

## **Classical Greek**

General Certificate of Secondary Education **J291**

General Certificate of Secondary Education (Short Course) **J091**

### **OCR Report to Centres**

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**June 2012**

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This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

OCR will not enter into any discussion or correspondence in connection with this report.

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## CONTENTS

### General Certificate of Secondary Education

#### Classical Greek (J291)

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## OCR REPORT TO CENTRES

<b>Content</b>	<b>Page</b>
Overview	1
B401 Classical Greek Language 1 (Mythology and domestic life)	2
B402 Classical Greek Language 2 (History)	5
B403 Classical Greek Prose Literature	7
B404 Classical Greek Verse Literature	11
B405 Sources for Classical Greek	15

## Overview

This was the third year of the new specification and the second in which the full range of papers was available to candidates entering for Full Course or Short Course GCSE Classical Greek.

The number of candidates was very encouraging, with significant increases both overall and for four out of the five individual papers: only the Sources paper, B405, had a lower entry than in 2011 (though the candidates who entered it were generally very successful). The standard of work overall was notably high, and many scripts were a pleasure to read. The reduction to one 10-mark question on the literature papers has evidently helped candidates, and there were some impressively detailed and sophisticated answers.

As always the examiners would like to congratulate candidates and their teachers for their thorough and effective preparation for all the papers. The scripts reflected skilled teaching of able and committed candidates. Every indication is that the new specification is working well for both candidates and teachers, with a range of options well suited to varying needs and to a subject where teaching time is often limited.

# B401 Classical Greek Language 1 (Mythology and domestic life)

## General Comments

One thousand four hundred and twenty five candidates entered for the examination this year, an encouraging increase on last year. The general standard of performance was very high indeed and there was no evidence to suggest that candidates had struggled to finish within the allocated time; in fact many candidates had time to write rough versions of their translations and copy them out neatly.

Candidates seemed to find the paper slightly more difficult than last year and this was taken into consideration when the grade boundaries for this unit were awarded. Overall performance was slightly higher on comprehension than on the translation; this allowed a good tool for differentiation.

Common problems were as follows: expressions of time, impersonal verbs, tenses and numbers. Also, in terms of technique, candidates do not need to quote Greek phrases unless specifically asked to do so; this caused some issues in questions 3 (b), 5 (a) and 13 (b).

A considerable number of candidates included alternative versions (in brackets or using slashes) in their answers. This approach should be actively discouraged as alternative responses often cause harmful additions to responses and result in the candidate not being awarded a mark that they might otherwise have received. Alternative versions do not gain a candidate extra marks, but do take up valuable time which candidates may need in answering other questions, and actually can lose the candidate marks, as stated above.

## Comments on Individual Questions

- 1 The vast majority got this correct although some candidates failed to observe the correct tense of the participle, with the result that some candidates thought that Sychaeus “was dying” rather than “had died”. Also, quite a few candidates said he was ‘unlucky and died’, not noticing that this was the word ‘unhappy’ in the question and described Dido. However, it did not affect their mark. No candidate appeared to be put off by a rogue accent which occurred on the last letter of *dustuch* in the question.
- 2 Very few candidates made errors here.
- 3 (a) Generally well answered, although the wording of the question (“how did the stranger travel...?”) meant that a significant number of candidates answered “In a boat/ship” instead of giving the desired answer “by sea”. This kind of response was accepted by examiners as a reasonable response.  
  
(b) The wording of the question did not specify Greek but it was allowed by examiners. Some gave *tuch*/with wrong translation or a variant such as ‘luckily’ which was not accepted.  
  
(c) Generally well answered, although some candidates failed to see that the inclusion of *meta* was essential here.
- 4 This question was generally well answered.

- 5 (a) Generally well answered, although many candidates answered in Greek perhaps due to the wording of the question. This was accepted by examiners.
- (b) Many candidates got full marks here. The most common error was putting 'to provide' instead of 'to prepare' for *paraskeuazēin*.
- 6 Most candidates were able to comprehend the second question, but a significant number struggled with the first, often confusing the present tense of the verb "to be" with the future tense of the verb "to go".
- 7 (a) This question was answered correctly by most candidates. Those who didn't earn the mark missed out 'the Greeks'.
- (b) Many candidates answered this correctly although often the meaning of *kauqēish-* was not known.
- 8 (a) Most candidates got this right. Those who didn't manage this often omitted the adjective 'new'.
- (b) A significant number of candidates handled this question well, but some found it difficult to gain both marks available, mainly because they confused *diōkw* with *kwl ũw* and *parecw* with *paraskeuazw*.
- 9 The translation passage:
- (i) Generally well answered. The most common errors were: failure to accurately translate the superlative *ajndreioiataon* ('the' bravest was very common), not knowing the correct meaning of *hēseto* and not knowing how to translate the participle *oñta* in this example of an indirect statement.
- (ii) This was very well answered on the whole. The time phrase caused issues (often repeated in 9 iii). In fact, a surprising number put 'in the evening', rather than 'in the day' for *thē hēmera-*. Other vocabulary issues were caused by the failure to recognise *aijtew* in aorist form and *pol l aki-* being translated as something to do with a city.
- (iii) Generally well answered, apart from incorrect translation of the expression of time *thē nukto;-* and frequent omission of *ejn ũpnw/*. Although not everyone knew 'seemed', candidates were frequently able to get the second half of the sentence correct.
- (iv) In this section candidates translated very accurately on the whole. Most managed an accepted translation for *wste* although many candidates unsuccessfully tried to delay this until later in the sentence. Errors were with accuracy rather than vocabulary: *ma l ista* was quite often translated as "greatly" and *epi l anqanomenh* as "having forgotten". Although not that frequent some candidates wanted to translate *ajdro;-* as 'brave'.

- (v) The final section was the least well done. The reason for this was the first half of the section with the phrase εἰξεν Αἰνεῖα/aujtʷ/causing the most problems. This was either utterly misinterpreted or responses suggested that 'Dido (she) decided that Aeneas should stay with her". However, the second half of this section was answered well by the majority of candidates.
- 10 This was almost universally correct.
- 11 This was generally answered well.
- 12 The majority of candidates were able to achieve full marks on this question by getting three of the four possible responses correct. However, a number of candidates were inclined to translate the infinitive ἀπέλτεῖν with a sense of purpose, and some did not know the meaning of ἀναγκάσειν.
- 13 This question proved to be a useful discriminator.
- (a) This question was not well answered. Some candidates thought that γεοὺ was plural and a significant number of candidates failed to recognise φανέντο-.
- (b) The question did not ask for Greek words although these were accepted. Marks were often lost by confusing βούλομαι with βούλω, φεύγω with ἐκφεύγω and the phrase ὡς ταχιστα, which was often rendered either 'quickly' or 'very quickly'. Some candidates penalised themselves by including Greek and English and either translating it incorrectly or not including the whole Greek phrase. A few candidates wrongly thought that this was a 'style' question. If this was the case it would be made clear in the question itself.
- (c) (i) A surprising number got this wrong because of the tense. Dido was distressed was a common error, while a few thought that Aeneas was distressed.
- (ii) Generally well answered.
- 14 Almost all candidates answered this multiple-choice correctly, although some opted for B rather than C.
- 15 (a) Answered well by a significant number of candidates. Some candidates erroneously put that 'she (Dido) was not trustworthy' and others that 'Aeneas was not faithful'.
- (b) This question saw some intelligent responses which highlighted a good understanding of the Greek throughout the whole paper.
- 16 This was generally well answered, although some candidates found it difficult to see a derivative in English for ὑπνωτῶν/ owing to a failure to observe the rough breathing. 'Nautical' was the most common response for the derivation of ναυτῶν. Candidates need to be able to select an English word which is clearly derived from the Greek root and then, preferably, define that English word. Otherwise a clear link to the Greek root is acceptable.

## B402 Classical Greek Language 2 (History)

Most candidates were very well prepared for this paper and it was pleasing to see so many excellent responses. Candidates appeared to have plenty of time for this paper.

### General Points

- 1 Candidates should avoid using brackets or writing alternative versions. If either is incorrect, the answer is marked wrong.
- 2 Candidates should ensure that they translate Greek particles. A fair number of candidates omitted to translate any of the particles in the translation.
- 3 Candidates generally did very well on the comprehension, but some mistakes were caused by omission of details.
- 4 Verbs and the different forms of verbs seemed to cause the most problems in the translation. Candidates should fully revise their verbs to ensure that they know the person, tense and voice of the verbs.

### Individual Questions

#### Comprehension

- 1 Very well answered. Some candidates mistranslated  $\kappa\alpha\tau\alpha$ ; Some mistranslated  $\epsilon\pi\alpha\nu\alpha\nu\tau\omicron$  as attacked.
- 2 Generally well answered. The most problematic part of the question was 'in the eighth year of the war'. Some candidates thought it was the 'eighth war'. Some candidates put 'in Sparta' rather than 'of the Spartans'.
- 3 Very well answered. Almost every candidate put the correct answer.
- 4 Very well answered. Some candidates put 'quickly/ very quickly' for  $\omega\lambda\acute{\alpha}\tau\iota\sigma\tau\alpha$ .
- 5  $\text{οὐκ ἐπαύσαντο}$  caused some problems. Some candidates put 'they were not stopped from marching', putting the verb in the passive. A common mistake was to mistranslate  $\text{χειμῶνος}$  as winter.
- 6 This was well answered, especially as there were three options for two marks. Some candidates misunderstood  $\text{διὰβαῖν}$ .
- 7(a) Very well answered, especially as there were three options for two marks. A fair number of candidates mistranslated  $\text{διὰ ἰσθμῶν}$ , thinking it meant 'a few', agreeing with fields. This is an example of where candidates should learn the set phrase / idiom.
- 7(b) Some candidates found  $\text{βία}$ /problematic.  $\text{ὕψις}$  also caused some difficulties.



## Translation

- 8(i) The tense of ἐπιευσεν caused some problems. ἠ- + future participle was mistranslated by some. The dative plural of the present participle φυλάσσουσιν caused difficulties for many. Some candidates ignored τῶν.
- 8(ii) ἐπιπέτο was mistranslated by a fair number of candidates. Many candidates translated προσόντα as 'coming', ignoring the prefix. A surprising number of candidates mistranslated ναυτικῶν μετ' ἐαυτοῦ caused problems for many candidates. The reflexive pronoun as well as two possible meanings of μετὰ caused difficulties.
- 8(iii) The comparative of the adverb ἰσχυρότερον caused difficulties for some. ἠφθίμως caused some difficulties, but a good number of candidates translated the indirect statement after ἠπίσθη correctly.
- 8(iv) The Principal Examiner was impressed by how many candidates understood the result clause with εἰ- τούτων. A small number of candidates got Brasidas and the Athenians the wrong way round. A large number of candidates omitted καί; It is an ongoing issue that some candidates only translate καί; when it means 'and', but omit it whenever it means 'also / even'.
- 8(v) Candidates found this section the most straightforward of the translation. Some candidates mistranslated 'citizens' for 'city'. Candidates must ensure they do not omit a relative pronoun / clause as this is a construction error.
- 8(vi) There were some problems with the conditional clause. Some candidates mistranslated it, others omitted the word 'if' completely. ἐπεὶ ἦτε was mistranslated by some candidates. ἡμῶν αὐτῶν was mistranslated or omitted by some, with a fair number of candidates translating it as if it were in the nominative case.
- 8(vii) ἐξεσταί caused some problems, in particular the future tense. The rest of the section was well translated.
- 8(viii) The Principal Examiner was impressed with how well this section was translated. Some candidates did not know the meaning of ὑποσχομένο- but most realised it was a participle. The rest of the section was generally well translated.
- 8(ix) The first sentence was generally translated very well. μετὰ; caused some problems. The main area of difficulty in this section was ἐδόξαν θεῶν καὶ ἀνθρώπων. Some candidates did not know the meaning of the verb, others were not sure whether Thucydides or the assembly were making a decision. Many candidates translated οἱτα as if it were plural 'they'.
- 8(x) The Principal Examiner was impressed with the number of candidates who translated the conditional correctly: 'if ... had...would have...' Candidates must practice their conditionals to ensure they fully understand how they should be translated. A small number of candidates omitted οὐκ.

## B403 Classical Greek Prose Literature

The overall standard of this paper was again very high. The vast majority of candidates knew their set text very well and demonstrated a good understanding and detailed knowledge. As in 2011, the Section A text (Herodotus) was more popular, but this year there was proportionally twice the number of Section B (Plato) scripts, and there was little discernible difference between the quality of response to either section. Candidates for both texts gave the impression of having enjoyed reading them, and their responses were often quite mature.

There are four differences to highlight between this year's paper and last year's – the first three common to all the Greek and Latin GCSE literature papers, and the fourth special to B403:

- One minor error is now allowed in the translation question. A single major error or two minor errors will bring the mark down to a maximum of 4. Most errors of tense, number or omission were deemed to be major errors.
- In the 10-mark question, there are now just two optional rather than three compulsory bullet points. Additionally, on the marking grid, 'engagement with the question' is now included in the characteristics of performance. This year's candidates clearly appreciated the importance of supporting their answers with reference to the Greek, and the vast majority also included appropriate comments on style, as stipulated by the question. In a few cases, however, candidates were so anxious to pack their answer with style points that they presented a disjointed list and lost sight of the content of the passage and of the overall question. Candidates are reminded once again that comments about word position in a prose text should refer to 'sentence' or 'clause' rather than 'line'.
- The reduction to just one 10-mark question has made the paper a more manageable length. Some lapses in spelling and quality of written communication suggest that time pressure did not allow for proper checking, but otherwise there were few signs that candidates struggled to finish the paper. Indeed, some wrote an astonishing amount in the time available.
- To bring this paper in line with the other Classical literature papers, B403 now has an 8-mark question. Many candidates made much of this opportunity to write at length about the whole set text and to demonstrate knowledge of the text beyond the passages printed on the question paper. Candidates should be aware that neither quotation nor analysis of the Greek is required here.

### Comments on Individual Questions

#### Section A: Herodotus *The Battle of Salamis*

- 1 This was almost universally answered correctly, although there was a wide range of spelling of Mnesiphilus.
- 2 Also almost all correct. A few offered 'Eurybiades'.
- 3 Most earned 3 marks on this question.
- 4 Although the mark scheme has been relaxed a little for the translation questions, there were still many candidates who did not gain full marks. Common errors were: mistranslation of the tense of the genitive absolute (making  $\lambda\epsilon\gamma\omicron\tau\omicron$  an aorist); the omission of  $\tau\alpha\upsilon\tau\alpha$ ; 'interrupted' instead of 'attacked' for  $\epsilon\pi\epsilon\phi\epsilon\rho\epsilon\tau\omicron$ ; and mistakes over  $\epsilon\upsilon\eta$  – both of omission and mistranslation with consequential errors. The notes in the

prescribed edition offer help with ἐπιυῆζειν, although Liddell & Scott's slightly different translation (which quotes this passage) was also accepted.

- 5 There were some excellent answers to this question, well supported by reference to the Greek. The best responses included a number of relevant Greek quotations, translated (thus conveying clear understanding) and analysed for their literary qualities. Some candidates muddled proper names of characters and a few did not distinguish between Themistocles' remarks to Adeimantos and those of Eurybiades, referring instead to the generals in the plural throughout. The most accomplished answers tended to focus upon the individualised offensive against Eurybiades, drawing out the 2<sup>nd</sup> person singular pronoun and verbs to illustrate how he is forced to take full responsibility for the decision either way. The power of the final sentence with 'such allies' and 'you will remember my words' was not lost on these candidates.
- 6 This was well done by almost all.
- 7 Also very well done.
- 8(a) Most candidates earned 2 marks here.
- 8(b) Many struggled to grasp the implication of πίστα; Responses which wrote out the whole of the second half of the sentence could be credited with full marks so long as the translation matched exactly.
- 9 Almost universally correct.
- 10 Some candidates were tempted by E, but most scored 3 marks.
- 11(a) Most scored full marks; those which did not tended to omit ὀνόμαστοι; and / or were unsure about how 'other allies' fitted in.
- 11(b) Most answers gained full marks.
- 11(c) Candidates found this a challenging question. A few produced very sophisticated responses to the style element (eg. the repetition of two forms of 'destroyed', or the juxtaposition of the 'fleeing' participle with the 'collided' verb at the end of the sentence). Most, however, concentrated on the content, and the mark scheme was adapted to allow for such answers. Provided two points were made, with supporting Greek quotation which constituted more than a single word, candidates were therefore able to score the full 4 marks.
- 12 This was generally very well answered. Most candidates employed a variety of examples to convey their knowledge and appreciation of the whole set text. Some focused mainly on characterisation, looking at Themistocles' behaviour and his relationships with Adeimantos, Aristides, Eurybiades and Sicinnos. (There was occasionally confusion over names, particularly because 3 characters' names begin with A.) Others took a more wide-ranging approach, looking at direct speech, pace of narrative, changes of plan, intrigue, the supernatural, comparison of two races and their reasons for fighting. There were some very sophisticated answers from candidates who had thought a great deal about Herodotus' story-telling and purpose. There was also some impressive knowledge displayed of historical detail beyond the set text (eg. the discovery of a vein of silver having led to investment in an Athenian navy; Themistocles' interpretation of the 'wooden walls' prophecy; his subsequent ostracism.)

**Section B: Plato *The Martyrdom of Socrates***

- 13 Most answers were correct. A few gave 'the Eleven' or 'Meletus and Anytus'.
- 14 Almost universally correct.
- 15 Very few candidates did not score the full 3 marks.
- 16 Again, almost all picked out the right word / phrase and translated it correctly.
- 17 Almost all gave the correct answer. A very few thought the friends were on their way **to** the prison, and a handful had the ship returning from Delphi rather than Delos.
- 18 This question caused few difficulties. As with its partner question in Section A (8b), a quotation longer than the expected two-word phrase could be credited, provided that the translation matched exactly. On the other hand, responses which omitted *ωτ*, or the few which offered 'as quickly as possible' were not accepted.
- 19 This was almost universally correct.
- 20 Again, very well answered. The few answers which omitted 'today / on this day' lost a mark.
- 21 The majority answered this question correctly.
- 22 This was largely very well done. Common errors in responses which did not earn full marks were: *καταγνωσμαι* translated as present rather than future tense; confusion over *οτι*; awkward renditions of the genitive absolute at the end ('on the orders of' being frequently used for *απαγκαζοντων*.)
- 23 There were some very sensitive answers to this question, with the majority of candidates able to find at least two style points on which to comment. (The first sentence, with its assortment of tricolon, superlatives and polysyndeton offered rich pickings.) There was much to say on the guard's opinion, which candidates understood well. The stronger answers then explained how Socrates's responses to the guard illustrated his character. Most candidates appeared to admire Socrates and to feel that the relationship built up between him and his guard was one of warmth and mutual respect. A few made very sophisticated pleas for Socratic irony in his echoing of the guard's compliments. A variety of views of Socrates' character was accepted, provided the argument was supported by appropriate reference to the Greek text.
- 24(a) The majority answered this question correctly.
- 24(b) Most were able to score 3 marks, as there was plenty of scope here. The most common problems were the singulars and plurals for feet and legs, and a confusion between different parts of the leg (ankles / shins / thighs).
- 24(c) As with the parallel question in Section A (11c), some candidates struggled to provide the style element here. Again though, the adapted mark scheme allowed for a narrative answer, so that most were able to score full marks provided that points were supported with appropriate reference to the Greek. Those who did attempt literary comment tended to mention the brevity of Socrates' reply when asked if he could feel the pinch, and the repetition of the 'covering' idea when Socrates uncovered his face.

- 25 This was generally very well answered. Most advanced more than the minimum two points stipulated, and backed up their points with detailed, accurate examples. Some candidates were clearly very moved by the story; others found Socrates too complacent. Points of interest were found in: the character of Socrates; his performance at the trial (illustrative of the sort of behaviour which had landed him in court in the first place); elements of humour both at the trial and in prison; his relationship with his family and friends; and the contrast between his dignity and his friends' emotion.

There were many excellent responses to both sections of the paper. Candidates demonstrated a secure understanding of the Greek texts and a mature appreciation of their literary qualities. It was interesting to read a variety of individual interpretations in the extended responses (particularly to the Plato questions), which showed candidates – and, no doubt, their teachers – thinking independently, just as Socrates himself would have advocated.

## B404 Classical Greek Verse Literature

### General Comments:

The overall standard this year was again very high. The vast majority of candidates displayed an accurate and thorough knowledge of both texts, responding well to the factual, short-answer questions and writing fluently and with understanding on the questions requiring more extended answers. Indeed many of the answers to the 8- and 10-mark questions merited more than the maximum marks available and were extended onto additional pages. Despite many candidates writing much more than was strictly necessary, there were very few obvious indications of problems with time, although some scripts were untidy and difficult to read and showed little evidence of being checked over for improvement. Very few candidates struggled seriously with their chosen text, with only a handful, for example, failing to score over half marks on the translation questions.

### Comments on Individual Questions:

#### Section A: Homer

Passage A1 (*Iliad VI*, 377-380): Hector enquiring of Andromache's whereabouts.

- 1 Almost all candidates were able to give two of Hector's questions, thus scoring full marks. Some rather slavishly offered a translation (sometimes literal and lacking fluency) of each of Hector's questions, even to the point of including e.g. "where the other lovely-haired women . . . fearful goddess." Marks were sometimes lost by candidates who referred to Andromache visiting *her* sisters or brothers' wives rather than Hector's.
- 2 Multiple choice question. Almost all picked out the correct answer that Andromache was watching the fighting from the city wall.
- 3 Almost all translated  $\text{I eukw} \lambda \text{ eno} \sim$  accurately as 'white-armed', but a significant minority did not link this physical feature with high social status and not needing to work in the open air.
- 4 Multiple choice question. Although the majority of candidates correctly chose 'having nice hair' ( $\text{e} \mu \rho \lambda \text{ okamoi}$ ), some selected 'having blonde hair' (possibly from a misunderstanding of 'fair-haired') or the other two options which offered 'dresses/dressed' (perhaps from a misunderstanding of learned translations such as 'tressed'). This question highlighted a frequently encountered problem whereby candidates have clearly misunderstood a phrase/word in their learned translations, often resulting from the use either of an old-fashioned translation which includes some unfamiliar vocabulary, or of a literal translation which, in attempting to replicate the structure/word order of the Greek, produces some awkward, unnatural phrasing.

Passage A2 (*Iliad VI*, 441-449): Hector explains why he must go out and fight.

- 5(a) Answers needed to make three points on Hector's feelings about shame to gain the full three marks. Some candidates seemed to think that for one mark it would be enough to simply translate  $\text{ai} \mu \rho \text{ omai}$  – but this was too similar to the wording contained in the question; what was needed was something to suggest his degree of shame as in  $\text{ma} \lambda \lambda \text{ j ai} \mu \rho \sim$ . Also 'bad', as a translation for  $\text{kako} \sim$ , was considered inappropriate in this context.

- 5(b) On Hector's comments re: his military training, again three points were required for the full three marks. As above for *kakó*-, 'good' or 'noble' was not considered acceptable for *εἶσϒι οἴ*- in this context – the notes from the prescribed edition are helpful here. A few candidates seemed unclear about the meaning of the phrase *πρωτοἰσι μετα; Τρωεσσι μακεσϒαι*, perhaps generated by a literal/awkward learned translation.
- 5(c) This question, on the use of language (see also Q9) in the last three lines of the passage, produced answers of varying quality. There were lots of valid points to choose from and many answers gave the impression that candidates could, and indeed would have liked to, write much more extensively. The best answers cited a specific Greek word or phrase (including a translation or at least an implied understanding), the use of appropriate technical vocabulary (e.g. enjambment, alliteration, juxtaposition) and a clear explanation of how the use of the chosen word/phrase helped to emphasise Hector's view of fate. Weaker responses often included whole clauses/sentences written out with a translation (or worse, without a translation) and left it at that. Others either selected an incomplete Greek phrase or translated the phrase incorrectly e.g. *ἢ ἰοἶ- ἰρἦ*; translated as 'would perish/be destroyed'.

Passage A3 (*Iliad VI*, 471-474): Hector and Andromache with Astyanax.

- 6 Almost all candidates knew that Hector and Andromache were laughing (i.e. could translate the first line of the passage) and hence were able to explain why.
- 7 Most, but by no means all, candidates were able to pick out *παμφανώσων* and translate it accurately – a wide range of translations proved acceptable, and 'all-' was not required.
- 8 This question on Hector's physical affection for his son was well answered by most, although *φιλεῖν* produced a few odd ideas such as 'brandishing', and 'holding' was considered insufficient.

Passage A4 (*Iliad VI*, 476-481): Hector's prayer for Astyanax.

- 9 This question, on Hector's feelings for his son, produced some excellent answers, worth far more than the 10-mark maximum. Many candidates showed an accurate, detailed understanding of the passage and used their knowledge to write impressively and at length. Occasionally there were instances of some otherwise very good answers which failed to include any discussion of the Greek and so were assigned a Level 3 rather than a Level 4 mark. It still seems that some candidates think they are addressing the instruction to 'refer to the Greek etc.' by simply copying out sections of the text (and translating). More specifically with regard to the discussion of style, there was a feeling from the examiners that references to e.g. word position were often simplistic and unexplained, as was the case also with e.g. alliteration – it is easy to spot repeated letters/sounds, but this feature is not necessarily meaningful.

Passage A5 (*Iliad VI*, 490-493): Hector's final words to Andromache.

- 10 Attention should be drawn to the new marking grid for translation questions (see mark scheme). It is particularly important to note that full marks are now awarded for a translation which contains a single minor error, and a translation containing more than one major and one minor error (or equivalent) cannot score more than 3/5.

The omission of αὐτῆς in line 1 was a frequent error, and was marked as a major omission. Otherwise the passage seemed to cause few problems and was handled well by the vast majority. ἐποικεσθαι was sometimes awkwardly translated or given the same meaning as for κομίζει. The future tense of μέλλει was sometimes missed, and the fractured word order of the last sentence seemed to confuse some candidates. ἐγγεγάσιν was sometimes mistranslated as 'live' or 'dwell', or was referred to Hector alone rather than to 'all men'.

Passage A6 (*Iliad VI*, 494-500): Andromache's return home to lament Hector.

- 11 For this multiple choice question, B and E were correctly selected by most; some selected D instead of C, despite the fact that ἵππουρίν is clearly 'horse-hair' rather than 'feather'.
- 12 Most found this question on irony straightforward, although weaker responses could add nothing to a translation of the sentence.
- 13 This question on Andromache produced many excellent answers which included a wide range of points, well supported with detailed, accurate examples from the text. Weaker responses were narrow in their range of points and presented ideas in a general way without specific reference to the text.

## Section B: Euripides

Passage B1 (*Helen*, 16-20): The story of Zeus and Leda.

- 14(a) Answers to this question, on Zeus' role in the birth of Helen, usually gained full marks, although a few, following the structure of the Greek, had Zeus pursued by an eagle *after* having sex with Leda.
- 14(b) Tyndareus (with various spellings) was correctly identified as Helen's mortal father by almost all candidates.

Passage B2 (*Helen*, 43-52): Helen explains how she ended up in Egypt while her husband went off to fight in Troy.

- 15 Most candidates scored the full three marks on this multiple choice question.
- 16 Most correctly identified Egypt as the location for Proteus' house, although some opted for Libya (or even Crete).
- 17(a) Most correctly selected σωφρονέστατον. There was a wide range of acceptable translations, although not 'just'.
- 17(b) Some answers were a little awkwardly phrased, but almost all knew why Hermes had brought Helen to Proteus' house.

Passage B3 (*Helen*, 184-187): Menelaus assesses his situation on the shore.

- 18 See introductory comments on the equivalent Q10 in Section A. This translation question was handled well by most candidates. Careful, accurate learning overcame the relative difficulty of the section ναῦς . . . ἀρμόσματος (II.2-4) and consequently there were few errors. Some omitted to translate ταῖα (I.1) and/or πολίῳ (I.3).



Passage B4 (*Helen*, 188-193): Menelaus wonders what to do.

- 19 The key words to translate were *mol i~* and *ajel pistw!*. Not all answers included both these points.
- 20(a) Four points were needed here. Most candidates secured the full four marks by simply translating or paraphrasing the Greek, although a few translated *duſcl ainiã~* as 'clothing' rather than e.g. 'ragged clothing/appearance' and so missed the point.
- 20(b) Some candidates seemed to have difficulty finding/making two good points on the language of the passage. *ouk oida* provided a lot of ideas, but other examples were perhaps less obvious/interesting.

Passage B5 (*Helen*, 224-228): Helen seeks refuge at Proteus' tomb.

- 21(a) Almost all knew that Helen speaks these lines near/or at Proteus' tomb, although one answer had her actually in the tomb!
- 21(b) The answer to the question 'Why is she there?' needed to include some idea of refuge or sanctuary to secure the mark. The idea of 'hiding' or 'fleeing' was not considered sufficient.
- 22 Almost all knew the name of Proteus' son, although there were many variant spellings. Only a very few confused the name with Theonoe.
- 23 Most answered this multiple choice question correctly, likening Helen to a worshipper of Dionysus. Some opted for A ('as quickly as possible') or B ('like a swift athlete') presumably because they did not like 'Dionysus' as a translation of *Bakch*; the notes in the prescribed edition of the text explain this point.
- 24 Only a very few were unable give an acceptable translation of *aġrio~*.

Passage B6 (*Helen*, 259-267): Helen tries to convince Menelaus she is the real thing.

- 25 This question, on how Helen tries to convince Menelaus of her true identity, elicited many excellent answers. In general, candidates knew the text very well, selecting examples with discretion and translating accurately; there were also many instances of clearly explained language points. Weaker candidates not only were less sure of the text, but also tended to lose sight of the question by drifting into an analysis of what Menelaus was saying. Only the very best answers used Menelaus' words constructively to explain those of Helen. In general candidates were stronger discussing divine references than analysing Helen's references to her appearance.
- 26 The best answers were those that presented examples of the gods controlling human actions. There was plenty of material here, and as long as the references were accurate and detailed and enough points were made, it was reasonably straightforward to secure a high mark. Those who wanted to write a more balanced answer or indeed argue that the human figures largely controlled their own actions found it difficult to produce much evidence to support this idea.

## B405 Sources for Classical Greek

### General comment

The general standard of candidates' responses to the questions in this paper was high, and they were both interesting and a pleasure to mark. It was particularly pleasing to see the responses to evidence that did not appear among the specified sources on the OCR website, and this showed that the vast majority of candidates possessed sufficient skills to interpret a piece of ancient evidence and respond to it in their own way.

Another general point that is worth making is that most scripts showed considerable interest in the subject matter and a clear sense of enjoyment in the material they had covered. This meant that the answers were often original and personal responses.

### Comments on individual questions

1(a) Most candidates answered this correctly; marks were awarded for answers that suggested that Demeter was a deity, and 'god of harvest' was accepted on these grounds.

1(b) There were many sensible responses.

1(c) Candidates impressed the examiners with their ability to respond to this question, and it was clear that they had a good grasp of the sense that the writer was aiming to convey. To gain the mark, candidates needed to make some reference to harvest.

1(d) This was answered very well in almost every case; examiners were looking for two distinct rituals that a farmer might perform, rather than two similar ones (namely 'praying to Zeus...praying to Demeter').

2(a) This was a particularly interesting question to mark, as it demanded an understanding of the many different purposes and functions of a vase, beyond simply being a vessel to put something into. Responses were varied, and in many cases imaginative, and it was clear that candidates looked carefully at the vase painting.

Marks were awarded for any reasonable suggestion, although it was deemed unlikely that a farmer might use the painting on the vase as a form of visual instruction for a slave, as some candidates suggested.

Many answers involved ideas of impressing friends or reflecting scenes of plenty, both of which were plausible and interesting.

2(b) Candidates were awarded marks on the basis of the importance of olives, but not of the foliage that grows on the olive tree. There was a range of well-thought out answers to this question.

3 To achieve full marks, candidates were expected to make detailed use of Sources A, B and C in their answer. In most cases, responses were thorough and showed a clear understanding of the question and the evidence available.

Marks were restricted to answers that focused on the slave's role on the farm, rather than on the master's: in the Hesiod source, the master does the actual ploughing, while the slave walks behind, covering the seeds with soil.

The highest marks were awarded to candidates who made the most detailed use of the three sources (either by quoting parts of them or paraphrasing), and tailored their answers to the question

A few candidates answered empathetically, imagining that they were actually addressing a new slave. Although there was nothing wrong with this approach, answers that were a little more factual and less imaginative tended to gain higher marks.

The examiners were impressed with the way in which candidates approached the unfamiliar sources, B and C, and the ways in which they interpreted the available evidence.

- 4(a) This question was answered well, although at times some candidates wrote about the strong parents of strong children, rather than focusing on the fact that the question asks about girls (mothers) and not fathers.
- 4(b) This was a particularly interesting question to mark. The fact that it asked about girls did not appear to trouble the male candidates, and the answers were generally sensible and well considered.

The biggest problem seemed to be that many candidates thought that when Xenophon wrote '... girls ... who seem to be well-educated', he meant 'well-educated' by modern standards rather than by far more restrictive ancient ones. As a result, many answers involved a choice between excessive sport for girls and a good education, which was not in fact the case in ancient Sparta.

Marks were awarded to candidates who mentioned that Spartan girls were treated equally to boys in terms of physical training; however, Xenophon does not refer to girls being treated as equals to boys in contexts other than exercise. This caused some confusion to candidates who thought that a girl's life in Sparta would be just like a boy's, whereas in reality it would have been fundamentally different and more restrictive in most aspects.

- 5(a) This was generally well-answered, although marks were not awarded for 'boxing' as the figures in the vase painting are wrestling.
- 5(b) Candidates had a good knowledge of the equipment and techniques used. Although some drew on general knowledge from modern sport (ie. throwing a javelin / discus as far as possible), in many cases the answers showed a detailed awareness of ancient methods (such as the leather thong on an ancient javelin, or the *halteres* used to propel a long jumper further).
- 5(c) This was an interesting question to mark, as it asked for candidates' personal responses to the vase painting, which is very different from images of modern athletics. The examiners were surprised at the horror that some candidates showed towards the athletes' nudity!

The best candidates really looked at the vase painting and commented on its stylistic features or on what they could learn from it.

Answers that commented on the similarities or differences between ancient and modern athletics were particularly strong.

There is no reference to running in this vase painting, so those candidates who referred to the vase as showing all five events in the ancient pentathlon were not awarded a mark for this point.

- 6(a) This was mainly answered very well, although a very small minority incorrectly thought that the olive wreath represented peace, rather than victory.
- 6(b) Candidates answered with a wide range of accurate responses, most of which were entirely based on the source.
- 6(c) This was particularly well-answered. It was clear that most candidates had a clear understanding of the nature of an ancient Greek's relationship with his gods, namely that a sacrifice was a deal being struck with a god in return for a particular outcome. Most were also realistic enough to appreciate the publicity opportunities that large sacrifices would offer someone such as this particular general.
- 7 Candidates seemed particularly torn over whether or not they would have wished to compete in the ancient Olympics, and this made their answers a pleasure to mark. Most were aware of the risks involved, and in many cases this put them off the potential wealth and glory that an athlete could gain by winning.

The best answers were those that focused entirely on each of the three sources and either quoted them or referred to them in detail. The question expects some element of debate and discussion, and the candidates who achieved full marks were able to argue for and against competing. There was no expectation that they came up with a definite conclusion one way or the other.

- 8 In general, this question was tackled well by candidates, and many were particularly strong at discussing the significance of each source they focused on. Candidates chose a range of available sources from the insert, although the harvesting of olives in Source B and the discussion of girls' upbringing in Source D were particular favourites.

The best answers were those that avoided too much repetition from earlier questions or simply narrative answers, but focused on an analysis of the information that a source provided.

The candidates who referred to the context of a specific source and its purpose (ie. an extract from a tragic play designed to entertain or a vase painting designed to appeal to a buyer's aesthetic senses) tended to gain more marks than those who focused entirely on the content of their three chosen sources.

References to the limitations of a source do not need to be particularly lengthy, but these were often the least tackled areas of discussion. In some cases candidates stated merely that a source had been written / painted by a man (rather than a woman) and thought that this was sufficient comment on its limitations, whereas a good answer requires significantly greater depth of analysis. Source D proved challenging for many, as they were not entirely sure about Xenophon's connections and affiliations with the Spartans, and were unclear about whether or not he was showing bias towards them.

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