

**A LEVEL**

**Examiners' report**

# **CLASSICAL GREEK**

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**H444**

For first teaching in 2016

**H444/02 Summer 2022 series**

# Contents

Introduction .....	3
Paper 2 series overview .....	4
Section A overview .....	6
Question 1 (a) .....	6
Question 1 (b) .....	6
Question 2 (a) .....	7
Question 2 (b) .....	7
Question 2 (c) .....	7
Question 3 .....	8
Question 4 .....	8
Question 5 .....	8
Question 6 (a) .....	8
Question 6 (b) .....	9
Question 7 .....	9
Question 8 (a) .....	9
Question 8 (b) .....	9
Question 8 (c) .....	9
Question 9 (a) .....	10
Question 9 (b) .....	10
Question 10 (a) .....	10
Question 10 (b) .....	10
Question 10 (c) .....	10
Question 11 (a) .....	11
Question 11 (b) .....	11
Section B overview .....	12
Question 12 .....	12

## 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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## Paper 2 series overview

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

Statistics for this series were not available at the time of writing, but the perception was that the swing towards Prose Composition continues.

Handwriting was in general acceptable. Candidates should be reminded that where written Greek letters (especially breathings) are ambiguous, Benefit of Doubt (BoD) is not guaranteed. This notably applies to the regular question that asks to identify a verb.

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

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

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> <li>used the terms of the question to help them work out the meaning of the Greek</li> <li>answered the specific question asked rather than translating the whole section</li> <li>were confident in their use of the word “follows” in grammatical explanations</li> <li>ensured that grammatical explanations and translations reinforced each other</li> <li>in Prose Composition, made sure that the basic sentence structure was sound</li> <li>showed signs of checking through their translation and adjusting the word order for clarity.</li> </ul>	<ul style="list-style-type: none"> <li>translated rather than answered the questions asked</li> <li>gave overly-long grammatical explanations</li> <li>gave grammatical explanations that did not agree with the translations offered, or were self-contradictory</li> <li>in Prose Composition, made structures too complicated and therefore wrote unwieldy sentences without main verbs, etc.</li> </ul>

## Misconception



A significant number of candidates, regardless of which section they answered, appeared to draw a distinction, analogous with Latin, between ἐν + dat. “in” and ἐν + acc “into”. Although there are a small number of examples of the latter in the **Liddell–Scott–Jones (LSJ)** these are mostly obscure inscriptions, presumably themselves influenced by Latin; examiners do not consider this grounds to accept this construction.

## Section A overview

This passage had both easier sections and moments of considerable difficulty. Points that caused a lot of trouble included compound verbs; principal parts of even familiar verbs that are irregular; and the uses of ὥς.

A particular challenge of this passage was the shift from narrative to direct address; this was especially apparent in Question 5 where ὑμετέρους seemed to take many candidates by surprise, translating this as “our”.

Candidates should aim to interpret the number of marks offered for each question. At A Level, candidates should expect 1 mark per point rather than per word for comprehension; for linguistic analysis, there will probably be no mark for merely identifying the case of a noun. Reference to the SAM and past papers will make this clear.

### SECTION A – Comprehension and Grammar

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

#### Question 1 (a)

1 τούτων ἔχόντων οὕτως αἰσθόμενος Δημοσθένης ... παρὰ Φιλίππου λαβόντας (lines 1–3):

(a) What did Demosthenes suspect the Boeotarchs were doing?

[4]

In general this was well done. This was a good example of where the wording of the question was helpful: almost all candidates saw that “suspect” corresponded to ὑποπτεύσας. However a good number of candidates addressed “χρυσιόν... λαβόντας” here and ran out of material for the following question. Seeing that there were 4 content words and 4 marks for Question 1(a) might have helped, but ultimately Question 1(b) was only fully accessible where comprehension was strong.

#### Question 1 (b)

(b) Why might they do this?

[2]

Where candidates had addressed the second phrase under Question 1(a) and here made a sensible conjecture to explain further Demosthenes's thought, in a way that answered the question, BoD was given *if* comprehension was successful.

## Question 2 (a)

2 ἀβίωτον ἡγησάμενος εἶναι ... οὐθ' ὥς οὐ δεῖ (lines 3–5):

(a) What does Aeschines say Demosthenes would not be able to live with?

[2]

The sense ἀπολειφθήσεται was not always caught, and although δωροδοκίας was glossed with its genitive form this was not always connected with τινοῦς, with the result that many candidates suggested “if he caught anyone taking bribes” or similar. Given the straightforward morphology and that τις appears at GCSE, recognition of what this adds to the meaning was required for the second mark.

## Question 2 (b)

(b) What did Demosthenes do?

[2]

This was generally well understood. As in Question 1, a number of candidates had difficulty allocating the Greek to each sub-part; the same principle was applied, although in practice if comprehension was successful, the questions were easily answered.

## Question 2 (c)

(c) Why was this surprising?

[3]

The challenges here were in identifying the indirect statement, and the balance of ὥς δεῖ / ὥς οὐ δεῖ. A very small number of candidates made the point explicit: he rose to speak on a subject that was not the topic of conversation at that moment.

## Exemplar 1

	c)	No-one was saying that it seemed good for
		peace to be made with Philip nor that it did
		not seem good. No one was speaking about the
		matters he kept up to argue about which is
		surprising.

Exemplar 1 illustrates how although often translating the relevant Greek will indeed answer the question, sometimes a brief explanation of the situation will eliminate any doubt about the level of comprehension.

### Question 3

- 3 δῶμνυτο εἴ τις ἐρεῖ ... ἐπιλαβόμενος τῶν τριχῶν (lines 5–7): what did Demosthenes swear he would do to anyone saying peace was necessary? [3]

To gain full marks candidates needed to communicate the image of “taking them by the hair and *leading* them into prison”, showing that the physical gestures were connected, and Demosthenes would go with them as far as the prison. Therefore although “drag him off to prison” was acceptable, “send” was not accepted. This is a good example of how comprehension and translation differ: in translation, “send” would be a slight error (allowing full marks), but assessed for comprehension, that word is deficient.

### Question 4

- 4 ἀπομιμούμενος τὴν Κλεοφῶντος πολιτείαν ... τὴν πόλιν ἀπώλεσεν (lines 7–9): when did Cleophon reportedly bring ruin to the city? [2]

Slightly against expectations, candidates often struggled to identify the key phrase ἐπὶ τοῦ πρὸς Λακεδαιμονίους πολέμου here. ἀπομιμούμενος seemed to cause some confusion, but words such as *mimesis* might be familiar. Coincidentally μιμέομαι was glossed for the Prose Composition passage; it is worth checking.

### Question 5

- 5 ὥς δ' οὐ προσεῖχον αὐτῷ ... ἔκφρων ἐγένετο (lines 9–12): translate these lines into English. **Please write your translation on alternate lines.** [10]

This was, as usual for this paper, a challenging section for translation and very few candidates achieved very highly. As noted above, ὑμετέρους seemed to surprise many candidates. ἐξεληλυθότας was not often connected to ἔρχομαι (GCSE), with many suspecting λύω. As in Paper 1, there was often confusion between βουλεύω/βουλεύομαι (AS) and βούλομαι (GCSE); while this is understandable, only one of these made sense followed by the prepositional phrase. The correct response could be found by eliminating the others. ἔκφρων was rarely known or deduced. However, in a definite improvement from previous years, a majority of candidates wrote English that made at least grammatical sense and there were very few gaps left, indicating good effort, which for many candidates made the difference between 1 and 2, or 2 and 3, in each subsection.

### Question 6 (a)

- 6 καὶ παρελθὼν ἐπὶ τὸ βῆμα ... δίοδον ἐπὶ Φίλιππον (lines 12–14):

(a) Of what did Demosthenes accuse the Boeotarchs?

[1]

This was generally answered well.



## Question 6 (b)

- (b) Describe the contents of the decree which Demosthenes said he would propose. [3]

Interestingly the recurrence of πρέσβεις from Paper 1 led to far fewer “elders” than in that context. αἰτήσοντας (GCSE) was often translated as if related to αἵτιος (GCSE), and δίοδον (δόδος GCSE) ignored entirely. Possibly fatigue was setting in at this point, as the syntax was not very complicated here.

## Question 7

- 7 ὑπεραισχυνηθέντες δὲ οἱ ἐν Θήβαις ἄρχοντες ... ἐπὶ δὲ τὴν παράταξιν ὥρμησαν (lines 14–16): explain why the Theban leaders turned from peace to war. [3]

This question was arguably more difficult for repeating the idea of “traitors of the Greeks”, which candidates might have hesitated to think was the essential point second time over. Accordingly, what was needed to gain the second 2 marks were the ideas that they might *seem* (1) to *truly be* such traitors (1). δοκέω (AS) and ἀληθής (GCSE) posed problems for many.

## Question 8 (a)

- 8 Which part of the verb are the following?

- (a) ἀναπηδήσας (line 4) [1]

With only 1 mark to award, examiners looked for “aorist participle”. Any further information was disregarded, even if incorrect, as long as it did not contradict the main points (as did, for example, “aorist participle, 3rd person”). The same holds for the rest of this question. In general most candidates did well here.

## Question 8 (b)

- (b) ποιήσασθαι (line 6) [1]

Similarly, “aorist infinitive” was the required information and almost all candidates identified this.

## Question 8 (c)

- (c) ἀπώλεσεν (line 9) [1]

“Aorist” only was not accepted: there was a need to differentiate from the responses to Questions 8(a) and (b).

### Question 9 (a)

9 Give the first person singular, present indicative of the following:

(a) ἡγησάμενος (line 3)

[1]

A number of candidates did not write a breathing on the first letter; like all other misspellings, this was marked as incorrect.

### Question 9 (b)

(b) ἐγένετο (line 12)

[1]

Almost every candidate was given the mark here.

### Question 10 (a)

10 State and explain the case of the following words:

(a) τούτων (line 1)

[2]

A common response referred incorrectly to a genitive absolute, which was not accepted because although τούτων ἔχόντων could conceivably be a genitive absolute in another context, the *only* reason that these words *here* are in the genitive is that they are governed by (or “follow”) αἰσθόμενος (GCSE). A translation that showed the connection to that verb was accepted as well, but “genitive absolute” was considered a harmful addition in any case. Candidates should gain the confidence to use the term “follows” as it is often the clearest way of indicating why a word has taken a particular form.

### Question 10 (b)

(b) οὐδενός (line 4)

[2]

This was a genitive absolute. As with the Latin ablative absolute, a translation introduced by “with...” is often a useful approach.

### Question 10 (c)

(c) Θήβαις (line 15)

[2]

“Follows (the preposition) ἐν” (GCSE) was quite adequate to explain the case here and most scored 2 marks.

## Question 11 (a)

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

(a) ποιεῖσθαι (line 2)

[2]

The question is asking for two things: identify (key points about) the *form* of the word, and then explain what *causes* this form to be used. It is best to imagine a classroom situation: when asking “what is this, and why?”, a teacher is hoping to hear “infinitive, following μέλλειν”. After discussion, examiners resolved not to accept any response that in any way suggested that the verb here was infinitive because of an indirect statement, for one reason above all: had the statement instead been direct, ποιεῖσθαι would *still* have been infinitive (“οἱ Βοιωτάρχαι μέλλουσιν εἰρήνην ἰδίᾳ ποιεῖσθαι”.) Therefore “indirect statement” was considered a harmful addition.

## Exemplar 2

11	a	Middle present infinitive of 'ποιεω' (I make) used here since it follows "μελλειν" (to intend) <del>which</del> which is always followed by an infinitive - 'intending to <u>make</u> peace'

In Exemplar 2 the candidate has successfully used the term “follows” and backed up their explanation with a translation.

### Grammar questions ask about the immediate context.

Remember to look at the *immediate* grammatical context to explain a grammar point. Other structures may be contained with indirect statement, for example.

## Question 11 (b)

(b) αἰτήσοντας (line 14)

[2]

Here “future participle, purpose” was enough to gain two marks.

## Section B overview

It is encouraging to see this option more popular year by year; the hope is that teachers and candidates alike come to enjoy the challenges. As every year, examiners noted that although the passage had its difficulties, candidates who achieved highly appeared confident first and foremost with the “basics”. In general, candidates who did not achieve so highly were not so much stymied by the (few) very tricky corners as running into difficulties with, for example, forming an aorist passive or infinitive, or translating a common phrase such as “suffer the greatest punishment”.

Although all but the most extreme of poetic words are usually accepted in this section, candidates are reminded that the goal is to use Attic vocabulary. If stuck, it is worth scanning through the passage given for comprehension for assistance or inspiration.

### Misconception



A significant number of candidates, perhaps influenced by Homer, used forms of the definite article as if relative or deictic pronouns - e.g. τόν for αὐτόν. This is not standard practice in Attic prose and could not be accepted. Indeed many candidates would benefit from a careful revision of the uses of αὐτός and how word order affects its meaning.

## Question 12

### SECTION B – Prose Composition

**12** Translate this passage into Classical Greek prose.

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

**Please write your translation on alternate lines.**

**[50]**

- i) Most candidates found a good way to express “the affairs of Cicero”, although it was important to remember that neuter plurals take a singular verb. Πώμη was accepted with breathing either rough or smooth, but not without an article. Most candidates also scored their first + with a sensible connecting particle at the outset.
- ii) Most candidates forged a good construction here. Although the dative case after πίστευω was not expected (and seemed influenced by Latin), examiners noted a very pertinent example from Xenophon: ἐπεὶ ἔγωγ', ἔφη, οὐδ' ἂν τούτοις ἐπίστευον ἐμμόνοις ἔσεσθαι... (“I for my part, he said, would not trust these people to be steadfast...”)
- iii) Genitive absolute for “When Caesar had been killed” was a popular approach (rewarded for style) and a range of vocabulary was offered for “came together”. φονεύω (GCSE) was popular as a starting point for “murderers”.
- iv) In general the fear clause was handled well, and range of approaches to “would be gripped by war” were taken.
- v) Many candidates who achieved highly spotted the balance of Antony and Cicero’s contributions and deployed μέν... δέ. Many avoided using λόγους and were likewise rewarded.

vi) A common slip was to use οὐ as the negative before the infinitive “force”.

vii) Various approaches to “none of this happened” were successful, and paraphrases such as “they did none of this” were accepted. οἱ πολλοί was given as a good choice of vocabulary; a number of candidates found it hard to find vocabulary, or even a paraphrase, for “pitied”.

viii) The English moved into the plural here and candidates were not penalised for following this if they had used a singular (such as ὁ δῆμος) in vii. “Blood” and “wounds” sometimes were rendered with a sensible paraphrase. φερόμενον was correctly deployed by a strong majority. Many candidates overlooked “very” and having omitted a substantial word scored a maximum of 4 marks.

ix) τοὺς αἰτίους (GCSE) was offered by most candidates. Occasionally the form of “them” did not match the gender of the chosen word for “houses”, and BoD was used as the English permitted that it might in fact (although gruesomely) be τοὺς αἰτίους that were intended to be set on fire. However the Homeric use of the article in place of the pronoun - μέλλων τὰς καύσειν - was not acceptable, here or elsewhere.

x) Most candidates scored 4 or 5 marks on this section, having made apt choices for connecting particles, found good opportunities for subordination by participles, sandwiching word order, and idiomatic vocabulary.

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