

GCSE (9-1)

Examiners' report

CLASSICAL GREEK

J292

For first teaching in 2016

J292/06 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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Paper 6 series overview

The examiners were particularly impressed with the 2022 cohort of GCSE candidates who responded to the Athenian Society and Olympic Games topics with accuracy and depth. Those who had really learned the material were rewarded for the depth of their knowledge. Because of their awareness of the modern Olympic Games, candidates were able to score quite highly on the shorter questions on Sources D, E and F and the standard was high overall.

Wherever possible the mark scheme identified indicative content without being too prescriptive, and this applied particularly to the more subjective extended answers. This enabled candidates to gain credit for a variety of points and evaluative ideas based on primary evidence.

Candidates scored highly if they were able to demonstrate sound analytical skills. Although four of the sources were included in the OCR Prescribed Sources booklet, two were unseen and this required candidates to identify and evaluate salient features in order to answer the questions. Detailed quotation, discussion of the (often limited) information provided by the evidence and the ability to compare ancient and modern proved to be key features of those responses that achieved high marks. One major difference between responses was the ability to elevate the quality of their writing from AO2 (showing an understanding of the facts) to AO3 (evaluating and analysing a source). Overall, it was encouraging to see so many candidates demonstrating these skills.

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"> • read the sources carefully • made detailed reference to the sources in extended responses by quoting and analysing them • responded to questions in depth • included evaluation in extended responses and considered the impact of the sources on modern understanding 	<ul style="list-style-type: none"> • did not read the sources specified in several questions in sufficient detail • needed to use the sources to support their ideas in greater quantity and detail • wrote responses that tended to paraphrase or summarise sources rather than to investigate them • did not offer the depth of evaluation that would help them to achieve marks of AO3

Question 1

1 Study **Source A**.

'The metics are one of our finest resources.'

What was a metic?

..... [1]

Candidate's responses varied on this question, but the focus that the examiners were looking for was on foreigners / non-Athenians who were resident in Athens. A number of candidates mentioned the fact that metics often had particular skills and worked as craftsmen, which is accurate but does not provide a specific definition.

Question 2

2 Why does Xenophon value metics in Athens?

Make **two** points.

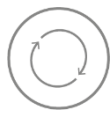
1

2

[2]

The candidates are expected to read the source carefully before responding to questions on this paper, and although most did and found this question straightforward, some did not. Xenophon outlines a range of advantages to Athens that metics offered, and many responses included the Metic Tax.

Assessment for learning



This paper focuses on candidates' ability to interpret written and visual evidence for the ancient Greeks. To do well, candidates must read the sources in the insert carefully and link their answers to them as much as possible.

Question 3

3 Study **Source B**.

Give **three** examples of the types of work a slave in Athens might perform.

- 1
- 2
- 3 [3]

This was a very straightforward, broad-ranging question that was answered well by all.

Question 4

4 What does this source reveal about Athenian attitudes towards slaves?

Make **two** points.

- 1
.....
- 2
..... [2]

Responses to this question tended to be strong. The source was one that candidates had not studied and thus provided greater challenge. However, not all candidates used the source closely enough, and some did not make two distinct points, but identified features that overlapped, such as (i) *Athenians considered their slaves to be like objects* and (ii) *Athenians did not treat their slaves as human*.

Exemplar 1

Pericles portrays the Athenian model of government as 'a model to others' entirely different to 'the institutions of our neighbours'. This would likely have stirred up civic pride because the audience would have seen Athens as a paragon of how a city ought to be run, emphasised by contrast to the 'neighbours' who do not have such a system. The use of first-person plural pronouns (referring to 'our' system and things 'we' do) would make the audience feel involved in the system, and thus invested in its success and proud of its achievements. The repetition of the phrase 'when it is a question of... ' encourages pride because it highlights the equality enjoyed by citizens no matter the situation [6] - in all areas of life, be that 'the law' or the assignment of 'positions of responsibility', making the audience proud of their uniquely liberal, meritocratic city.

Exemplar 1 shows a strong response that makes detailed use of the source by including numerous quotes and analysis of Pericles' words. The candidate discusses three key structural and literary features of the extract such as contrast, inclusive pronouns and repetition, considering the effect that this would have had on the audience. This response was awarded the full 6 marks

Assessment for learning



One 6-mark question in this paper always focuses on the literary techniques used in a particular source. Candidates should apply the skills that they use in the Greek set text papers (as well as GCSE English Literature and Language) to identify the effects of stylistic and structural features such as onomatopoeia, metaphor, sibilance, tricolon, alliteration, etc.

Exemplar 2

Although metics were one of Athens' ~~ph~~ finest resources, as Xenophon states, they had many limitations. Metics could not own property in Attica and they ~~had~~ did not have the same political rights as citizens, such as being able to participate in the Boule or ekklesia or even vote. Slaves ~~had~~ had extremely little rights and were often treated awfully. As seen in a source, Hecuba the Queen of Troy and was loaded with tasks most unbecoming to her years, ~~which~~ she had to wear ~~there after~~ ~~unpleasant~~ rags. Her quality of life was poor, in contrast to the 'free and open' life of Athenian citizens according to source C. Slaves were discriminated against on account of their gender, age and origin, as seen in a source, they ~~he~~ were priced extremely differently based on these things. As seen in this source and in source B, slaves were treated as property ~~which~~ and as a 'living possession', showing how little regard there was for their lives. This is most definitely not equal to ~~a~~ ~~sit~~ a citizen. ~~was~~ Most slaves, apart from wage-earning slaves had to completely forced labour for free, showing how different they were treated in comparison to citizens.

6) However, both metics and ~~the~~ some slaves could work and earn money for it, just like citizens could. As seen in a source, metics were often carpenters, blacksmiths or gardeners, earning money for their work, ~~as~~ as well as this, some wage-earning slaves worked in the mines. Metics were given the opportunity to earn full citizenship if they did something remarkable for Athens, which gives them the chance to have equal rights, meaning that they were treated equally. As seen in source A, metics fought ~~as hoplites~~ 'as hoplites alongside citizens' as their equals, making their treatment equal.

Overall I strongly disagree that metics and slaves were treated equally to citizens, as ^{some} slaves were treated unfairly and metics lacked many citizen rights.

Exemplar 2 shows a strong answer that scored the full 8 marks. This demonstrates the value of both careful structure, and of including plenty of primary evidence to support their points. They comment on each of the sources in the Insert and three other pieces of evidence taken from the OCR Prescribed Sources booklet. This response also shows the effective way in which the candidate links their points back to the question to avoid going off at a tangent.

Assessment for learning



Responses that simply summarise the contents of a written source will not be given the 4 AO3 marks available for evaluation and analysis. Candidates are therefore advised to make points that are based on the sources and then support these points with precise reference to the texts.

Question 7

7 Study **Source D**.

Name **two** events from the ancient pentathlon which are shown in this source.

1

2 [2]

Misconception



Some candidates assumed that the white items being held by two of the athletes in Source D were boxing gloves. In fact, the items being held up by the figure on the far left are *halteres* (jumping weights), and the item in the athlete's hand on the right of the vase is a discus.

Question 8

8 Why do you think the Greeks painted scenes such as the one on **Source D** onto vases?

Make **one** point.

.....

..... [1]

In subjective questions such as this one, candidates are expected to give a reasonable, plausible answer that might explain the enormous attraction that this type of vase painting had on much of the ancient world. Although tastes and fashions change over 2,500 years, it is hoped that candidates can still see the similarity between vases such as that in Source D and movie posters, concert merchandise or images of sporting heroes on lunchboxes or T-shirts that fans can own for themselves.

Assessment for learning



Candidates will not be rewarded for overly short responses such as '*for decoration*' but instead need to explain their point in a short sentence.

Question 9

9 What differences between athletes in the ancient and modern Olympic Games are shown in **Source D**?

Make **two** points.

You should include specific references to **Source D** in your answer.

1

.....

.....

2


.....

.....

[4]

This question prompted some excellent answers, and candidates made a range of interesting points including the fact that the modern Olympic Games now include women and Paralympians. Unsurprisingly, given the nudity of the ancient Greek athletes in Source D, almost all responses made mention of the technical clothing and trainers worn by modern athletes.

Assessment for learning



Questions like this one expect two ancient points to be compared directly with two modern points. Candidates who were not given full marks in this question typically noted down features of the ancient Olympic Games without pointing out their modern differences.

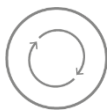
Exemplar 3

The account emphasises the huge variety of games available, such as "boxing / foot^{race}" . This emphasises that the Olympics ~~had~~ ^{had} ~~something~~ ^{something} for everyone and ~~it~~ gives examples of different events. Pausanias claims that event varied across different age groups: "boys" and men, implying that all could take part and that it wasn't restrictive, making the games more fun and diverse. It suggests that a strong physique is needed for the games, since one ~~ath~~ athlete is described hyperbolically "as big as Heracles". This ~~highly~~ highlights the demanding physical state needed to compete. The account informs us about various prizes for winning, like a "statue / ~~the~~ wild olive". This [6]

10		It emphasises emphasises the many prizes available if you win at the Olympics and provides an important details.
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Exemplar 3 shows the value of engaging closely with the source and including detailed quotations which reflect a high level of understanding. The response makes three key points and supports each one with a relevant quotation, establishing the effect of the quotation on our understanding of the Olympic Games. The candidate scored the full 6 marks for this response

Assessment for learning

 Adding phrases such as 'this shows that ...' or 'suggesting that ...' after a quotation can help a candidate to evaluate a source in a way that will gain AO3 marks. Simply paraphrasing a source will only achieve marks for AO2, and lacks depth of response.

Question 11

11 Study **Source F**.

Source F shows an athlete being awarded an olive crown.

What other honours might a winning athlete receive?

Make **three** points.

- 1
- 2
- 3

[3]

This question allowed for a wide range of responses, primarily because victorious athletes were held in such high esteem that they would receive a range of different rewards. Most candidates did very well on this question.

Question 12*

12* 'The ancient Olympic Games were primarily a sporting event, rather than a religious one.'

Using the sources you have studied, discuss to what extent you agree with this statement.

In your answer:

- you should include references to a range of ancient sources;
- you may make limited use of the sources in the Insert;
- you may wish to include references to modern sporting events.

[12]

Although this was a straightforward question, it still demanded candidates to demonstrate a number of key skills in their responses to gain high marks. All candidates knew enough about the modern Olympic movement and the organisation of the Games to make some general points, but in order to reach the higher levels of marks, they were expected to make specific reference to sources both in the Insert and from other material that they had studied.

Not all of the responses included the precision required, and a number of unsubstantiated, vague claims were made. There are many points on both sides of the argument and those candidates with solid knowledge were able to write extensive, accurate answers. There was a lack of detail on the religious side of the argument, although strong responses referred to the prescribed Site Plan of Olympia as well as parts of Pausanias' remarks about the Temple and Statue of Olympian Zeus.

Exemplar 4

Overall, I mostly disagree with the statement. From the very setting, to the rituals that took place throughout, the ancient Olympics were steeped in the worship of Zeus and the gods. Firstly, the Olympic games took place in a grove that was sacred to Zeus, at Elis. This had stood for many years before the Olympics were begun. By choosing to hold the games here, it signified the games were sacred to Zeus. In addition, many people would make the pilgrimage for the Olympics to go to the grove, because of it being sacred to Zeus.

Secondly, there were a large number of rituals related to the worship of the gods. To begin with, the procession to the site of the games, led by the Hellenes, the most important officials and judges, who were also in large part religious officials. There would also be a sacrifice of oxen to Zeus at the altar of Zeus. In fact, the pile of ashes was 7m tall, showing how important this aspect of the games was. Through these rituals, and the way they were emphasised, we can see that religion was an incredibly large part of the ancient Olympics. There is also the way the very large number of statues and figures of Zeus on the site of the

Olympics. For example the 13m tall statue of Zeus by Pheidias, built of ivory and gold. This would have required an enormous expense and time and effort, not something that would be put into an unrelated statue for a simple sporting event. This shows that religion and the worship of Zeus was a very big part of the games. The Zanes also were statues of Zeus, placed on the wall to discourage cheating, paid for by the fines of those caught cheating. By doing this, it shows that cheating was not only looked down on for ruining the integrity of the event but as an affront to the gods just as good, doing religious was a very big part of the games.

However, it could be argued that sport was very important, and it was. This can be seen in the long range of events in the Olympics: chariot racing, wrestling, boxing, pancration, peditathlon, etc. A simple athletic festival need not have so many different events, showing the importance of sport. In addition, the winner was held in incredibly high esteem, and would receive great glory by winning, showing that the Ancient Greeks considered athletes very highly and that the sporting aspect of the Olympics was therefore very important. As well as this, the emphasis and regard they were held in for fairness shows the importance of sports in the games as they must have considered the competition to be highly important to ensure such a high status that the rules were upheld.

Therefore, whilst I believe that sporting was a very important aspect of the Olympics, its primary purpose was as a religious festival due to the evidence shown in the sources ~~that~~ that it was heavily centred around the worship of Zeus.

Exemplar 4 shows a full response that was given 12/12. The candidate responds to the question in a balanced, structured way and shows a detailed knowledge of the topic backed up by relevant reference to a range of written and archaeological sources. The response starts with a brief introduction and ends with a conclusion, enabling the examiner to identify the key points and direction in which the candidate has taken the response.

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