

**A LEVEL**

**Examiners' report**

# **CLASSICAL GREEK**

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**H444**

For first teaching in 2016

**H444/03 Summer 2022 series**

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## 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. A selection of candidate answers are also provided. 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 and the mark scheme can be downloaded from OCR.

### Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

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## Section A overview

The best responses to the 15-mark questions quoted short sections of the Greek (perhaps a single word or two, or a short phrase) and then explained how this answered the question. Some candidates quoted a lengthy section of Greek that was sometimes as much as a paragraph. This made it hard to focus precisely on the Greek. In contrast, some candidates did not quote any Greek in their responses, which led to a significantly lower mark. Finally, some candidates wrote a paragraph predominantly in English that was then decorated with one or two Greek words. Other than showing their vocabulary knowledge, this gave little opportunity for analysis.

The translation and short answer questions were generally very well done but candidates should check their responses to make sure they have included all the detail. Often a mark was lost through an omission. Evidence from the rest of the response suggested a high level of knowledge, so this may have been a careless mistake which could be rectified with a check.

### Question 1 (a)\*

- 1 Read the following passages and answer the questions.

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(a)\* How does Xerxes make this a powerful argument to launch an attack on Athens?

You should refer **both** to the content **and** to the language of the passage.

**[15]**

This question was generally answered really well, and many candidates made a range of points from the passage. The vast majority of candidates knew the content of the passage in excellent detail. The best responses looked at Herodotus' style too and wrote well on Xerxes' use of alliteration and litotes as well as his choice of words.

## Question 1 (b)

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- (b) Μαρδόνιος μὲν ... προκειμένη (lines 1–3): what suggests that most of the Persians were afraid of Xerxes? [2]

There were no problems with this question. Most candidates showed excellent knowledge of this section and scored full marks by translating the relevant Greek.

## Question 1 (c)

- (c) ὦ βασιλεῦ ... τὸν ἀμείνω (lines 5–9): explain how Artabanus tries to persuade Xerxes to listen to a different opinion. [4]

Again, this question was generally answered extremely well. A few candidates did not explicitly state that it was to test the purity of gold, and this was needed.

## Question 1 (d)

(d) Translate ἐγὼ δὲ ... ἀπῆλθε (lines 9–13).

**Write your translation on alternate lines.**

**[5]**

This question was very well done by most candidates. Candidates should make sure that they have translated the whole of the passage. Some candidates clearly knew the translation but missed out a few words possibly because of a desire to move on to the next question. In particular, Darius was sometimes omitted.

## Question 2 (a)

**2** Read the following passages and answer the questions.

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- (a)** κινδυνεύουσι γὰρ ... καὶ ὁ Σιμμίας γελάσας (lines 1–6): explain why Simmias reacts as he does to what Socrates says in these lines. **[3]**

This question was again answered well. Candidates who did not achieve 3 marks often made the mistake shown in Exemplar 1 below.

## Exemplar 1

		<u>Section A</u>
2	a	Because Socrates has said that what it means to practise philosophy is nothing other than to practise dying and <del>the</del> being dead, and because of this, philosophers should not be displeased when death comes.

This candidate clearly knows their subject and achieved 2 marks for the details of why Simmias reacts as he does. However, they missed out on the third mark because they did not state what Simmias' reaction actually is.

## Question 2 (b)

(b) νῆ τὸν Δία ... γελάσαι (lines 6–7): in what way has Simmias' mood changed?

[1]

Most candidates showed the change in mood. Those candidates that did not achieve the mark said only what Simmias' mood was, without expressing the change.

## Question 2 (c)

(c) Translate καὶ ἀληθῆ ... ἐκείνοις (lines 12–15).

**Write your translation on alternate lines.**

[5]

Again, the translation was generally done extremely well. Many candidates scored full marks here.

## Exemplar 2

2	.c	And <del>too</del> they would speak the truth, Simmias,
		except they do not clearly understand why
		it is that <sup>the true</sup> philosophers want to die, <sup>how</sup> <del>what</del>
		<del>they are worthy of death</del> <del>death is worthy</del> , and what kind of death.
		Let us discuss 'he said' amongst ourselves
		saying farewell to those men:

This exemplar shows a candidate who clearly knows their text well, but the omissions take the mark down to 4.

## Question 2 (d)

(d) ἡγούμεθα ... ἔφη (lines 15–21): what do Socrates and Simmias agree upon in these lines? [2]

This question was answered well by almost all candidates.

## Question 2 (e)\*

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(e)\* How persuasive do you find the argument in these lines that the philosopher should approach their inquiry using intellect rather than the senses?

You should refer **both** to the content **and** to the language of the passage.

[15]

There were many excellent responses to this question, and it was clear that candidates had really engaged with the Plato. There were good responses on the language of the passage; but as with other 15-markers, some candidates over-relied on stylistic terms. How the language used makes the argument persuasive is key here. A style term may add to the analysis, but is not the major part of a response.

## Section B overview

Candidates knew these texts very well and there were lots of excellent responses for each question. The key pieces of advice are the same as for Section A.

### Question 3 (a)\*

- 3 Read the following passages and answer the questions.

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(a)\* How does Herodotus present the characters of Xerxes and Artabanus in this passage?

You should refer **both** to the content **and** to the language of the passage.

**[15]**

As with other 15-markers, there were a number of excellent responses here. The advice on other 15-mark questions applies just as much to this response.

## Exemplar 3

		survive to 100 years old). Here, Herodotus' use of 'kataleipai' (feel pity) shows Xerxes' sympathetic tendencies, implying that <del>the</del> reflection upon the futility of life <del>made</del> makes Xerxes weep. <del>The</del> Xerxes' emotion is justified by the juxtaposition of 'pepus' (short) and 'pas' (all), and 'o polutuv' (who are so many) and 'oudeis' (no one). These contrasts, emphasise how short <del>human</del> <del>is</del> and, futile human life
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This response achieved the top band on this question. The concise style means the candidate makes a number of points. There is excellent knowledge of the Greek, and each point refers back to the question.

## Question 3 (b)

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(b) Translate ὁ δ' ἀμείβετο ... θάλασσα (lines 1–4).

Write your translation on alternate lines.

[5]

This translation was again often done extremely well.

## Question 3 (c)

(c) οὔτε γὰρ ... τῶν συμφορέων (lines 4–9): explain why Artabanus thinks that Xerxes should consider the sea to be an enemy.

[5]

This question was done extremely well by virtually all candidates.

## Question 3 (d)

(d) γῇ δὲ πολεμίῃ ... τέξεσθαι (lines 10–14): what does Artabanus suggest might be surprising about the dangers an army faces on land?

[4]

This question was again done very well. Many candidates paraphrased the translation which was absolutely fine for this question.

## Question 4 (a)\*

4 Read the following passages and answer the questions.

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(a)\* How successfully does Socrates argue that it must be possible for the living to come back to life after death?

You should refer **both** to the content **and** to the language of the passage.

**[15]**

Candidates wrote well on this, and again displayed an excellent knowledge of the Phaedo. There were some very good responses looking at the simile ὥσπερ εἰ κύκλῳ περιμόντα and the reference to Endymion.

## Question 4 (b)

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- (b) οὐκοῦν ὁμολογοῦμεν ... ἐνδεεστέρως δὲ ἔχειν (lines 1–5): outline the argument which Socrates makes here.

[4]

This question was again answered very well. It is worth the candidate checking that they have made four points, as some candidates appeared to know the text very well but only made three points in their response.

### Question 4 (c)

- (c) τί οὖν ... ἔχει δὲ ἐνδεεστέως (lines 7–12): according to Socrates, how does the argument affect their previous discussion? [2]

This question was again answered very well.

### Question 4 (d)

- (d) Translate ἀλλὰ μὴν ... ὁ λόγος (lines 14–17).

**Write your translation on alternate lines.**

[5]

Many candidates achieved 5 marks here. The advice is the same as for the other translation questions, namely the importance of checking once done.

### Question 4 (e)

- (e) ἀλλὰ μὲν ... φαυλότερα (lines 18–25): what further points does Socrates make here? [3]

This was again answered well.

## Question 5 (a)

5 Read the following passages and answer the questions.

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(a) ἔνθα δὲ ... ἀνηλίσκοντο (lines 1–3): explain what made this a clever idea.

[3]

Candidates knew this text very well and this question was answered extremely well.

## Question 5 (b)

(b) Translate ὁ δὲ Ἀγασίας ... παρέρχεται πάντας (lines 3–7).

**Write your translation on alternate lines.**

[5]

This was probably the best answered of the translation questions.

## Question 5 (c)

- (c) πάντες γὰρ οὗτοι ... ἄνωθεν ἠνέχθη (lines 10–12): how did the rivalry between the four men turn out to have a positive outcome? [2]

## Question 5 (d)

- (d) ἐνταῦθα δὲ ... ἀπέθανον (lines 12–17): how were there terrible consequences for both sides? [4]

These questions were answered extremely well.

## Question 5 (e)\*

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- (e)\* How does Xenophon create the impression of a successful negotiation in this passage?

You should refer **both** to the content **and** to the language of the passage. [15]

This question was done very well, and candidates used a range of examples to answer this. It was clear that their knowledge of the *Anabasis* was generally excellent.

## Section C overview

The essays that were clearly planned generally achieved higher marks than those which seemed to have less of an initial plan. Structure is important; those essays which had clear paragraphs and a continuous argument were more highly rewarded. A broader range of ideas usually meant an essay achieved more highly. Long introductions aren't always worthwhile; sometimes it would be better just to start with the first point. There is no need for direct quotation in the essay, but it should be recognisable from which part of the text factual reference is taken.

### Question 6\*

6\* How successfully does Herodotus make *Histories* Book 7 an interesting and engaging account? [20]

This essay produced lots of excellent responses. Candidates were able to show off their knowledge of Book 7 and used a wide range of source material. The best responses featured a counterargument and produced good analysis of where Book 7 might not be as interesting and engaging. There was good analysis of characterisation, the punishments given by Xerxes, and the storytelling of Herodotus. The essays that scored lower marks often focused too heavily on the narrative, or on a narrow range of ideas.

### Question 7\*

7\* 'There was no point in Socrates' friends visiting him, as they do not add anything of importance or relevance to the discussion.' How far do you agree with this opinion? [20]

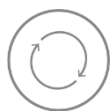
As with Question 6, many candidates clearly had an excellent knowledge of the *Phaedo* and produced some excellent responses. There was good discussion of the role played by Cebes and Simmias, their interaction with Socrates, and the increased engagement of dialogue rather than a lecture. There was good counterargument too in how important these characters actually were, given Socrates' domination of the topics.

### Question 8\*

8\* 'Xenophon's main aim in the *Anabasis* was to promote his own skills and achievements as a leader.' To what extent do you think this is true? [20]

This was the least popular of the essays, but the majority of the responses were extremely good. It was clear that many candidates had an excellent knowledge of the *Anabasis* and used a range of ideas. The discussion on Xenophon's self-promotion was often detailed and the better essays were then able to counter this with examples of when the *Anabasis* might have other aims.

## Assessment for learning



Two hours of solid writing may not always be the best use of time. Consider spending five minutes first planning the essay, and finally checking the short-answer questions and translations for mistakes or omissions. This might secure more marks than the same five minutes spent extending the essay.

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