OCR

Oxford Cambridge and RSA

A LEVEL

Examiners' report

CLASSICAL GREEK

H444
For first teaching in 2016

H444/02 Summer 2019 series
Version 1

Contents

Would you prefer a Word version?

Did you know that you can save this pdf as a Word file using Acrobat Professional?

Simply click on **File > Save As Other . . .** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select *Save as . . .* to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for *pdf to word* converter).
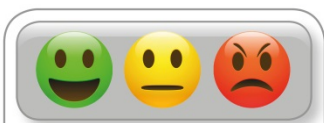
We value your feedback

We'd like to know your view on the resources we produce. By clicking on the icon above you will help us to ensure that our resources work for you.

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates. The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report. A full copy of the question paper can be downloaded from OCR.

Paper 2 series overview

This is the Comprehension or Prose Composition paper. Candidates choose which of the two options to answer. Very occasionally a candidate answers both; in such a case both responses are marked, according to the rubric, and the higher mark will be given.

Much of the work on this paper was very good indeed. There was a substantial swing towards the Prose Composition exercise from the Comprehension compared to 2018.

A significant number of candidates did not write their translation (4) or even their prose (8) on alternate lines as is conventional; while there was no loss of marks (and for (4), such instruction was not given on this exam paper), most found that they then did not have space to make corrections to their own work. It is a good habit to learn.

Following the approach documented in the 2018 Examiners' Report, on both this paper and Paper 1, examiners referred to the Defined Vocabulary lists for both GCSE and AS when making choices about what to accept, and what alternative meanings to expect. This is not because either list is prescribed for A Level, but because examiners consider the lists to represent a scope of knowledge that an A Level candidate is expected to surpass, and substantially. In the comments below, "(GCSE)" and "(AS)" indicate that a word appears on those lists. The intention is constructive: to help centres and candidates by drawing attention to Greek words that significant numbers of candidates find difficult to pin down even after some years of study, most especially where more than one distinct meaning may be in use.

Examiners noted that for many candidates, it would be worth putting effort into certain words and confusions that may well have been troubling them since GCSE: ὑπερ/ὑπο, for example. Especially with conjunctions and prepositions, the benefit would be disproportionate to the time spent on (for example) learning nouns and adjectives. Teachers are encouraged, as one suggestion, to make a habit of testing new noun vocabulary alongside common prepositions, and verbs alongside adverbs, etc.

Section A overview

The Comprehension passage was a challenging piece of invective rhetoric and most candidates followed the argument carefully and resourcefully, even when (as often) the details were problematic. Candidates at all ability levels made good attempts to make contextual linguistic analysis, in a noticeable improvement from last year.

One essential skill that candidates should practice for this paper is the ability to interpret the number of marks offered for each question. At A Level, candidates should expect one mark per point rather than per word for comprehension; and for linguistic analysis, there will probably be no mark for merely identifying the case of a noun. Reference to the SAM and past papers will make this clear.

SECTION A – Comprehension and Grammar

Read the passage below carefully and answer the questions which follow.

Philon has been elected by lot to the Council of Five Hundred. The speaker objects to his appointment, accusing Philon of being a citizen who cares more about his own property and fortune than about his city.

The speaker accuses Philon of self-interest and suggests how the Council should treat such behaviour.

ἐγὼ τοίνυν ἀποφανῶ Φίλωνα τουτονὶ περὶ πλείονος ποιησάμενον τὴν ἰδίαν
ἀσφάλειαν ἢ τὸν κοινὸν τῆς πόλεως κίνδυνον, καὶ ἡγησάμενον κρεῖττον εἶναι
αὐτὸν ἀκινδύνως τὸν βίον διάγειν ἢ τὴν πόλιν σῴζειν ὁμοίως τοῖς ἄλλοις
πολίταις κινδυνεύοντα.

οὗτος γάρ, ὦ βουλή, ὅτε ἡ συμφορὰ τῇ πόλει ἦν, ἐκβληθεὶς ἐκ τοῦ ἄστεως ὑπὸ   *5*
τῶν τριάκοντα μετὰ τοῦ ἄλλου πλήθους τῶν πολιτῶν τέως μὲν ᾤκει ἐν ἀγρῷ,
ἐπειδὴ δὲ οἱ ἀπὸ Φυλῆς κατῆλθον εἰς τὸν Πειραιᾶ, καὶ οὐ μόνον οἱ ἐκ τῶν
ἀγρῶν ἀλλὰ καὶ οἱ ἐκ τῆς ὑπερορίας οἱ μὲν εἰς τὸ ἄστυ οἱ δ᾽ εἰς τὸν Πειραιᾶ
συνελέγοντο, καὶ καθ᾽ ὅσον ἕκαστος οἷός τ᾽ ἦν, κατὰ τοσοῦτον ἐβοήθει τῇ
πατρίδι, τὰ ἐναντία ἅπασι τοῖς ἄλλοις πολίταις ἐποίησε· συσκευασάμενος   *10*
γὰρ τὰ ἑαυτοῦ ἐνθένδε εἰς τὴν ὑπερορίαν ἐξῴκησεν, βουληθεὶς παρ᾽ ἄλλοις
μετοικεῖν μᾶλλον ἢ μεθ᾽ ἡμῶν πολίτης εἶναι. καὶ γὰρ ὅστις εὐτυχοῦντας ὁρῶν
ἡμᾶς ἐτόλμα προδιδόναι, τί ποτε ὡς μὴ ἐβουλόμεθά γε πράττοντας ἐποίησεν
ἄν;

καθέστηκε δέ τι ἔθος δίκαιον πᾶσιν ἀνθρώποις περὶ τῶν αὐτῶν ἀδικημάτων   *15*
μάλιστα ὀργίζεσθαι τοῖς μάλιστα δυναμένοις μὴ ἀδικεῖν, τοῖς δὲ πένησιν ἢ
ἀδυνάτοις τῷ σώματι συγγνώμην ἔχειν διὰ τὸ ἡγεῖσθαι ἄκοντας αὐτοὺς
ἁμαρτάνειν.

Lysias, *Against Philon* 7–11 (adapted)

Names

ὁ Φίλων, -ωνος	Philon
Φυλή, -ῆς	Phyle, a suburb of Athens
ὁ Πειραιεύς, -έως	the Piraeus, Athens' harbour

Words

τέως	for a while
ἡ ὑπερορία, -ας	abroad

Question 1 (a)

1 ἐγὼ τοίνυν … κίνδυνον (lines 1–2)

(a) What did the speaker wish to demonstrate about Philon? [4]

Most candidates made a strong start with 3 or 4 marks. The most common improvement would come from recognising περι πολλου ποιεισθαι (AS); a number of candidates wrote that Philon "did more" about the safety of the city, or similar.

Question 1 (b)

καὶ ἡγησάμενον … κινδυνεύοντα (lines 2–4)

(b) What does the speaker claim Philon thought? [5]

This was more challenging. Most candidates did well for the first three points, but many made κινδυνευοντα into "endangering" and did not connect this with its adverb or object.

Question 2 (a)

2 οὗτος γάρ … συνελέγοντο (lines 5–9)

(a) What happened to Philon in the middle of the city's disaster? [4]

A majority of candidates named The Thirty succesfully, although as with Paper 1, a significant number could improve their understanding of ὑπο (GCSE). πληθους (AS) was often translated as "majority", which was not accepted. Nor was "in a field" for ἐν ἀγρῳ, where "countryside" (GCSE) was a far more suitable meaning contrasting with the city.

Question 2 (b)

(b) What did the party from Phyle do and what reaction did it cause? [4]

Here the structure was generally well handled for the first three marks, but the fourth was elusive for many. To gain this mark candidates needed to identify οἱ μεν… οἱ δε…; interestingly some candidates made these parallel the previous pair and wrote "those from the country gathered into the city and those from abroad into the Piraeus," which showed their grasp of the structure.

Question 3 (a)

3 καὶ καθ᾽ ὅσον … ἐξῴκησεν (lines 9–11)

(a) What did the citizens do? [3]

There were many fully correct responses here. The parallel of καθ᾽ὁσον… κατα τοσουτον was essential for the third mark; a number of answers paraphrased quite heavily, and missed out on this aspect.

Question 3 (b)

(b) What did Philon do? **[5]**

A significant number of candidates who had good comprehension of the Greek here would do well to read the number of marks available. It was common to say something about "doing the opposite to the other citizens" as part of the answer to 3a, and to write a longer answer to 3a than 3b. Where comprehension was strong but the information given under the wrong question, marks (exceptionally) were given under benefit of doubt. τα ἑαυτου was handled successfully by a large majority.

Question 4

4 καθέστηκε δέ … ἁμαρτάνειν (lines 15–18)

Translate these lines into English. **[10]**

The translation was taxing, with few fully correct answers. However most candidates maintained a thread of meaning, with a range of sensible offers for the introductory phrase. The key differentiator was των αὐτων, which in many cases was simply omitted; followed by the two instances of μαλιστα, where each needed to be taken with the word immediately following. Some candidates had written out the Greek and divided it up with markers - some writing separate phrases on separate lines - such candidates tended to translate well. In general candidates seem less confident handling clauses headed by an infinitive, which is natural, but practice of this would pay dividends. Vocabulary that caused issues included πενησιν, συγγνωμην, ἡγεισθαι (AS) and ἀκοντας (AS).

Question 5 (a)

5 Which parts of which verbs are the following?

(a) ἀποφανῶ (line 1) **[2]**

Most candidates identified a future tense; but in each part of question 5 a substantial majority did not answer the full question and gave only a Greek word in answer. Examiners considered that the question was worded clearly, and the number of marks available should indicate to candidates that one word of Greek would not be adequate for full marks.

Question 5 (b)

(b) κατῆλθον (line 7) **[2]**

Again, a majority identified the aorist; this was the most succesful of these three questions. As on previous papers, the compound form was required, although benefit of doubt was given to those who explained the structure by writing κατα-ἐρχομαι.

Question 5 (c)

(c) καθέστηκε (line 15) **[2]**

The perfect was generally well identified but a significant number offered καθισταμαι.

Question 6 (a)

6   Explain the cases of the following words:

   (a) τῇ πατρίδι (lines 9–10)   **[1]**

This was answered succesfully by a large majority. A minority did not respond to the wording of the question and wrote simply "dative".

Question 6 (b)

   (b) πολίταις (line 10)   **[1]**

This was more taxing; translation was a common (and succesful) way of approaching the explanation.

Question 6 (c)

   (c) ἑαυτοῦ (line 11)   **[1]**

"Possessive genitive" was not accepted without mentioning τα.

Question 7 (a)

7   Explain, using a translation if you think it is helpful, the grammar of the following words:

   (a) ἡγησάμενον (line 2)   **[2]**

Examiners discussed the approach to these questions in some detail, with reference to the 2018 Paper to make sure that exam was in line with what candidates should expect. Many candidates offered exhaustive detail (and should not be deterred from doing so.) However, "Explain the grammar" is a different question to "What part of what verb…?" or "parse", and a good way of approaching the question is to imagine if the question were asked orally in the classroom. The essential functionality of ἡγησαμενον is as a participle (1) in indirect statement (1). Not wishing to discourage further detail, examiners did not penalise incorrect further information unless it was contradictory to the rest of the answer (eg "third person plural").

Question 7 (b)

   (b) βουληθεὶς (line 11)   **[2]**

Similarly, any incorrect information beyond "participle" and an association with the subject was ignored unless contradictory; the latter point was the strongest differentiator within Question 7.

Question 7 (c)

   (c) προδιδόναι (line 13)   **[2]**

This question was well answered, with a majority making the association with the governing verb ἐτολμα.

Section B overview

The passage for Prose Composition offered plenty of opportunities for creative thought - most obviously for subordination by participle - and posed some particular challenges, which in general were met sensibly by candidates at all ability levels. As last year there were very few gaps: candidates do well to remember that while even a very broad paraphrase might receive benefit of doubt, a gap will always lead to a loss of marks.

Question 8

SECTION B – Prose Composition

8   Translate this passage into Classical Greek prose.

You are reminded that marks will be awarded for the style of your translation.

Please write your translation on alternate lines.   **[50]**

Immediately the King was greatly at a loss because the Greeks were making such demands. He sent messengers and ordered his soldiers to give up their arms. But heralds were also sent to Clearchus, the general of the camp. He asked them what they wanted, and they replied that they had come to seek peace and were speaking on behalf of the King himself. 'Announce to him that before discussing peace we must have a battle,' Clearchus said. After they had heard this, the horsemen departed and reported to the King, who was nearby. Soon they returned, and said that the King accepted his proposals as just. Clearchus then took counsel and decided to make a treaty, but he still kept his army in battle order.

Names

Clearchus   ὁ Κλέαρχος, -ου

i)   Most candidates made a strong start here. Genitive absolute was a popular solution to "because the Greeks…"; ἅτε + participle was occasionally seen, although candidates found it challenging to identify the appropriate participle case needed. κελευω was an understandable offer for "making demands" but did not fully work.

ii)   Here arose plenty of scope for subordination, and associated marks under x); a large majority of candidates scored 5/5 on this section. Compounds of διδοναι were also popular.

iii)   Another generally high-scoring section; the "genitive sandwich" word order earned almost all candidates a mark under x).

iv)   αἰτεω and indeed αἰτιαομαι were quite common but unsuccessful offers for "asked"; ἥκω was quite rare, although ideally suited.

v)   The future participle for purpose was a popular option rewarded under x). There was noticeable confusion between ὑπερ and ὑπο; the latter was also an issue for many candidates on Paper 1. Candidates would do well to spend time on careful revision here.

vi)   The challenge here was "before discussing peace"; popular offers included προτερον. Many candidates used ἐφη in idiomatic position and were rewarded under x).

vii)   Aorist participles proved very helpful here; ὀντι was popular.

viii)   The main challenge here was "accepted his proposals as just", with ὡς relatively uncommon. Abstract nouns and participles were popular (πραγματα, λεγομενα, λεχθεντα) and the relative construction almost completely absent.

ix)   This was a strong differentiator and high-ability candidates had the opportunity to finish strongly with a range of creative solutions to "he still kept his army in battle order". ἑτοιμον + infinitive was a common and successful offer; most candidates used some form of ταξ-. Interestingly, and in line with the pattern observed on Paper 1, candidates in general do not appear confident with βουλευω. βουλην λαμβανειν was relatively common.

x)   A majority of candidates scored full marks here, having used a range of connection, subordination, appropriate verb prefixes, apt vocabulary and idiomatic word order.

Supporting you

For further details of this qualification please visit the subject webpage.

Review of results

If any of your students' results are not as expected, you may wish to consider one of our review of results services. For full information about the options available visit the OCR website. If university places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications.

activeresults

Review students' exam performance with our free online results analysis tool. Available for GCSE, A Level and Cambridge Nationals.

It allows you to:

- review and run analysis reports on exam performance

- analyse results at question and/or topic level*

- compare your centre with OCR national averages

- identify trends across the centre

- facilitate effective planning and delivery of courses

- identify areas of the curriculum where students excel or struggle

- help pinpoint strengths and weaknesses of students and teaching departments.

*To find out which reports are available for a specific subject, please visit ocr.org.uk/administration/support-and-tools/active-results/

Find out more at ocr.org.uk/activeresults

CPD Training

Attend one of our popular CPD courses to hear exam feedback directly from a senior assessor or drop in to an online Q&A session.

Please find details for all our courses on the relevant subject page on our website.

www.ocr.org.uk

www.ocr.org.uk

OCR Customer Support Centre

General qualifications
Telephone 01223 553998
Facsimile 01223 552627
Email general.qualifications@ocr.org.uk

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.*

Cambridge Assessment

CERTIFIED
LR
ISO 9001

UKAS
MANAGEMENT
SYSTEMS
001