classical Greek will encourage learners to:

- develop insights into the relevance of Classical Greek and of ancient literature and civilisation to our understanding of our modern world of diverse cultures
- deploy their knowledge and understanding of Classical Greek to deepen their understanding of English and other languages
- relate their knowledge and understanding of the ancient world to other disciplines
- develop research and analytical skills which will empower them to become independent learners and enquirers, equipping them for further study in arts, humanities and sciences.



## 1c. What are the key features of this specification?

---

The key features of OCR's GCSE (9–1) in Classical Greek for you and your learners are:

- the freedom to create the most appropriate and engaging course which plays to the strengths of your learners
- the opportunity to develop linguistic skills which will help both in the study and application of English and other languages
- the study of ancient literature and sources which helps give learners an insight into the life and culture of the ancient world
- the encouragement to help develop and apply critical analytical skills which will help learners in their future study
- it provides solid preparation for those wishing to progress to our AS and A Level Classical Greek qualifications.

## 1d. How do I find out more information?

---

If you are already using OCR specifications you can contact us at: [www.ocr.org.uk](http://www.ocr.org.uk)

If you are not already a registered OCR centre then you can find out more information on the benefits of becoming one at: [www.ocr.org.uk](http://www.ocr.org.uk)

If you are not yet an approved centre and would like to become one go to: [www.ocr.org.uk](http://www.ocr.org.uk)

Find out more?

Ask our Subject Advisors:

Email: [classics@ocr.org.uk](mailto:classics@ocr.org.uk)

Customer Contact Centre: 01223 553998

Join our Classics community:

<http://social.ocr.org.uk/groups/classics>

Teacher support: [www.ocr.org.uk](http://www.ocr.org.uk)



## 2 The specification overview

### 2a. OCR's GCSE (9–1) in Classical Greek (J292)

Learners must complete Component 01 and then any **two** from Components 02, 03, 04, 05 and 06 to be awarded OCR's GCSE (9–1) in Classical Greek.

Content Overview	Assessment Overview	
<p style="text-align: center;"><b>Language</b></p> <p>Learners study texts and stories in Classical Greek to build knowledge and understanding of Classical Greek vocabulary, accidence and syntax.</p>	<p>Compulsory component:</p> <p style="text-align: center;">J292/01: <b>Language</b></p> <p style="text-align: center;">100 marks 1 hour 30 minutes Written paper</p>	<p style="text-align: center;">This component is worth <b>50%</b> of total GCSE</p>
<p style="text-align: center;"><b>Prose and Verse Literature</b></p> <p>Learners study Classical Greek set texts and answer questions in English on aspects of content and analyse, evaluate and respond to the ancient literature they have studied.</p> <p style="text-align: center;"><b>Literature and Culture</b></p> <p>Learners study two topics on Greek Civilisation and Culture using the sources in the <i>Prescribed Sources Booklet</i> and answer questions in English on aspects of content, culture, social practices and values.</p>	<p>Optional components – any <b>two</b> of the following <b>five</b>:</p> <p style="text-align: center;">J292/02: <b>Prose Literature A</b></p> <p style="text-align: center;">J292/03: <b>Prose Literature B</b></p> <p style="text-align: center;">J292/04: <b>Verse Literature A</b></p> <p style="text-align: center;">J292/05: <b>Verse Literature B</b></p> <p style="text-align: center;">J292/06: <b>Literature and Culture</b></p> <p style="text-align: center;">50 marks 1 hour Written paper</p>	<p style="text-align: center;">Each component is worth <b>25%</b> of total GCSE</p>

All components include synoptic assessment.

## 2b. Content of GCSE (9–1) in Classical Greek (J292)

The OCR GCSE (9–1) in Classical Greek will allow learners to develop their knowledge of Classical Greek vocabulary, morphology and syntax so that they can read and understand unseen confected or adapted passages of Classical Greek.

2 The OCR GCSE (9–1) in Classical Greek will require learners to know the words which are listed in the Defined Vocabulary List (DVL) as well as other specified forms of these words. The Defined Vocabulary List (DVL) will be available on the OCR website. Learners will be expected to know and understand the application of syntax and accidence listed in this specification.

The OCR GCSE (9–1) in Classical Greek will develop learners' knowledge and understanding of the ancient world through the study of ancient literature and ancient sources. Learners are required to study a compulsory Language component together with either two Literature components, or one Literature component and the Literature and Culture component.

The Language component (01) requires learners to translate a passage of Classical Greek, answer comprehension questions and **either** answer questions on syntax and accidence within the context of a narrative passage **or** translate short English sentences into Classical Greek.

The vocabulary, accidence and syntax required for the composition of the Classical Greek sentences and the questions focusing on syntax and accidence will be taken from restricted lists.

The Literature components (02–05) will require the study of between 110 and 120 lines of material in Classical Greek. These set texts will **change every two years**. The set texts to be studied for the first six years of assessment of the specification are listed in the specification.

The Literature and Culture component (06) will require the study of two different topics through the exploration of the prescribed sources listed in the *Prescribed Sources Booklet*, which is available on the OCR website, and other sources which cover the same topic areas. The material for the Literature and Culture component will **remain for the lifetime** of the specification.

The set texts and topics will be reviewed after three years and may be subject to change. Each set text and topic will remain on the list for the lifetime of the qualification, unless the review process identifies a necessary change. If a text is to be removed from the list and replaced with another text, centres will be notified a year in advance.

## 2c. Content of Language (J292/01)

In the course of this component, learners will develop their knowledge of Classical Greek vocabulary and linguistic structures through reading and studying texts and stories in Classical Greek. They will then demonstrate their linguistic competence through the translation and comprehension of unseen Classical Greek passages.

Learners will also be able to demonstrate their linguistic ability by **either** recognising, analysing and explaining accidence and syntax within the context of a narrative passage **or** by translating short sentences from English into Classical Greek.

Learners should be able to:	Learners will be required to:
<ul style="list-style-type: none"> <li>• recognise, analyse and/or deploy, as appropriate, the accidence and syntax listed in Appendix 5c and 5d</li> <li>• demonstrate knowledge of the vocabulary in the Defined Vocabulary List (DVL)</li> <li>• accurately translate unseen material into English</li> <li>• demonstrate an understanding of unseen Classical Greek, confected or adapted material, including an understanding of individual words, phrases or sentences</li> <li>• explain the derivation of English words from Classical Greek as evidence of the continuing influence of the classical world on later times.</li> </ul>	<ul style="list-style-type: none"> <li>• translate an unseen passage of confected or adapted Classical Greek</li> <li>• understand and respond to unseen passages of Classical Greek</li> <li>• understand the derivation of English words from Classical Greek</li> </ul> <p><b>and either</b></p> <ul style="list-style-type: none"> <li>• translate short sentences from English into Classical Greek drawn from the Restricted Vocabulary List (RVL) and the Restricted Syntax and Accidence listed in Appendix 5d</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• recognise, analyse and explain syntax and accidence, as defined below, drawn from the Restricted Vocabulary List (RVL) and the Restricted Syntax and Accidence listed in Appendix 5d               <ul style="list-style-type: none"> <li>• <b>recognise</b>: identify examples of a grammatical form</li> <li>• <b>analyse</b>: identify the grammatical form of a word</li> <li>• <b>explain</b>: account for the use of a grammatical form in a sentence.</li> </ul> </li> </ul>

## 2c. Content of Literature components (J292/02, J292/03, J292/04 and J292/05)

These components are designed to develop learners' knowledge and understanding of ancient literature through studying the set texts listed on the opposite page. These components assess learners' ability to analyse, evaluate and respond to the ancient literature they have studied.

Learners will study the set text listed on the opposite page for the relevant year. Each set text or group of texts will be between 110 and 120 lines in length, and will be examined for a maximum of **two** years.

2

Learners should be able to:	Learners will be required to:
<ul style="list-style-type: none"><li>• demonstrate knowledge and understanding of the set text, including identification of aspects of content, culture, social practices and values, as appropriate to the text studied</li><li>• identify, explain and respond to the use of common literary effects appropriate to the set text studied and the impact on the reader</li><li>• identify, explain and respond to aspects of literary style, as appropriate to the text studied, such as:<ul style="list-style-type: none"><li>• choice of words and word order</li><li>• sounds</li><li>• length of clauses</li><li>• common literary devices, such as simile, metaphor, alliteration, assonance</li></ul></li><li>• demonstrate an understanding of the cultural, historical and literary context in which the literature was composed</li><li>• select, analyse and evaluate evidence to draw informed conclusions and make a reasoned, evidence-based response to the material studied.</li></ul>	<ul style="list-style-type: none"><li>• understand and respond to aspects of content and the context of the set text(s)</li><li>• translate a short passage of the set text into English</li><li>• analyse aspects of content, providing a personal response to the literature</li><li>• recognise and analyse aspects of literary style, characterisation, strength of argument and literary meaning as appropriate to the set text studied, and the impact these might have on the reader</li><li>• draw together their knowledge and understanding of the text studied, and demonstrate this through a written response.</li></ul>

## Summary of the Greek set texts for examination between 2018 and 2023.

Set text to be studied for examination in:	J292/02 Prose Literature A	J292/03 Prose Literature B	J292/04 Verse Literature A	J292/05 Verse Literature B
<b>2018 and 2019</b>	<u><i>Tales from Herodotus</i></u> Sections IX (Solon and Croesus) and XIVa (How Alcmaeon was enriched by Croesus)	<u><i>Taylor, Greek Beyond GCSE</i></u> Plutarch, <i>Life of Lycurgus</i> (A Spartan childhood) <b>and</b> Lucian, <i>Anacharsis</i> (Anacharsis and Athletics, lines 1 to 56 λέγομεν)	Homer, <i>Odyssey</i> , Book 6 lines 48–159	Euripides, <i>Alcestis</i> , lines 280–392
<b>2020 and 2021</b>	<u><i>Tales from Herodotus</i></u> Sections XVb (The Ethiopians) and XX (The Power of Custom)	<u><i>Lucian, ed. K. Sidwell</i></u> Lucian, <i>Vera Historia</i> Sections 10 (Shangri-La), 11 (The Homeric Question), 12 (Face that launched 1000 ships)	Homer, <i>Iliad</i> , Book 3 lines 1–112	Euripides, <i>Electra</i> , lines 215–331
<b>2022 and 2023</b>	<u><i>Tales from Herodotus</i></u> Sections II (Psammetichus), III (Crocodiles), IV (Myserinus), XVa (Pygmies)	<u><i>Plato, The Martyrdom of Socrates, ed. F Doherty</i></u> Plato, <i>Phaedo</i> (The death of Socrates) Section 59c10 to Section 118, line 19	Homer, <i>Odyssey</i> , Book 7 lines 184–297	Euripides, <i>Bacchae</i> , lines 434–508 & 800–838

All of the texts for examination between 2018 and 2023 can also be found in:  
*OCR Anthology for Classical Greek GCSE*, edited by Judith Affleck and Clive Letchford  
ISBN: 9781474265485

Centres are free to use any complete edition of the prescribed text as they choose. Where a passage is printed on the question paper it will be taken from the OCR Anthology for Classical Greek GCSE text listed above with such modifications as seem appropriate to the examiners.

## 2c. Content of Literature and Culture (J292/06)

This component is designed to develop learners' knowledge and understanding of Greek civilisation and culture through the study of ancient literature and other ancient source material.

Learners should also study additional ancient sources covering similar content to help illustrate the topics they are studying and provide opportunities for comparison.

Learners should study the prescribed ancient source material in the '*Prescribed Sources Booklet*' for **both** of the topic areas set in any given year.

The topic areas and the prescribed sources booklet will **remain the same** for the whole life of the specification.

2

Learners should be able to:	Learners will be required to:
<ul style="list-style-type: none"> <li>use a range of ancient sources including literature, inscriptions and archaeological evidence</li> <li>identify aspects of content, culture, social practices and values, as appropriate to the sources studied</li> <li>use their knowledge of Women in Ancient Greece, Athenian Society and The Olympic Games and study of evidence to widen their understanding of Athenian society</li> <li>evaluate the usefulness of primary sources as evidence through comprehension and comparison, identifying gaps in the evidence, distortion for literary effect or bias</li> <li>select, analyse and evaluate evidence to draw an informed conclusion and make a reasoned, evidence-based response to the material studied.</li> </ul>	<ul style="list-style-type: none"> <li>recall knowledge from the prescribed sources and select knowledge from the unseen sources provided for the assessment</li> <li>demonstrate understanding of the prescribed sources and the unseen sources provided for the assessment</li> <li>understand and respond to the sources, evaluating them as evidence for the ancient world and analysing their specific features</li> <li>compare and contrast ideas, values and social practices from the ancient and modern worlds</li> <li>draw together their knowledge and understanding of the material studied and demonstrate this through a written response.</li> </ul>

The set topics for examination in **2018** and **2019** for this component will be:

- Women in Ancient Greece
- Athenian Society

The set topics for examination in **2020** and **2021** for this component will be:

- Athenian Society
- The Olympic Games

The set topics for examination in **2022** and **2023** for this component will be:

- The Olympic Games
- Women in Ancient Greece

## Women in Ancient Greece

- **The Status of Women in Athens**

*Status of women both within the oikos and outside.*

- **Marriage in Athens**

*Marriage ceremony, when and who to marry, expectations and role of a wife.*

- **Women's Household Duties in Athens**

*Motherhood, weaving, supervision of slaves.*

- **Women in Sparta**

*Education of girls, marriage, status of women.*

## Athenian Society

- **The Acropolis**

*The layout of the Acropolis, the Parthenon and Propylaia, the role and importance of Athena.*

- **Athenian Population**

*Eligibility for citizenship, metics, slaves.*

- **Athenian Democracy**

*The Ekklesia, the Boule, the Law Courts, ostracism, Athenian pride in their democracy.*

## The Olympic Games

- **Preparation and Organisation**

*Layout of Olympia, Olympic truce, selection and role of officials.*

- **Competing in the Olympics**

*Selection of competitors, training of athletes, prizes, the glory of winning, cheating.*

- **Events**

*Running races, chariot races, pankration, wrestling, boxing, pentathlon.*

- **Religious Aspects**

*Importance of Zeus, temple to Zeus, Pheidias' statue of Zeus, sacrifices and rituals during the games.*



## 2d. Prior knowledge, learning and progression

---

Learners who are beginning a GCSE (9–1) course are likely to have followed a Key Stage 3 programme of study. No prior knowledge of this subject is required but may be beneficial.

GCSEs (9–1) are qualifications that enable learners to progress to further qualifications either Vocational or General.

This qualification provides the ideal foundation for learners to progress to OCR's AS Level in Classical Greek and A Level in Classical Greek.

Find out more at [www.ocr.org.uk](http://www.ocr.org.uk)

# 3 Assessment of GCSE (9–1) in Classical Greek

## 3a. Forms of assessment

OCR's GCSE (9–1) in Classical Greek consists of three components that are externally assessed.

Learners **must** sit J292/01 and then **any two** from J292/02, J292/03, J292/04, J292/05 and J292/06.

### J292/01 Language

This is a **compulsory** component. It is worth **100 marks**, representing **50%** of the total marks for the GCSE (9–1).

Classical Greek Language is an externally assessed written examination testing AO1.

The examination lasts **1 hour 30 minutes** and is formed of two sections.

**Section A** consists of 30 marks. In Section A, the unseen passage will recount a story drawn from mythology or Greek domestic life.

20 marks are available for answering comprehension questions in English, including questions about the derivation of English words from Classical Greek.

10 marks (10% of AO1 overall) are available for learners to choose between **either** answering

questions on accidence and syntax **or** translating three basic English sentences into Classical Greek.

The restricted vocabulary, accidence and syntax list applies to **both** the translation into Classical Greek and the syntax and accidence questions.

**Section B** consists of 70 marks. In Section B, the unseen passages will recount a story or stories drawn from history.

20 marks will be available for answering comprehension questions in English.

50 marks will be available for translating a passage of unseen Classical Greek of **at least 90 words** into English.

### J292/02, J292/03, J292/04, J292/05 Literature

These are **optional** components. Each component is worth **50 marks**, representing **25%** of the total marks for the GCSE (9–1).

These components are externally assessed written examinations testing AO2 and AO3.

Each examination lasts **1 hour**.

Each component tests understanding and appreciation of a prescribed set text which is between 110 and 120 lines in length.

Learners will be asked to translate a short passage of the set text from Classical Greek into English and answer comprehension questions. They will also be required to answer analysis questions which will be marked on a point by point basis and an 8-mark analysis question which is marked using a level of response grid. Learners will also be required to write an extended response, which draws upon material from the set text.

## J292/06 Literature and Culture

This is an **optional** component. It is worth **50 marks**, representing **25%** of the total marks for the GCSE (9–1).

Literature and Culture is an externally assessed written examination testing AO2 and AO3.

The examination lasts **1 hour**.

Questions will require learners to demonstrate knowledge and understanding of the materials in the '*Prescribed Sources Booklet*' and their own study as well as use the unseen sources provided in the insert booklet for the assessment.

Questions will also require learners to analyse the sources provided in the assessment, provide a personal response to the material studied and answer extended response questions.

3

### 3b. Assessment objectives (AO)

There are three Assessment Objectives in OCR GCSE (9–1) in Classical Greek. These are detailed in the table below.

Learners are expected to demonstrate their ability to:

	Assessment Objective
<b>AO1</b>	Demonstrate knowledge and understanding of the language.
<b>AO2</b>	Demonstrate knowledge and understanding of literature and/or other ancient sources.
<b>AO3</b>	Analyse, evaluate and respond to literature and/or other ancient sources.

### AO weightings in OCR GCSE (9–1) Classical Greek

The relationship between the Assessment Objectives and the components are shown in the following table:

Component	% of overall GCSE (9–1) in Classical Greek (J292)		
	AO1	AO2	AO3
Language	50%	0%	0%
Prose Literature A	0%	12.5%	12.5%
Prose Literature B	0%	12.5%	12.5%
Verse Literature A	0%	12.5%	12.5%
Verse Literature B	0%	12.5%	12.5%
Literature and Culture	0%	12.5%	12.5%
<b>Total</b>	<b>50%</b>	<b>25%</b>	<b>25%</b>

### 3c. Assessment availability

---

There will be one examination series available each year in May / June to **all** learners.

This specification will be certificated from the June 2018 examination series onwards.

All examined components must be taken in the same examination series at the end of the course.

### 3d. Retaking the qualification

---

Learners can re-take the qualification as many times as they wish. Learners must retake Component 01 and

two components from Component 02 to 06, in the same examination series.

### 3e. Assessment of extended response

---

The assessment materials for this qualification provide learners with the opportunity to demonstrate their ability to construct and develop a sustained and

coherent line of reasoning and marks for extended responses are integrated into the marking criteria.

### 3f. Synoptic assessment

---

Synoptic assessment targets learners' understanding of the connections between different elements of the subject. It involves the explicit drawing together of knowledge, skills and understanding within different parts of the GCSE (9–1) course.

Synoptic assessment encourages the understanding of Classical Greek as a discipline and requires learners to demonstrate understanding of the links between language and literature in their classical contexts.

### 3g. Calculating qualification results

---

A learner's overall qualification grade GCSE (9–1) in Classical Greek will be calculated by adding together their marks from the three components taken to give their total weighted mark. This mark will then be compared to the qualification level grade boundaries

for the entry option taken by the learner and for the relevant exam series to determine the learner's overall qualification grade.

## 4 Admin: what you need to know

The information in this section is designed to give an overview of the processes involved in administering this qualification so that you can speak to your exams officer. All of the following processes require you to submit something to OCR by a specific deadline.

More information about the processes and deadlines involved at each stage of the assessment cycle can be found in the Administration area of the OCR website.

OCR's *Admin overview* is available on the OCR website at: <http://www.ocr.org.uk/administration>

### 4a. Pre-assessment

#### Estimated entries

Estimated entries are your best projection of the number of learners who will be entered for a qualification in a particular series.

Estimated entries should be submitted to OCR by the specified deadline. They are free and do not commit your centre in any way.

#### Final entries

Final entries provide OCR with detailed data for each learner, showing each assessment to be taken. It is essential that you use the correct entry code, considering the relevant entry rules.

Final entries must be submitted to OCR by the published deadlines or late entry fees will apply.

All learners taking a GCSE (9–1) in Classical Greek must be entered for one of the following entry options:

Entry option		Components		
Entry code	Title	Code	Title	Assessment type
J292 A	Classical Greek Option A	01	Language	External Assessment
		02	Prose Literature A	External Assessment
		03	Prose Literature B	External Assessment
J292 B	Classical Greek Option B	01	Language	External Assessment
		02	Prose Literature A	External Assessment
		04	Verse Literature A	External Assessment
J292 C	Classical Greek Option C	01	Language	External Assessment
		02	Prose Literature A	External Assessment
		05	Verse Literature B	External Assessment
J292 D	Classical Greek Option D	01	Language	External Assessment
		02	Prose Literature A	External Assessment
		06	Literature and Culture	External Assessment
J292 E	Classical Greek Option E	01	Language	External Assessment
		03	Prose Literature B	External Assessment
		04	Verse Literature A	External Assessment

Entry option		Components		
Entry code	Title	Code	Title	Assessment type
J292 F	Classical Greek Option F	01	Language	External Assessment
		03	Prose Literature B	External Assessment
		05	Verse Literature B	External Assessment
J292 G	Classical Greek Option G	01	Language	External Assessment
		03	Prose Literature B	External Assessment
		06	Literature and Culture	External Assessment
J292 H	Classical Greek Option H	01	Language	External Assessment
		04	Verse Literature A	External Assessment
		05	Verse Literature B	External Assessment
J292 J	Classical Greek Option J	01	Language	External Assessment
		04	Verse Literature A	External Assessment
		06	Literature and Culture	External Assessment
J292 K	Classical Greek Option K	01	Language	External Assessment
		05	Verse Literature B	External Assessment
		06	Literature and Culture	External Assessment

## 4b. Special consideration

Special consideration is a post-assessment adjustment to marks or grades to reflect temporary injury, illness or other indisposition at the time the assessment was taken.

Detailed information about eligibility for special consideration can be found in the JCQ publication *A guide to the special consideration process*.

## 4c. External assessment arrangements

---

Regulations governing examination arrangements are contained in the JCQ *Instructions for conducting examinations*.

### Head of Centre Annual Declaration

---

The Head of Centre is required to provide a declaration to the JCQ as part of the annual NCN update, conducted in the autumn term, to confirm that the centre is meeting all of the requirements detailed in the specification.

Any failure by a centre to provide the Head of Centre Annual Declaration will result in your centre status being suspended and could lead to the withdrawal of our approval for you to operate as a centre.

### Private candidates

---

4

Private candidates may enter for OCR assessments.

A private candidate is someone who pursues a course of study independently but takes an examination or assessment at an approved examination centre. A private candidate may be a part-time student, someone taking a distance learning course, or someone being tutored privately. They must be based in the UK.

Private candidates need to contact OCR approved centres to establish whether they are prepared to host them as a private candidate. The centre may charge for this facility and OCR recommends that the arrangement is made early in the course.

Further guidance for private candidates may be found on the OCR website: <http://www.ocr.org.uk>



## 4d. Results and certificates

### Grade Scale

GCSE (9–1) qualifications are graded on the scale: 9–1, where 9 is the highest. Learners who fail to reach the minimum standard of 1 will be Unclassified (U). Only

subjects in which grades 9 to 1 are attained will be recorded on certificates.

### Results

Results are released to centres and learners for information and to allow any queries to be resolved before certificates are issued.

Centres will have access to the following results information for each learner:

- the grade for the qualification
- the raw mark for each component
- the total weighted mark for the qualification.

The following supporting information will be available:

- raw mark grade boundaries for each component
- weighted mark grade boundaries for each entry option.

Until certificates are issued, results are deemed to be provisional and may be subject to amendment.

A learner's final results will be recorded on an OCR certificate. The qualification title will be shown on the certificate as 'OCR Level 1/2 GCSE (9–1) in Classical Greek'.

## 4e. Post-results services

A number of post-results services are available:

- **Enquiries about results** – If you are not happy with the outcome of a learner's results, centres may submit an enquiry about results.
- **Missing and incomplete results** – This service should be used if an individual subject result for a learner is missing, or the learner has been omitted entirely from the results supplied.
- **Access to scripts** – Centres can request access to marked scripts.

## 4f. Malpractice

Any breach of the regulations for the conduct of examinations and non-exam assessment may constitute malpractice (which includes maladministration) and must be reported to OCR

as soon as it is detected. Detailed information on malpractice can be found in the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*.

# 5 Appendices

## 5a. Grade Descriptors

---

### 1. Grade 8

#### 1.1 To achieve Grade 8 candidates will be able to:

- complete a range of linguistic tasks, including translation and comprehension, with a consistently high degree of accuracy
- demonstrate accurate knowledge and understanding of diverse aspects of literature and/or sources
- analyse a range of literary or other evidence with perception and precision
- critically evaluate and respond convincingly to literary or other evidence with reason and sensitivity

### 2. Grade 5

#### 2.1 To achieve Grade 5 candidates will be able to:

- complete a range of linguistic tasks, including translation and comprehension, with reasonable accuracy
- demonstrate mostly accurate knowledge and understanding of some aspects of literature and/or sources
- analyse literary or other evidence with occasional perception and precision
- evaluate literary or other evidence in a mostly reasoned and clear manner

### 3. Grade 2

#### 3.1 To achieve Grade 2 candidates will be able to:

- complete some linguistic tasks, including translation and comprehension, with limited accuracy
- demonstrate limited knowledge and understanding of some aspects of literature and/or sources
- make basic comments on literary or other evidence

## 5b. Overlap with other qualifications

---

There is no overlap with any other qualifications.

## 5c. Accessibility

---

Reasonable adjustments and access arrangements allow learners with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do, without changing the demands of the assessment. Applications for these should be made before the examination series. Detailed information about eligibility for access arrangements can be found in the JCQ *Access Arrangements and Reasonable Adjustments*.

The GCSE (9–1) qualification and subject criteria have been reviewed in order to identify any feature which could disadvantage learners who share a protected Characteristic as defined by the Equality Act 2010. All reasonable steps have been taken to minimise any such disadvantage.

## 5d. Classical Greek Accidence and Syntax

Comprehension and translation questions will be based on the accidence and syntax listed in Appendix 5d.

Questions on accidence and syntax and the translation of English sentences will be based on the restricted accidence and syntax listed in Appendix 5e.

### Accidence

#### Verbs

Dual forms are excluded throughout.

For all types of verb listed below, knowledge is required of the following forms (where they exist):

present, future, imperfect and aorist tenses (all persons, singular and plural), in the active, middle and passive voices

second person imperatives, present and aorist (singular and plural), in the active voice (with middle forms for deponent verbs)

present, future and aorist participles (all genders and cases, singular and plural) and infinitives, in the active, middle and passive voices

present and aorist subjunctive and optative (all persons, singular and plural), in the active, middle and passive voices

regular verbs with vowel and consonantal stems and contracted verbs of the types -αω and -εω

irregular verbs in the vocabulary list

εἰμί (I am)

φημί (I say)

and the specified parts of the following:

εἶμι (I go, shall go; present tense, participle ἰών, ἰούσα, ἰόν and infinitive ἰέναι only)

οἶδα (I know; present tense, participle εἰδώς, εἰδυῖα, εἰδός and infinitive εἰδέναι only)

δίδωμι (I give; future and aorist indicative active and infinitives only)

Knowledge of other -μι and defective verbs is not expected. Such verbs appearing on the paper will be glossed with a full translation.

Candidates will be expected to work out the meanings of compound verbs where basic prepositions are used as prefixes e.g. ἐκβάλλω (I throw out)

#### Nouns and Pronouns

all cases, singular and plural, of the nouns of the following types:

χώρα, θάλασσα, φωνή, πολίτης, νεανίας, ἵππος, ἔργον, φύλαξ, βασιλεύς, πόλις, σῶμα, τεῖχος

the declensions of the irregular nouns in the Defined Vocabulary List

the declensions of the pronouns in the Defined Vocabulary List

#### Adjectives and Adverbs

all genders and cases, singular and plural, of the adjectives of the following types:

σοφός, ἀληθής, εὐρύς, καλλίων

the declensions of the irregular adjectives in the Defined Vocabulary List

the formation and declension of the comparatives and superlatives of adjectives and adverbs in the Defined Vocabulary List

## Syntax

standard uses of the cases

expressions of time and place

the genitive of comparison

the cases taken by verbs and prepositions in the Defined Vocabulary List

direct commands and prohibitions (second person only of both)

direct questions

indirect statements (constructions with ὅτι, the infinitive, the participle)

indirect commands

indirect questions

purpose clauses (with ἵνα and with ὡς + the future participle)

relative clauses with ὅς

result clauses

conditional clauses (future open and past unfulfilled only)

temporal clauses with the indicative

### Participles

- genitive absolute
- concessive (with καίπερ)
- the article and participle
- normal temporal usage

## 5e. Restricted Classical Greek Accidence and Syntax list

Questions on accidence and syntax and the translation of English sentences will be based on the restricted accidence and syntax listed in Appendix 5e.

### Accidence

The forms of regular verbs in -ω in the present and imperfect indicative active, and the aorist indicative active of verbs in the RVL

The present active infinitive of regular verbs in -ω

The present and imperfect indicative of the verb εἰμί (I am)

The forms of the definite article

The forms of regular nouns of the types χώρα, θάλασσα, φωνή, πολίτης, νεανίας, ἵππος, ἔργον

The forms of regular adjectives of the types ἀγαθός and ἀνδρεῖος (excluding their comparative and superlative forms)

### Syntax

Standard uses of the cases

The cases taken by prepositions in the Restricted Vocabulary List for this section of the paper

Direct statements and direct questions







---

# YOUR CHECKLIST

---

*Our aim is to provide you with all the information and support you need to deliver our specifications.*

- Bookmark [ocr.org.uk/gcseclassicalgreek](https://ocr.org.uk/gcseclassicalgreek) for all the latest resources, information and news on GCSE (9-1) Classical Greek
  - Be among the first to hear about support materials and resources as they become available – register for Classics updates at [ocr.org.uk/updates](https://ocr.org.uk/updates)
  - Find out about our professional development at [cpdhub.ocr.org.uk](https://cpdhub.ocr.org.uk)
  - View our range of skills guides for use across subjects and qualifications at [ocr.org.uk/skillsguides](https://ocr.org.uk/skillsguides)
  - Discover our new online past paper service at [ocr.org.uk/examcreator](https://ocr.org.uk/examcreator)
  - Learn more about Active Results at [ocr.org.uk/activeresults](https://ocr.org.uk/activeresults)
  - Join our Classics social network community for teachers at [social.ocr.org.uk](https://social.ocr.org.uk)
-

# Download high-quality, exciting and innovative GCSE (9-1) Classical Greek resources from [ocr.org.uk/gcseclassicalgreek](https://ocr.org.uk/gcseclassicalgreek)

Resources and support for our GCSE (9-1) Classical Greek qualification, developed through collaboration between our Classics Subject Specialists, teachers and other subject experts, are available from our website. You can also contact our Classics Subject Specialists who can give you specialist advice, guidance and support.

Meet the team at [ocr.org.uk/classicsteam](https://ocr.org.uk/classicsteam) and contact them at:

**01223 553998**

[classics@ocr.org.uk](mailto:classics@ocr.org.uk)

[@OCRexams](https://twitter.com/OCRexams)

To stay up to date with all the relevant news about our qualifications, register for email updates at [ocr.org.uk/updates](https://ocr.org.uk/updates)

## Classics Community

The social network is a free platform where teachers can engage with each other – and with us – to find and offer guidance, discover and share ideas, best practice and a range of Classics support materials.

To sign up, go to [social.ocr.org.uk](https://social.ocr.org.uk)



[facebook.com/ocr exams](https://facebook.com/ocr exams)



[linkedin.com/company/ocr](https://linkedin.com/company/ocr)



[@OCRexams](https://twitter.com/OCRexams)



[youtube.com/ocr exams](https://youtube.com/ocr exams)



OCR is part of Cambridge Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. ©OCR 2015 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.

[ocr.org.uk/gcseclassicalgreek](https://ocr.org.uk/gcseclassicalgreek)

6192451370