

Classical Greek

General Certificate of Secondary Education **J291**

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

Examiners' Reports

June 2011

J291/J091/R/11

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

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Chief Examiner's Report on GCSE Classical Greek

This year for the first time the full array of papers was made available to candidates entering for both Full Course and Short Course GCSE Classical Greek.

The number of candidates offering each paper was most encouraging and the standard of work was for the most part excellent. The majority of candidates showed a pleasing facility with the language, producing perceptive answers to comprehension questions and accurate translations. On the literature papers there was considerable evidence of both understanding and appreciation of the set texts, with many candidates writing detailed and sensitive responses to the 10-mark questions. A few, it appears, struggled to finish the literature papers, particularly B403, in the time allowed: this is always sad to see and has been noted for future reference. The Sources paper, B405, was very successful indeed, with most candidates responding with sophistication to the sources, particularly the written texts.

As always the examiners would like to congratulate both candidates and their teachers for their thorough and detailed preparation for these new papers. The scripts reflected much expert teaching and a cohort of candidates who demonstrated considerable skill as linguists, literary critics and historians. Their work was a pleasure to read.

B401 Classical Greek Language 1

General Comments

One thousand three hundred and eighty-eight scripts were marked for B401 this year, a most encouraging number. The general standard of performance was extremely high and there was no evidence to suggest that candidates struggled to complete the paper within the time allocated; indeed, as one might expect, a good number of candidates had time to write rough versions of their translations and copy them out neatly.

Performances were perhaps more evenly matched across translation and comprehension this year than in 2010: some of the translations were beautifully fluent.

Common problems were as follows: the usual failure to recognise superlatives; result clauses, although these were managed rather better this year than last; indirect statement, which has been managed more successfully in the past; impersonal verbs; tenses; confusion over gender of the characters involved. This last is easily rectified if the candidate takes the time to study the glossary before beginning to answer the questions.

Comments on Individual Questions

- 1 A surprising number of candidates did not recognise the word ὄρεσι.
- 2 This was generally correct.
- 3 Most candidates answered correctly, at least in part: some erroneously assumed that Echo was also deceitful, thereby depriving themselves of a mark. Others did not notice the superlative in χρησιμωτάτην.
- 4 A number of candidates did not realise that 'the four Greek words' meant a discrete phrase and struggled to gain many marks. Of those who did understand what was required a significant number did not recognise εἰδυίας as meaning 'knowing'. Otherwise the question was very well answered.
- 5 Most candidates scored at least one of the two available marks here, although a few had Echo delaying pointless conversation with Hera, which clearly made no sense in the context.
- 6 At this point in the paper a very few candidates started to wander and to use either prior knowledge of the story or other sections of the Greek to answer the questions. It is important for candidates to recognise that, on this paper, the relevant portion of the Greek is indicated to them at each stage.
 - (a) Most candidates responded well here, although a few were confused as to Echo's gender.
 - (b) The areas of difficulty in answering this question were the word πολλαῖς, which confused a significant number of candidates (rendered as 'often' or 'all'), and the verb ἔξην, variously represented as 'went out' or 'had to'. Impersonal verbs are not universally popular.
- 7 (a) Most candidates managed to identify τέλος as the key word here, but many did not know exactly what it meant. Fortunately an exact translation was not essential on this occasion.

- (b) This was generally very well answered. Those candidates who did not score full marks here tended not to convey either the extent of Hera's anger or the immediacy of the curse.
- 8 Most candidates gained at least some credit here. Exact translation of the superlative adverb was not required, but it was necessary to feel some sense of 'the words just heard' or 'the most recent words heard'.
- 9 The translation passage:
- (i) This was largely well done. The most common errors were in *πολλάί* (often carried forward from 6b), *ἐθαύμαζον* (simply not known by a surprising number of candidates) and the translation of *νεανίαν τινα κάλλιστον* as 'the most beautiful of young men'.
- (ii) As always, the result clause unseated a few candidates here, although fortunately they were often able to recover. Surprising errors of vocabulary were evident in *ἀποπέμπειν*, *ἀγγέλλων* and *φιλήσει*: there was confusion between the noun 'messenger' and the verb 'announce', which then went on to affect translation of the indirect statement, and between the noun 'friend' and the verb 'love'. Those who did recognise the verb *φιλήσει* often did not acknowledge that it was in the future. Many also mistook *οὐδεμίαν* for *οὐδέποτε*.
- (iii) This section was very fluently translated by the vast majority of candidates. Most were happy with the sequence of three actions, the last accompanied by the present participle. The very few candidates whose scripts gave even a hint of possible confusion over *ἀποβλέψας* were given the benefit of any doubt. Errors were largely confined to those of omission or poor choice from the list of available meanings: *τύχη* and *εὐθὺς* were often left out or *τύχη* inappropriately translated as 'luckily', while poor Echo often had only one hand. It was interesting to note that even some candidates who had struggled with *φιλήσει* in (ii) translated *ἐφίλησε* fluently in (iii). The present participle *ὄρεγοῦσα* was occasionally converted into a main verb, which was not desirable.
- (iv) In this section candidates tended to ignore the dative of the participle *λέγοντι*, sometimes treating the construction as a genitive absolute, but more often translating simply 'Narcissus said...Echo said...' The overall structure of the section, however, was not generally affected by this error. Some struggled with the imperative and a few more with *μηδέποτε*. Some, once derailed, ignored their instincts and went on to translate *ὑβρίζεις* *με* as an imperative, sometimes positive, sometimes negative. The question word *ἄρα* was not always recognised and the verb endings in *λέγεις ὅτι φιλῶ σε* were sometimes muddled, despite the clue furnished by the accusative *σε*.
- (v) The final section was generally very well translated, even in scripts where candidates had struggled with section (iv). The most common errors were the prefix of *ἀπέφυγεν*, which tended to be ignored, the phrase *ὡς τάχιστα*, which was often rendered either 'quickly' or 'very quickly', and the participle *δακρυοῦσα*: this last was sometimes omitted, sometimes translated by a finite verb and sometimes converted into an unrelated adverb, such as 'sadly'. Vocabulary was evidently an issue for some candidates.

As always, however, the vast majority of candidates performed very well indeed on the translation. The comments above refer to the most common errors and are intended as guidance for the future.

- 10 (a) This was generally answered correctly, although English variants such as 'striked by grief', 'stroke by grieve' and 'strucken' made alarmingly frequent appearances. 'Very sad' was a simple but perfectly acceptable response.
- (b) This question was variable. Some candidates did not recognise the words σώματί and φωνή: this meant that they were not eligible for the first two marks. Otherwise problems arose with the plurals ἄντροις and ὄρεσιν. Naturally no candidate was penalised a second time for not recognising 'mountains', provided that the translation was identical to that in Question 1.
- 11 (a) Again vocabulary caused many candidates to flounder: ὕλης was by no means universally recognised. Some mistakenly used the information about the pool to answer here: unfortunately this could not be credited, as the word formed the basis for the next question.
- (b) Many candidates answered correctly here. Some did not recognise the word for 'sat down', while others had Narcissus actually drinking the water rather than intending to drink it. Most knew the word for 'water'.
- 12 (a) The main difficulty which occurred with this question was that of candidates using prior knowledge of the story to answer it rather than the Greek quoted on the paper. Thus those who wrote purely 'his reflection' as their answer did not give sufficient information. The Greek was far less specific – 'the sight of a beautiful face' or 'a beautiful face appeared' were more accurate responses.
- (b) This question provided a wider range of answers than anticipated. The immediacy of the love was not felt to prove its power. However, credit was given for the force of either 'struck', 'terrible' or the superlative, provided that the love did not claim to be 'very clever' or 'very strange'.
- 13 Most candidates answered this multiple-choice correctly, although a fair number opted for B rather than A. C was very rarely chosen.
- 14 This question proved to be a useful discriminator. Some candidates were convinced that, by this stage, Narcissus had seen the error of his ways and had fallen in love with Echo. αὐτός ἐαυτὸν φιλῶν was challenging, but not impossible for many.
- 15 (a) This was almost universally correct.
- (b) This tended to go wrong mainly when candidates had become muddled earlier in the story. Otherwise most saw the connection between the beautiful flower and the beautiful young man. There were, in addition, some very thoughtful 'unexpected' answers.
- 16 The derivation question is an interesting one. Occasionally a candidate who has performed extremely well on the rest of the paper is completely foxed by the idea of derivations. Conversely a candidate who has become confused elsewhere suddenly comes into his own at this point. 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. 'automatic', 'automaton', 'automobile', 'autism', 'auton' (an invention from 'Doctor Who', but legitimate in this context), etc., were all cited for αὐτός, while 'acoustic(s)' was the most common derivative of ἀκουσθέντας.

As always, candidates and their teachers are to be congratulated on a fine set of performances.

B402 Classical Greek Language 2 (History)

General Comments

The standard of performance was generally high. Candidates performed better on the comprehension than the translation. Indeed the translation was the best tool for differentiation. There was no evidence that candidates struggled to complete the paper within the time allocated.

Candidates should be careful not to omit the small words, eg. και, τότε, ουν, η...η. This was a common error on the translation section.

Individual questions

- 1 Most candidates scored full marks on this question. A few candidates were muddled about what or who was being blockaded.
 - 2 This question proved very accessible. A small number of candidates thought the Spartans had lots of food and water, failing to translate the negative.
 - 3 This question was generally well done. The commonest error was in translating δι ολιγου,, which some linked with βια to make 'with little force'. Some candidates didn't know the meaning of βια.
 - 4 This was generally well done, but some candidates did not know the meaning of ειδον or μελλοντας. Some simply missed out 'were intending' and put 'the enemy were fighting bravely.'
 - 5 This comprehension question caused the most problems with candidates. βουλομενω in particular caused difficulties, although most managed to score highly even if they didn't know its meaning. Candidates also found υπεσχοντο difficult.
 - 6 Most candidates understood the meaning of the first part of the sentence. The present passive participle πολιορκουμενοις caused most difficulties and there was some confusion about whom the food was being taken to, those blockading or those being blockaded.
- 7 (a) Most candidates answered this correctly.
- 7 (b) The first part of the answer ('they did not prevent them') proved easier than the second part, with some candidates not recognising περιωμενοι.
- 8i Most candidates found this question accessible, although some didn't recognise the genitive absolute and others translated αγγελθεντων as messengers. The misprint of ταις caused no problems for candidates.
- 8ii Some candidates could not identify who was subject of εφοβουντο. A fair number of candidates did not recognise ελειν. Candidates were not penalised for their translation of the fearing clause, so it did not affect the candidates' marks in this section.

- 8iii** Some candidates mistranslated εκκλησια as council. A number of candidates omitted 'other' or mistranslated it and the meaning of παρασκευασαι caused some difficulties. Some candidates omitted the relative pronoun ος and far too many candidates failed to translate τοτε. The negative imperative was generally well translated.
- 8iv** The commonest error in this section was mistranslating εμε as I and making it the subject of πεμψητε.. A few candidates struggled with the expression of time 'within which'. Some candidates omitted η...η and εκει. A fair number of candidates mistranslated αποκτενω as I will be killed. Most candidates translated the future tense correctly.
- 8v** επειτα caused some difficulties, in particular it was mistranslated as 'when'. The commonest mistake on this section was the omitting of οι μεν. Candidates must not ignore the small words. εγελασαν caused some difficulties as did ειδοτες with some candidates thinking it meant 'seeing'. The purpose clause (ως + future participle) was generally well translated.
- 8vi** This section proved to be the most accessible. Candidates must remember to translate και. Some candidates ignored the εξ in the compound verb and some were confused by the genitive absolute.
- 8vii** This section was generally translated although some candidates struggled with the result clause. A few candidates omitted τυχη. Most candidates translated the aorist passive διεφθαρη correctly, which was impressive.
- 8viii** Candidates found this section quite difficult and it was a good differentiator. A fair number of candidates did not know the meaning of ηναγκαζοντο. ραδιως also, somewhat surprisingly, caused problems. Some candidates merged the two verbs λαβων and ηγαγεν into one or took 'to Athens' with λαβων..
- 8ix** This section was reasonably well translated, although only the best translated the conditional 'if...had not...would have...' correctly. εφανε caused difficulties for some.
- 8x** μαλιστα caused difficulties for some and a good number also translated επιματο in the present tense. The meaning of ητησαν caused difficulties for a good number of candidates.

B403 Classical Greek Prose Literature

The overall standard of this first full cohort of candidates for Unit B403 was very high. Again, the vast majority opted for the Section A text (Herodotus), but the mature and sophisticated responses to the Section B text indicated that Plato is not at all inaccessible to candidates at this level. Indeed, the performance of those offering the Plato text was particularly strong. In both sections of the paper, many candidates showed an impressive knowledge of the story and / or issues beyond the prescribed text itself, doubtless as a result of thorough preparation by expert teachers.

The multiple choice, comprehension and context questions were all managed well. Moreover, personal engagement with the text was evident in responses to the final question in each section, which invited candidates to give their own view of the events and / or characters they had studied.

Candidates should be aware that only a 'perfectly accurate' translation can now be awarded the full five marks. Even a missed particle, if it is considered essential to the tone of the passage, can be counted as a minor error. If there are more than one major or two minor errors, the answer will automatically be eligible for no more than three marks. For this reason, the importance of accuracy in translation cannot be over-emphasised. Centres are reminded that the notes and vocabulary in the prescribed edition of the set text are the definitive resource for preparation of the translation.

The longer, 10-mark questions elicited some exceptional responses, highly detailed and demonstrating an impressive understanding of the language and its literary features. The majority understood the importance of quoting from the Greek, although this could not always be credited if accompanied by an incorrect translation, or if the candidate's understanding of the meaning of the Greek was not evident. In a few cases some outstanding responses failed to achieve full marks because they lacked any comment upon the author's style or use of language. Candidates should be aware that the question explicitly invites discussion of 'choice and position of words and any other stylistic features'. It is worth noting too that comments about word position at the beginning / end of a 'line' (instead of 'sentence' or 'clause') are not appropriate when writing about a prose text.

Although a number of candidates managed to write at great length, using additional pages to overrun with answers, a significant minority did not finish the paper. The second ten-mark question was sometimes not completed in as much detail as it might have been, and the final two four-mark questions were occasionally omitted. This is a pity, and has prompted reconsideration of the structure of this paper.

Comments on Individual Questions

Section A: Herodotus

Q.1 This was almost universally correct.

Q.2a Also almost all correct.

Q.2b Almost all were able to earn the mark, although only the best candidates specifically picked out the single word *ταχιστα*, and some translations were inaccurate (eg. 'as quicky as possible', or just 'quickly'). A few quoted *κελευει*, which could not be credited.

Q.3 This was accurately answered by most.

- Q4 Most translations were at least good, but not many were able to come up with a 'perfectly accurate' translation for full marks. Many candidates had problems with the opening words of the second sentence: *τουτω δ' ἄρα και αὐτω*. Some were confused by the *και* in the first sentence, some took *ἀναλαβων* to mean 'taking' rather than 'taking up' and some were not sure of the difference between 'this', 'that' and 'the same'. There was a wide range of offerings for *ἐπαυλιν*, and occasionally *παιδα* was omitted.
- Q5 There were some very good answers to this question, which was on the whole handled better than Q12 (the other 10-marker). Candidates who scored the highest marks were those who wrote in detail, quoting frequently from the Greek, and referring to as many literary features as possible. Most dealt well with the first two bullet points, but found the third ('the dramatic aspects of the scheme') more challenging. It is worth noting that a simple reference to Herodotus' use of direct speech would address this point and earn credit as a style point. Many candidates displayed a confident understanding of the Greek and were able to make valid language points (eg. superlative, word position, word choice etc), although there was a tendency to be rather carefree with technical term such as chiasmus or asyndeton, which were sometimes misapplied. Many found themselves able to sympathise with the herdsman and his wife.
- Q6a Almost all answered accurately.
- Q6b Also almost all correct. Note, though, that because the question asked about the 'surviving baby', answers which said 'it will survive' (or similar) could not be credited.
- Q7 Almost all earned the mark for this question. There were several possibilities allowed by the mark scheme, and Greek quotation was not essential.
- Q8 Some excellent ideas, and detailed, empathetic points. A few candidates were not absolutely sure which baby the herdsman's wife received, and a handful answered as if the question were about the herdsman rather than his wife.
- Q9 All candidates found this very straightforward.
- Q10 All answered well.
- Q11 There were fewer correct answers here than on Q3 (the other multiple choice question). Most candidates scored with A and C, but a number put E rather than F.
- Q12 This question proved a bit more challenging than Q5 because not all candidates saw the connection between the second and third bullet points and the question, with the result that there was quite a lot of narrative not directly related to 'exciting climax'. That said, there were some excellent answers here too, with intelligent commentary about the slow dawning of recognition upon Astyages and the decisive action he then takes to clear the room of all but the herdsman. Some candidates were thrown off course by the third bullet point ('the speed at which events move'), misinterpreting this to mean that events moved speedily throughout the passage, but the mark scheme allowed a degree of flexibility here. There was also some inaccuracy in quotation and / or translation of the Greek, eg. *ἀναγνωσις* (significantly, the subject of the sentence), *χαρακτηρ του προσωπου; μογισ* and *ποτε*. Overall, however, candidates were clearly enjoying this part of the story and were able to write perceptively about the characters and events.
- Q13 This was a relatively straightforward question, mostly very well answered. Some candidates took the question to mean that they should analyse the herdsman's behaviour rather than actually give details of what he did. Several were under the impression that the herdsman was actually tortured and told the truth in order to escape the pain.

Q14 This question was well done by the majority who finished the paper. There was an interesting range of answers: it seemed that a case could be made out for almost anyone / everyone being responsible in some way for Cyrus taking Astyages' place as king! It was pleasing to see candidates engaging with the wider issues of the story and there was some impressive knowledge displayed of events narrated outside the prescribed text (eg. the awful punishment of Harpagus and his later involvement in the Persians' revolt from Astyages.)

Section B: Plato

Q15 There were some interesting spellings of Echecrates, but mostly correct answers.

Q16 Almost all candidates were able to score at least one mark on this question. Some had difficulty matching the Greek with a correct English translation. It is worth noting that the question asks for the 'Greek phrase': ie neither the whole sentence (offered by some) nor just a single word (eg. *διηγησασθαι*) could be credited.

Q17 This was almost universally correct.

Q18a Very accurate.

Q18b Also very accurate, although the (very few) answers which said that the trial 'was taking place' there (rather than 'had taken place') were marked incorrect.

Q18c Also highly accurate.

Q19 Most candidates scored 3 marks here.

Q20 There was some very good translation work here, though again not many achieved the perfect score of 5. A number of candidates had difficulty with *πολλου δεω*, translating it as 'I need much' and consequently struggling to incorporate *ἀπολογεισθαι* correctly into the clause. Other common mistakes were with *θεου* (translated as a plural), *ἔξαμαρτητε* (inappropriately translated as 'sin') and *ι(μιν)* (omitted).

Q21 This was a challenging question, which the majority dealt with very well. There was some exceptionally detailed discussion of the Greek and sophisticated understanding shown both of its meaning and its literary qualities. There were, for example, valid and entertaining comments about the aural effect of words such as *ὀνειδιζων* and *προκαθιζων* (with their 'buzzing' sound, like a gadfly's) and the almost onomatopoeic *νυσταζοντες* (snoozing). Some struggled with the second bullet point ('the mixture of humour and seriousness'), missing the nuanced humour behind 'you will not easily find another like me' or the amusing image conveyed by *κρουσαντες* ('swatting'), but most at least were able to recognise and comment upon the humour behind Socrates' own apologetic *εἰ και γελουτερον εἰ)πειν*. In most cases, candidates chose to interweave the third bullet point with the answer as a whole, which was perfectly acceptable and contributed to their overall response.

Q22a This was almost always correctly answered.

Q22b A variety of possible responses was allowed here, with the result that almost all candidates were able to score at least one mark. There was some difficulty with 'serve Socrates best' as a translation of *ἐν χαριτι μαλιστα ποιου̐μεν*, with some thinking (presumably from *χαριτι*) that the friends were hoping for Socrates' gratitude. It is worth noting that the whole phrase is translated in the notes of the prescribed edition (Doherty, p.95).

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- Q23 Again, few candidates had difficulty scoring 3 marks on this question.
- Q24 Universally correct.
- Q25 There were many excellent answers to this second, 10-mark question. Almost all candidates were evidently deeply moved by Socrates' deathbed scene and the reactions of those around him. Some wrote in impressive detail about the language and the way it reflected the feelings of the friends and manipulated those of the reader. As with Q21, the third bullet point ('feelings aroused in the reader') was not usually handled separately, but integrated into discussion of the other two points – a sensible approach to a question which asked how Plato creates a moving scene. A small number of candidates misunderstood the litotes in οὐδὲνα ὄντινα οὐ, taking οὐ with τῶν παρόντων instead of with κατεκλάσε.
- Q26a Most were able to score at least three marks on this question. Where the fourth mark was lost, it was usually because of omission of τῶν τότε ὧν ἐπειραθήμεν 'of men we have known / met'.
- Q26b This final question, which sought candidates' own opinion of Socrates, was very well done. Some were critical of Socrates, others wholly in his favour, others of a mixed opinion. As with the final question on the Herodotus section, there was much evidence of wider engagement with the issues, both philosophical and historical, raised by this text.

Overall the Plato answers were of a higher standard than the Herodotus, but there were many outstanding Herodotus scripts too. It was a pleasure to read such a range of personal and perceptive comments, which reflected candidates' (and their teachers') enjoyment of and engagement with Greek literature.

B404 Classical Greek Verse Literature

General Comments:

This is the first year for all candidates to take the new specification, of which B404 is an optional paper. Last year there was an overlap between the old specification (1941) and the new specification and there were only 26 entries for B404. This year the entry was a little over 1200, with the majority opting for Homer rather than for Euripides. The overall standard was high and most candidates were able to show a sound and accurate knowledge of the text studied, both in terms of the narrative story-line and in terms of the language used by the authors.

Comments on Individual Questions:

Section A: Homer

Passage A1: As a result of her dream, Nausicaa goes to her parents.

- Q1 Almost all knew the passage was set in the early morning.
- Q2 Almost all answers were aware of the dream, but some had difficulty in securing the second mark by explaining why Nausicaa went looking for her parents.
- Q3 Almost all knew that Nausicaa's father was on his way to a meeting.

Passage A2: Nausicaa etc. arrive at the wash-pools.

- Q4 A significant number of candidates wrongly chose A 'the cattle (ἡμιόνους = mules) graze on the sweet grass'.
- Q5 Most knew the clothes were cleaned by treading/stamping etc. but βόθροισι was sometimes omitted or inadequately referred to as simply 'river' or 'water'.
- Q6 Answers required two elements: some idea of competition and the nature of the competition e.g. washing the clothes cleanest or fastest.

Passage A3: The washing is completed.

- Q7 Attention must be drawn to the marking grid for translation questions. It is particularly important to note that full marks are only awarded for a 'perfectly accurate' translation, and a translation containing more than two minor errors cannot score more than 3/5. The most common error, and often the only error, was the omission of ἔπειθ'. Occasionally ἐξείης and μάλιστα were omitted. A few translated πέτασαν as 'she spread'. A number misunderstood ἀποπλύνεσκε to mean the sea 'washed up' to the land rather than 'washed (the pebbles) clean'. μάλιστα could be taken either with ἦχι ('just where') or with the verb ἀποπλύνεσκε ('washed cleanest'); the notes in the prescribed edition, which prefers the former, are particularly helpful for translating this passage.

Passage A4: The dream urges Nausicaa to action.

- Q8 Almost all knew that Athene was speaking here.
- Q9 Almost all knew who Athene was pretending to be, although candidates needed more than a one-word answer to secure both marks.
- Q10 Most picked out κλυτὸν and translated it accurately, although a number selected ἐπότηρυνον.
- Q11 There were many very good answers to the question of how Nausicaa is persuaded to follow advice. The bullet points were usually followed closely, although candidates should always be careful to link the bullet points with the actual question and thus avoid the pitfall of missing the wood for the trees. The third bullet point (here 'language and tone of the speaker's words') is intended to reinforce the importance of analysing the Greek in the answer. Too many candidates continue to copy out whole sentences or quote the occasional word/phrase more or less indiscriminately without any comment on its significance. An example of this sort of thing would be an answer which points out an instance of alliteration but stops short of any explanation of the effect such alliteration might produce. Some weaker answers can be poorly organised with points seemingly made at random, whereas the best candidates are able, for example, to include language and style points as they work through each of the other two bullet points. However, even some of the best answers can be guilty of inaccurate quotation; errors on this particular question included a reference to ὄφρα τάχιστα and the translation 'as quickly as possible', or κάλλιον quoted in the context of Helen's beauty.

Passage A5: Odysseus explaining his situation to Nausicaa and asking for help.

- Q12 The answer looked for here was Poseidon, although of course Odysseus himself does not know this (hence 'δαίμων') and so answers such as 'divine power' were acceptable. Certainly Odysseus considers the δαίμων malevolent, so 'Athene' was not accepted.
- Q13 For some general comments on 10-mark questions see Q11 above.
Here the question is asking how Odysseus tries to win Nausicaa's support. Again, lots of good answers, with the best candidates addressing the third bullet point by e.g. referring to the significance of the personal pronouns (e.g. σε) and/or to the pleading tone of the imperatives. It was also pleasing to see a number of answers drawing attention to Odysseus' modest request for a ῥάκος or τί που εἴλυμα.
- Q14 This question, asking candidates to consider some general aspect of the text studied, was not always well done. Candidates should either look to make at least two good points with a number of supporting examples, or more less extensively supported points. Some answers tend to put forward a number of weak ideas without any specific reference to the text. Candidates are not required or expected to quote in Greek, although they may make use of the passages printed in the question paper. However, it is expected that the best answers will include specific and accurate references to illustrate/support the points being made.
Although the majority of candidates handled well the question of Nausicaa being presented in a sympathetic light, some were uncertain whether we, the readers, should view Nausicaa sympathetically or whether Nausicaa should be seen behaving sympathetically towards others in the story. Either approach was acceptable, although some did not understand these different perspectives and the answers were confused. It was a little disappointing that relatively few candidates made good use of the similes where Nausicaa is likened to Artemis.

Section B: Euripides

Passage B1: Helen describes the beauty contest.

- Q15 Almost all knew that the goddesses had come to Mt. Ida for the beauty contest, although some answers were very awkwardly phrased because there was a general reluctance to move away from a literal translation of κάλλους περί.
- Q16 (a) and (b) Most knew Paris and Aphrodite.
- Q17 Some ignored the question which asked for 'a (single) Greek word', perhaps because there was more than one acceptable answer. Even so, the translation did not always match the Greek word chosen e.g. διογενής translated as 'maiden'.

Passage B2: Helen describes Zeus' reasons for causing the Trojan War.

- Q18 Almost all knew that the Trojans were being described as 'wretched' etc. but not all could explain why. A few did not offer a reason at all.
- Q19 Most answers gained full marks, although again (see Q15 above) some were in danger of obscuring the meaning by sticking to a very literal translation of the Greek.
- Q20 (a) Almost all saw the contrast between Helen (the real person) and her name. Some identified the contrast between the real Helen and her phantom form, but without specifically linking the phantom to the use of her name.
- (b) A number missed μὲν . . . δ' as the contrasting particles.

Passage B3: Hermes takes Helen to Egypt.

- Q21 Attention must be drawn to the marking grid for translation questions. It is particularly important to note that full marks are only awarded for a 'perfectly accurate' translation, and a translation containing more than two minor errors cannot score more than 3/5. The most common error, and often the only error, was the omission of τόνδ'. Other recurring errors included the omission of πάντων, the mistranslation of ἐν as 'into' and the translation of active participles, such as λαβών and προκρίνας in the passive form.

Passage B4: Menelaus assesses his circumstances on the coast of Egypt.

- Q22 Almost all got the right answer: 'ever since he sacked Troy'.
- Q23 For some general comments on 10-mark questions see Q11 above. There were a lot of very good answers for this question on how Menelaus felt about his circumstances. The bullet points were addressed and many candidates seemed to relish the opportunity to get to grips with the Greek of this passage, although some inaccuracies and misunderstandings became evident, such as the well observed repetition of the phrase πάτραν μολεῖν but omitting to include κάς/ές.

Passage B5: Helen reports Theonoe's news.

- Q24 Most knew who Theonoe was.
- Q25 Most candidates got the correct three answers.

Passage B6: Menelaus and Helen in the recognition scene.

Q26 For some general comments on 10-mark questions see Q11 above. Although candidates usually showed good knowledge and understanding of the passage in addressing the bullet points, some found it difficult to use the information to show how this part of the recognition scene is skillfully presented by the author. There was a tendency to deal with the first two bullet points (Helen's insistence and Menelaus' disbelief) separately, whereas much of the skill in composing the passage comes from the stichomythia structure; the two lines referring to Hecate are a good example. Weaker answers tended to translate (and quote) whole lines without any further development towards answering the actual question, although better candidates were able to explain how features such as stichomythia and irony were used to skilful effect in this passage, as well as picking out and explaining words and phrases such as γύναϊ (l.1), ἄνδρα (l.3) and εἷς δυοῖν (l.9).

Q27 Candidates seemed to enjoy the opportunity to analyse Helen's character. While most were positive and thought she was a likeable character, there were others who offered a more balanced view. Some were careful to point out that, although we might sympathise with Helen's treatment at the hands of the gods and pity her lot, this does not necessarily mean we find her likeable.

B405 Sources of Classical Greek

This paper was extremely interesting for the examiners to mark, particularly because the standard was impressive in so many cases. Candidates responded with originality and flair to the source material, and showed a solid understanding of the background facts. The quality of the longer answers was high, and the majority of candidates showed the ability to support their theories and ideas with close reference to the sources available. They also proved themselves capable of comparing contemporary issues with those of the ancient world, and argued their cases convincingly.

Comments on individual questions:

- 1(a)** Most candidates answered this question correctly, although some felt that the krater was used simply as a vessel to hold the wine & water, rather than one in which the two were mixed.
- 1(b)** The examiners were looking for a specific reference to a libation being a liquid offering that was poured in the gods' honour, rather than merely a means of praying to the gods, which could cover any number of practices.
- 1(c)** This question was answered well, and candidates were able to prove that they had read the source carefully and understood it.
- 2(a) & (b)** Every single candidate answered these two questions correctly.
- 2(c)** There were some lively and accurate lists of entertainments given in answer to this question. Candidates who may have lost marks missed the part of the question that asked for 'other' forms of entertainment and included aulos playing as one of their answers.
- 3** This was particularly well answered. Candidates made careful and thorough use of the sources indicated, and tended to answer in significant detail, which was excellent. A few wrote empathetically, imagining that they were actually the father advising his son, and although this approach is probably best avoided, any valid points made were awarded marks as normal.
- 4(a)** Mostly answered correctly.
- 4(b)** There was a wide range of answers given to this question. Source D was interpreted accurately, and candidates were expansive in their descriptions of the cruelty meted out to helots by the Spartans. There was some difficulty caused by the tone of Pseudo-Xenophon's words in Source E, however: many candidates took the writer at his word and believed that Athenian slaves really could do exactly as they liked, and that it was illegal to beat them. A number of answers showed that candidates had a rather rosy view of slavery in Athens, maintaining that there were in fact no differences in status between slave and master.
- 5** Candidates responded well to this question, and made good use of Sources F, G and H. The examiners rewarded answers based on the sources.
- 6** Some excellent answers were given to this question, and it was particularly good to see the interpretations of the grave stele: several strong responses commented on the body language of the two figures, and pointed out that having a slave depicted on a woman's tomb must suggest some kind of close relationship between the two. There was at times some confusion about the slave's words in Source G

'...numbered amongst the noble / slaves – not free in name, / but at least in mind...'

as this led some candidates to misinterpret the extent of the slave's freedom, believing her to be treated more as a noble than Euripides may have intended.

- 7 This question led to a wide range of answers, and required comparison between the ancient and modern worlds. This question did not specify particular reference to the sources, and candidates were expected to use their own knowledge of the modern world. The weakest responses either believed that slavery had been abolished long ago or treated the (paid) employment of cleaners, gardeners or childminders nowadays as modern-day slavery. The strongest answers recognised that slavery is still a highly unpleasant feature of the modern world, although it is at least illegal and frowned upon in most countries.

It was interesting to read candidates' approaches to the complex issue of trafficking and ethics nowadays as compared with ancient views. Several candidates got side-tracked into comparing Spartan views on slavery with Athenian, rather than modern versus ancient, and lost marks. However, some high quality answers considered that the Spartan depiction of a slave's existence (such as that seen in source D) illustrates our negative modern concept of slavery more closely than the sometimes warmer images painted in Sources G and H.

- 8 The examiners greatly enjoyed the broad range of answers written in response to this question. The most popular sources to comment on were Sources D, E and I, while the least commented on were Sources B and F. In general, those answers that were detailed and made thorough use of the sources were rewarded with high marks, while those answers that were brief and merely retold the story of particular sources were not as successful. The best candidates argued with the statement, and suggested that life would not have been a positive experience for everyone, particularly women, metics and slaves, although it would have suited male citizens well, in many cases.

In some cases, candidates slipped back into repeating the answers they had given to previous questions on slavery, treating the question on democratic Athens as another chance to talk about the poor treatment of slaves. While this is obviously one aspect of the answer, better answers considered the experiences of other strata of society in some depth. Some candidates also talked at length about the treatment of slaves in Sparta without pointing out that Sparta was not a democratic society. Others considered that Thucydides' statement '*... he is not selected for public office according to social rank more than according to his ability...*' was proof that citizens were appointed to positions because of their ability to do the job, when in reality the widespread use of sortition cannot have meant that Athens was a true meritocracy.

The context in which the sources were written is significant, and in certain instances this confused candidates, particularly those who considered that Source C directly contradicted the sentiments of Source I: the fact that the advice written by Theognis was written a long time before the democratic values heralded by Thucydides had been developed led to some difficulties.

There were some excellent comments on the validity of the chosen sources, and candidates were admirably suspicious of the motives of most of the writers quoted. They were not as keen to comment on the validity of the images available, and it would be good to see more analysis of visual sources in future years, as the comments that were made were both intuitive and perceptive.

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