

GCSE (9-1)

Examiners' report

CLASSICAL GREEK

J292

For first teaching in 2016

J292/04 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

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Paper 4 series overview

The overall standard on this paper was very good and many candidates enjoyed responding to the questions. Candidates had plenty of time, as evidenced by the large number of scripts which used the extra pages. Knowledge of the text was secure in most cases, and this featured well in the short-answer questions.

- All candidates should remember to pay close attention to the words or lines relevant to the specific question asked and not go outside these parameters. Candidates sometimes lost marks by referencing sections of text which were not included in individual questions.

Almost all candidates displayed good knowledge and opinion in the 8- and 10-mark questions and found there was plenty for them to refer to and discuss. The best responses included a range of language and literary style points, while remaining closely aligned to the questions asked. In the 4-mark Questions 1b and 3b, and in the 8-mark Question 6, it was generally the case that answers which gave shorter quotations (plus English translation) were more successful than answers which gave long quotations from the passages. The most successful candidates often found short quotations easier to translate accurately and to analyse effectively, while longer quotations ran the risk of becoming unwieldy or lacking focus.

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"> • Paid attention to the parameters of specific passages. • Responded to the wording of the 8-mark analysis and 10-mark extended response questions. • Revealed knowledge and understanding of the set text in both granular detail and contextual overview. 	<ul style="list-style-type: none"> • Ignored the parameters of specific passages. • Paid loose attention to the wording of the 8-mark analysis and 10-mark extended response questions. • Placed excessive reliance on knowledge of the Trojan War outside the set text.

Question 1 (a)

1 Read the passage and answer the questions.

αὐτὰρ ἐπεὶ κόσμηθεν ἅμ' ἡγεμόνεσσιν ἕκαστοι,
 Τρῶες μὲν κλαγγῇ τ' ἔνοπῃ τ' ἴσαν ὄρνιθες ὥς,
 ἢ ὕτε περ κλαγγῇ γεράνων πέλει οὐρανόθι πρό,
 αἶ τ' ἐπεὶ οὖν χειμῶνα φύγον καὶ ἀθέσφατον ὄμβρον
 κλαγγῇ ταί γε πέτονται ἐπ' Ὀκεανοῖο ῥοάων
 ἀνδράσι Πυγμαίοισι φόνον καὶ κῆρα φέρουσαι.

5

Translation:

But when each side was set in order with their leaders, the Trojans with a cry and a scream advanced like birds, just as when the cry of the cranes rises ahead in the sky, when they flee the storm and the endless rain, and they fly with a cry towards the streams of the Ocean, bringing slaughter and death to the Pygmy men.

Homer, *Iliad* 3, lines 1–6

(a) Briefly explain why the Greeks and the Trojans were at war.

.....

.....

..... [2]

Almost all candidates answered correctly. The omission of Helen's name was the primary cause of candidates losing a mark.

Exemplar 1

- 1 Homer uses tautology, saying they 'κλαγγητ'ενοπιη ζουαν' (advanced with a harsh cry and war like shout), which emphasises the noise that the Trojans were making as they were all ready for war and ready to fight, making this dramatic.....
- 2 Homer uses a simile to compare them to cranes with 'φονου και κρηρα φερουσαι' (bring slaughter and death). This ~~tautology~~ tautology reflects the damage the Trojans intended to do and how violent they were, making this scene dramatic.....

[4] ■

Exemplar 1 shows a good response. In the first bullet point the candidate correctly identifies and translates a short quotation from the Greek and then uses a comment to link this to the question. In the second bullet point the candidate acknowledges and understands the simile, which compares the Trojans to the cranes. The Greek quotation is again relatively short and correctly translated (allowance is made for the participle φέρουσαι 'bringing', to accommodate the translation into the candidate's response) and the comment again links to the question asked.

Question 2 (a)

2 Read the passage and answer the questions.

οἱ δ' ὅτε δὴ σχεδὸν ἦσαν ἐπ' ἀλλήλοισιν ἰόντες,
 Τρωσὶν μὲν προμάχιζεν Ἀλέξανδρος θεοειδῆς,
 παρδαλέην ὤμοισιν ἔχων καὶ καμπύλα τόξα
 καὶ ξίφος· αὐτὰρ δοῦρε δύω κεκορυθμένα χαλκῶ
 πάλλων Ἀργείων προκαλίζετο πάντας ἀρίστους
 ἀντίβιον μαχέσασθαι ἐν αἰνῇ δηϊοτήτι.

5

Homer, *Iliad* 3, lines 15–20

(a) οἱ δ' ὅτε ... θεοειδῆς (lines 1–2): pick out and translate the **Greek word** which suggests that Paris was keen to fight.

Greek word:
English translation:

[2]

Most candidates correctly chose the Greek word προμάχιζεν. More challenging was to translate the word in context: infinitives or participles were not acceptable, and a number of candidates made no mention of the 'forward' or 'fight' parts of the verb. Other candidates who paid no regard to the 'lines 1-2' of the question chose a word outside the text, thus gaining no marks.

Question 2 (a): Tip for translation in context

Translate the Greek word in context.
 Greek word: προμάχιζεν
 English translation: '(he) came forward as a champion', NOT 'coming forward as a champion'.

Question 2 (b)

(b) παρδαλέην ... ξίφος (lines 3–4): what items did Paris have with him?

.....

.....

..... [3]

A straightforward question which was well answered. The number of marks available made it clear what the answer required. Those candidates who included extra material outside the restrictions of the question (lines 3-4) were not penalised.

Question 2 (c)

(c) αὐτὰρ ... δηϊοτήτι (lines 4–6): what effect do you think Paris wanted to have on the enemy? Give a reason for your answer.

.....
.....
..... [2]

Most candidates understood the idea that Paris was trying to intimidate or scare the enemy. The second mark proved harder to find for those who did not provide a valid reason from the prescribed lines.

Question 3 (a)

3 Read the passage and answer the questions.

Ἔκτορ, ἐπεὶ με κατ' αἴσαν ἐνεΐκεσας οὐδ' ὑπὲρ αἴσαν,
αἰεὶ τοι κραδίη πέλεκυς ὥς ἐστιν ἀτειρής,
ὅς τ' εἶσιν διὰ δουρὸς ὑπ' ἀνέρος, ὅς ῥά τε τέχνη
νήϊον ἐκτάμνησιν, ὀφέλλει δ' ἀνδρὸς ἐρωήν·
ὦς σοὶ ἐνὶ στήθεσσιν ἀτάρβητος νόος ἐστί. 5

Homer, *Iliad* 3, lines 59–63

(a) Ἔκτορ ... αἴσαν (line 1): what does Paris acknowledge here?

.....
..... [1]

This was generally answered well. Many candidates achieved this mark - when they did not, it was usually due to not expressing the sense of 'criticism' in ἐνεΐκεσας.

Exemplar 2

1. Homer uses a simile, to compare Hector's ~~writing~~ ^{Hector's} heart is like an axe 'τοῦ κρᾶδιν ἡλεκυς ὡς' (ἡλεκυς meaning axe). An axe is a very powerful instrument, proving Hector immense strength and power.
2. Homer uses alliteration of dental sounds. He says the axe 'which goes through wood' 'ὄσ τ' ἐλαίῳ ὄσ δὲ δοῦπος'. The guttural 'δ' sounds highlight the power of the axe and therefore the strength of Hector and his heart.

Exemplar 2 was an excellent response. Each bullet point quoted (and translated) very concisely from the Greek and used the content of the quotation to give a relevant response to the question asked.

Exemplar 3

1. Paris refers to Hector's words as hitting ~~the~~ like an 'axe'. This shows the force and power that Hector wields, as axes simply bring damage and huge destructive capabilities.
2. Paris refers to Hector using this 'axe' like a shipbuilder shaping wood. This implies that, though Hector's words hurt, they are to shape Paris into a better, more ideal form, demonstrating that not only does Hector have power, but also the wisdom to use it for good.

Exemplar 3 shows less successful technique in its response. Neither of the bullet points quotes the Greek text. The first bullet point talks about Hector's strength rather than the 'strength of character' of the question. The second bullet point misinterprets the passage and mistakenly compares Hector's strength to the shipbuilder's axe.

Question 3 (b): Tip for inclusion of quotations from the Greek

The best responses were those which quoted concisely and with focus on single Greek words or short phrases. Those candidates who prefer to give lengthy quotations or who employ ellipsis (e.g. quoting a whole line ὡς σοὶ ἐνὶ στήθεσσι ἀτάρβητος νόος ἐστὶ or offering the ellipsis of ὡς σοὶ ... νόος ἐστὶ) should be aware that this is not paying close attention to the Greek. A lengthy or elliptical quotation can lead to mistakes in translation, and force candidates to work harder to give focus to their chosen word(s).

Question 4

4 Read the passage and answer the question.

μή μοι δῶρ' ἐρατὰ πρόφερε χρυσέης Ἀφροδίτης·
οὐ τοι ἀπόβλητ' ἐστὶ θεῶν ἐρικυδέα δῶρα,
ὅσσα κεν αὐτοὶ δῶσιν.

Homer, *Iliad* 3, lines 64–66

Do you think Paris is making a good point here? Explain your answer.

.....
.....
.....
..... [2]

Most candidates gained one mark by referring to the passage and recognising that Paris' gift (of good looks) was from Aphrodite. A common error in searching for the second mark was to assume that the gift in discussion was Helen rather than Paris' looks, which led some to conclude that Paris did have a choice about accepting the gift. Other candidates successfully argued that gifts of the gods should not be rejected.

Question 5

5 Read the passage and answer the question.

ἄλλους μὲν κέλεται Τρῶας καὶ πάντα Ἀχαιοὺς
τεύχεα κάλ' ἀποθέσθαι ἐπὶ χθονὶ πουλυβοτείρῃ,
αὐτὸν δ' ἐν μέσσω καὶ ἀρηϊφίλον Μενέλαον
οἴους ἀμφ' Ἑλένη καὶ κτήμασι πᾶσι μάχεσθαι.

Homer, *Iliad* 3, lines 88–91

Translate this passage into English.

.....

.....

.....

.....

..... [5]

The passage was translated well on the whole. The most common error was to begin the translation with κέλεται 'he asks' rather than 'he orders' – an inconsequential error on its own, but because κέλεται controls both the infinitives in the passage, its mistranslation caused problems to those candidates who ignored the μὲν ... δ' ... and added '(Paris and Menelaus) will go into' to the translation. Several candidates added the words 'sit down' – confusing the passage with Paris' words to Hector earlier (lines 68-70). Other common errors included the omission of πουλυβοτείρῃ ('much nourishing') and the omission of οἴους ('alone'). An error-free translation was relatively rare, but many translations received full marks, showing the benefit of the grid which allows full marks notwithstanding one inconsequential error.

Question 5: Tip for the passage for translation

The best translations often showed evidence on the exam paper of the candidate using a pencil to lightly tick off each Greek word to make sure it had been translated and not omitted.

Question 6*

6* Read the passage and answer the question.

τοῖσι δὲ καὶ μετέειπε βοῆν ἀγαθὸς Μενέλαος·
 ἔκέλυτε νῦν καὶ ἐμεῖο· μάλιστα γὰρ ἄλγος ἰκάνει
 θυμὸν ἐμόν, φρονέω δὲ διακρινθήμεναι ἤδη
 Ἀργείους καὶ Τρῳάσ, ἐπεὶ κακὰ πολλὰ πέπασθε
 εἴνεκ' ἐμῆς ἔριδος καὶ Ἀλεξάνδρου ἔνεκ' ἀρχῆς·
 ἡμέων δ' ὀπποτέρῳ θάνατος καὶ μοῖρα τέτυκται
 τεθναίη· ἄλλοι δὲ διακρινθεῖτε τάχιστα.
 οἴσετε ἄρν', ἔτερον λευκόν, ἐτέρην δὲ μέλαιναν,
 Γῆ τε καὶ Ἥελίω· Διὶ δ' ἡμεῖς οἴσομεν ἄλλον.'

5

Homer, *Iliad* 3, lines 96–104

How does Menelaus hold the attention of the two armies in this passage?

In your answer you may wish to consider:

- the suffering inflicted on both sides
- Menelaus' instructions

You must refer to the **Greek** and discuss Homer's use of language.

[8]

Candidates liked this question. The passage provided plenty of opportunity for comment and allowed for a range of literary and linguistic analytical points, from the simple (Menelaus is described as having a loud voice) to the more complex (Menelaus is displaying empathy). To be more successful candidates should remember to respond to the question – How does Menelaus hold the attention of the two armies? – and avoid offering a series of points without particular relevance. Style points based on εἴνεκ'/ἔνεκ' often included no other content and were weakly argued, claiming alliteration but without any supporting comment. It is not sufficient to say things like 'the alliteration emphasises Menelaus' concern for the armies ...' without explaining HOW the alliteration is effective. Quoting a whole line / using ellipsis (see above, Question 3b) again resulted in candidates being required to work very hard to demonstrate their knowledge and understanding, especially relating to stylistic points. The strongest responses focused on the idea of Menelaus holding the attention of both sides, not just the Greeks.

Question 8*

- 8* 'In *Iliad* Book 3 Menelaus and Agamemnon are more impressive as leaders than Paris and Hector.' How far would you agree?

You should support your answer with a range of references to the section of *Iliad* Book 3 you have read, and you may include passages printed on the question paper. **[10]**

Candidates enjoyed this question which was both accessible and allowed the best to shine and develop critical responses. There were some very good answers here, and multiple examples of the extra pages used showed that candidates had plenty of time in the exam. The best essays were clearly planned with paragraphs on each character / comparative analysis of them and their leadership skills, with specific examples drawn from the text to support them. The benefits of an essay plan are clear – it calms the nerves, produces material and provides structure for the essay. A few candidates did not use paragraphs at all - this made it difficult for the examiners to distinguish between different points and perhaps indicated a lack of clarity in candidates' own minds as to where one point ended and another point began.

Some responses strayed from impressive leadership into more general impressive qualities such as heroism or physical ability, but those who managed to relate these to the question (e.g. by insisting that all good characteristics were important for leaders) produced fine responses. Grasp of the set text as a whole was often good, although in less successful responses this led to focusing on the rest of the *Iliad* or the causes of the war - usually these points gained few marks since they lacked specific reference to the prescribed text to support them.

Points made about leaders' epithets were often not strong or well-developed points - they usually involved only small references to a large text, with many more successful references to be made. Candidates had impressive levels of detail in their knowledge of the text, and most managed to include Agamemnon despite his brief appearance, and he was often a useful differentiator.

Exemplar 4

Paris, on the other hand, is shown to be a less impressive leader than Menelaus and Agamemnon as he is cowardly when faced with actual fighting. Though he has good looks and all the weapons (a sword, a curved bow, two spears tipped with bronze), when Menelaus comes to fight him, he actually shrinks away from Menelaus and turns pale, showing his fear. This shows that Paris is not an impressive leader as he is not brave enough to fulfill all his promises and speeches.

Exemplar 4 shows good technique in its response. The candidate addresses the question (at the start and again at the end of the paragraph), provides evidence from the set text (Paris has good looks and all the weapons) and uses the evidence to develop a response (Paris is cowardly and shows his fear). A fuller response might have included evidence from the set text not found on the exam paper and a more developed commentary.

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