

GCSE (9-1)

Examiners' report

CLASSICAL GREEK

J292

For first teaching in 2016

J292/06 Summer 2023 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 is 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.

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Paper 6 series overview

The examiners were impressed by the standard of responses in this year's Greek Literature and Culture paper. Candidates appeared to be well prepared, answered questions more fully than in previous years and were generally adept at making specific references to sources, particularly those outside the Insert. Direct quotations were not required from other sources, although many candidates included them nonetheless, which was impressive. Candidates who were able to give accurate details about specific sources were given marks for their knowledge. The examiners were not particularly stringent about the spellings of complicated Greek names or texts.

The majority of candidates were able to demonstrate some excellent evaluative and analytical skills and responded particularly well to the two unseen sources (Source B and Source C) which were both quite long and detailed. Those candidates who explained their ideas in depth, using examples from the available evidence to support their points tended to do very well indeed.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • showed a good level of understanding of the Olympic and Women topics overall • were able to use technical language and specific terminology • used Greek names, places and sociological concepts (such as the significance of sport and religion to the Greeks, and their attitudes to women) in their responses • were able to use their analytical skills when faced with extracts of text in translation, identifying writers' use of stylistic literary techniques and commenting on the effects that they may have had on an audience • approached unseen sources logically by reading through them and identifying their key messages as well as extracting specific points from them that would respond to particular questions • evaluated the evidence that the sources in the Insert provide, rather than simply paraphrasing them • made detailed reference to sources that were both in the Insert and also that they had studied in the OCR Prescribed Sources Booklet or elsewhere • responded to higher tariff questions in detail, explaining their points and providing examples from the sources to illustrate their ideas • avoided leaving gaps. 	<ul style="list-style-type: none"> • included guesswork in their responses which suggested that their knowledge of the basic topic facts was lacking • made accurate statements in extended responses but did not include explanations, examples or evaluation that would have added valuable depth to their points • wrote in insufficient depth, covering very little of the available writing space on the paper • did not read the sources with sufficient care and attention, leading to misunderstandings and inaccuracies • did not make enough use of the sources in the Insert and in many cases did not refer to other evidence that they had studied either • opted to paraphrase the sources rather than analyse them and establish the nature of the information they might provide • left a number of questions blank without attempting to make sensible guesses which may have been worth some marks.

Question 1

1 Study **Source A**.

Who was the sculptor of the statue in this image?

..... [1]

Candidates suggested a range of responses to this question and it was clear that many did not find it easy. The examiners accepted responses that were relatively close to the correct response, even if they were not completely accurate.

Question 2

2 The statue was a chryselephantine structure.

What **two** materials was the statue made of?

..... [1]

The majority of candidates responded correctly to this question, although a number of responses included marble or copper rather than gold and ivory.

Question 3

3 How did visitors and competitors worship the gods at the Olympic Games?

Make **three** points.

1

2

3

[3]

This was a broad, straightforward question that allowed for a wide range of responses. Examiners expected to see three specific forms of worship, rather than repeated, generic ideas such as 'making offerings'. The act of taking part in processions or spectating were also given marks as the Olympics were so fundamentally religious in nature. Some responses not originally anticipated which cropped up often included references to Zanes, honouring the gods through competing naked and visiting temples.

Exemplar 1

Philostratus emphasises the excitement of the pankration by saying "some wave their hands, some ... grapple with the neighbours for joy"; here, this long list of reactions of the spectators, all starting with the anaphoric "some", show the ^{the} "extent of the ^{profound} impact of the event on those who watch it.

Philostratus also emphasises the danger by saying "Choking him till the sleep of death...". This illustrates the violence and brutality involved, to the extent where an athlete may die in the fight, displaying the risk of death.

Philostratus also uses language such as "kicked back"; "violent", "thrust", and "wrenches", which ^{and windy} strongly suggest the aggression and brutality involved in the pankration. [6]

Exemplar 1 demonstrates how a candidate has used quotes extensively from the text and identifies a range of literary techniques (listing and anaphora, choice of language, imagery). In each case, the candidate includes the effect of the writer's technique on the audience.

Question 5

5 Read **Source C**.

This source suggests that sporting heroes were rewarded too generously, while citizens who worked hard for the city state were ignored.

Do you think the source was right to suggest this?

Make **two** points.

1

.....

2

.....

[2]

Candidates could agree or disagree with the statement or include both stances in their response. Responses tended to be thoughtful and well-argued. The majority of candidates mainly disagreed with the source and felt that the effort that Olympic athletes put into their training warranted the high status that they enjoyed within their communities.

Question 6*

6* For over a thousand years, spectators and competitors were drawn to the ancient Olympic Games in great numbers.

Why were the Olympic Games so popular with the ancient Greeks?

You should use **Sources A, B and C and** include details from other sources you have studied. [8]

There was a great deal of material to draw on from the Insert, so candidates did well on this question. The majority of candidates ran through the points made in Source A, Source B and Source C in order, then added a paragraph or two with evidence drawn from outside the paper. The truce discus, the site of Olympia and Pindar's *Epinician Odes* were commonly referred to. Candidates regularly repeated some of their 'excitement/danger' arguments from Question 4 (using Source B), which seemed sensible as there was plenty of relevant material there. Even when candidates could not recall a source's author accurately, detailed explanation of the material would suffice and received marks.

Key Point for 8-mark questions

The question specifically asks candidates to '*... use **Sources A, B and C and** include details from other sources you have studied*'. It is expected that candidates will comment in some depth about each of the sources available in the Insert, but the highest performing candidates will also show a broader understanding of the topic by making clear reference to other evidence.

Exemplar 2

The Olympics were popular with the ancient Greeks because of its religious relations and sporting brilliance.

The site offered some truly magnificent monuments for spectators to amaze at and worship. The most prominent was the statue of Zeus in the temple of Zeus. Source A shows a modern artist's reconstruction and shows the 13m statue made of precious metals. This description is backed up by Pausanias in *Descriptions of Greece* where he says that 'the records fall short of the impression made by the sight of the image'. To see such a monumental statue of their god would be an important event and hence made it such a popular site.

On top of marvelling at the monuments, it was a popular place to send offerings and worship, as explained by Strabo in *Geography*: 'the temple is decorated with an abundance of offerings, the contributions of all Greece'. This emphasizes the panhellenic nature of this site, and how everybody wanted to send praise and worship to its religious aspect.

However, the other main factor for its immense popularity was its athletic events. It is evident that the games were very exciting to watch, as emphasized by Philostratus' descriptions in Source B: 'wave their hands... clothes... leap... grapple their neighbors'. This

tetracolon is a vivid description of how exciting the games got, and such a place of entertainment was bound to be popular.

These games were a big opportunity for the athletes themselves, Isocrates commenting in Team of Horses that 'Greeks made display of their wealth, body and strength of training'. Such a unique opportunity to gain popularity and show off all the work not only for the Athlete but for their own hometown ('the cities of the victors also became renowned') made this an enticing event for both the Athletes and spectators from their hometown alike.

The events here were also guaranteed to be of the highest quality, as the athletes put in lots of work: Epictetus details in his discourses that they must 'obey instructions... eat according to regulations and exercise on a fixed schedule'. Such vigorous training would lead to highly entertaining and high quality games, leading to such popularity.

The violence of the games also added to the excitement, Philostratos describes in on gymnastic how pankratists were familiar with 'various methods of strangling', and in imagines that they wrench 'the ankle from its socket'. Such violent games were highly entertaining to the Greeks and led for an exciting and popular event.

Exemplar 2 shows a detailed response to Question 6 which was awarded full marks. The candidate adds a brief introductory sentence to establish the stance that they intend to take in the response, showing clarity of thought. They embark on the response by considering Source A and used direct references to Pausanias and Strabo (who do not feature in the Insert) to support their knowledge of the statue and its effect on visitors to the Temple.

The candidate discusses the evidence provided by Source B for the exciting nature of the Olympic Games, and although the evaluation is too brief, the response includes a reference to Philostratus' use of tetracolon to emphasise the powerful impact of the scene he describes. The response moves on to the significance of the Games to the competitors themselves and considers evidence from Isocrates and Epictetus that suggests that athletes used the competition as a means of showing off their wealth, skill and commitment and that the Games served as a motivator for training hard.

Throughout the response, the candidate uses specific technical terminology (such as 'panhellenic') and names of writers and their works (e.g. Strabo's *Geography* and *Team of Horses* by Isocrates). Overall, the candidate has made detailed reference to the three specified sources and quotes words and phrases which support the points that they are making. The candidate also refers to sources beyond the Insert which reinforces their grasp of the question and the topic overall.

Assessment for learning



The majority of candidates avoided detailed commentary about the image in Source A. This may be due to the logocentric attitudes held by the Western world that images are in some way inferior to words or because candidates are uncertain about the points that they should cover.

Despite these potential reservations, candidates should feel confident in outlining key features of what they see in the image and analysing the effects that a statue of this magnitude may have had on those who saw it. Effectively, they should aim to evaluate the effect of an image much as they do a piece of text, using skills that they have developed in Art and the image questions in GCSE English Language creative writing.

This technique also applies to Source E in the Insert.

Question 7

7 Read **Source D**.

What recommendations does this source make about ancient Greek marriage?

Make **four** points and refer to **Source D** in your answer.

- 1
- 2
- 3
- 4

[4]

Question 7 was well answered, and successful candidates focused carefully on Source D for their responses. Precision was key here. Responses just stating that ‘the man was older’ did not refer to Source D closely enough, since a specific age was stated in the source. Some candidates answered that it may have been hard to find a ‘good wife’, but since this did not draw specifically to Source D it could not be given marks. Candidates who did well clearly read the question carefully and realised that this question required close attention to the specifics of the text.

Question 8

8 What aspects of ancient Greek marriage might a husband and wife have found difficult?

Make **three** points and refer to **Source D** in your answer.

1

.....

2

.....

3

.....

[3]

Question 8 expects candidates to evaluate the assumptions that Hesiod makes in Source D and to consider the practical and emotional implications that they may have had on a newly married couple.

Overall, the question was well done, with responses often correlating to the points made in Question 7, so many candidates started with the issue of the age gap. Again, marks were only given if responses related to the source so references to domestic violence linked to *Lysistrata* were not appropriate here, nor were points about social status or the challenge of having to stay at home.

Weaker responses simply reiterated the recommendations for marriage from Question 7 – e.g.. ‘a husband would have to find a wife who lived nearby’ but without a more detailed explanation, this was insufficient and did not address the question well enough.

Question 9

9 Study **Source E**.

This source shows women weaving.

State **two** other tasks that women performed in the household.

1

2 [2]

This was a straightforward question that allowed for a wide range of potential responses. As previously explained in the comments on Question 3, examiners were looking for a variety of tasks rather than repetitive responses (e.g. *'weaving fabric for clothing'* and *'weaving rugs'*), and some candidates stated *'cooking'* or *'cleaning'*, which were not given marks as they were too generic.

The majority of candidates had good knowledge of tasks beyond the standard list (e.g. managing food/finances or looking after ill slaves), referring to their drawing water from fountains or visiting family graves.

Question 10

10 Why do you think that the ancient Greeks liked to present scenes of domestic life on vases such as the one shown in **Source E**?

Make **one** point.

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

The examiners were surprised by the nature of most of the responses to this question. Although the expectation was that candidates would talk about the attractiveness of the vase or its depiction of a gentle domestic scene, the vast majority of candidates considered the vase's primary purpose to be didactic. The vase displays a scene that women should copy in their daily lives.

The majority of candidates were not sure how to make their response worth 2 marks. Candidates often responded with a single statement, such as *'to show what women did'* which was a good point but worth only 1 mark out of the 2 marks available. The best responses included reference to the sorts of tasks displayed on such images or explained them.

Exemplar 3

Ischomachus prayed that 'I might teach and she might learn all that would lead to the happiness of us both', showing the relationship to be of a teacher - student sort in some cases. Isocrates does not treat her as an object but rather wants to make sure the relation is symbiotic and is willing to teach her what would be best for the both of them.

However, it is evident that they are not equal beings, as Ischomachus made clear when saying 'when she had become suitably domesticated', making wives seem like animals to be trained for the Husband's, and providing us evidence that Greek men believed themselves superior of females.

Nonetheless, there still seems to be affection, evident by Ischomachus when he calls her 'dear wife'. Though this is not true for all marriages, it is proof that some Greek men like Ischomachus showed affection to their wives and actually loved them, viewing them as more than objects or animals but somebody to be loved.

Exemplar 3 makes three clear points and supports each one with quotations from Source F. Unlike many other responses from this cohort, this candidate is relatively positive towards Ischomachus and sees the good in what he is trying to do with his wife. The examiners were fully accepting of all responses and attitudes to the source, provided that they answered the question in sufficient detail.

The key factor in securing full marks for this response is focusing closely on the source and using extracts from it to inform the main points in the candidate's argument.

Question 12

12* 'The evidence we have about women in ancient Athens does not provide an accurate picture of their lives and experiences.'

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.

[12]

This longer response question was open enough to encourage various approaches for good responses and candidates could draw on every relevant source for this question. The majority of candidates did and frequent references were made to the views expressed by Aristotle and by Pericles as quoted by Thucydides, while Demosthenes and Lysias received numerous mentions too.

Candidates on the whole provided good analysis, although some tended to narrate events too much (especially the case with the Lysias source) or just state an ancient source's opinion without critically assessing it. One of the main discriminators was the range of sources used, as some candidates did not go beyond those materials printed in the Insert, which led to lower scores.

Better responses made use of material evidence such as the pyxis showing a wedding procession, the vase from Source E or other non-prescribed examples studied. The majority of candidates commented that sources written by men could not provide an accurate picture, but several then went on to say that *Lysistrata* was accurate as it was written by women/from the women's perspective. Overall, the standard was high with the majority of candidates securing marks in the top two levels. The amount of detail and the accuracy of source referencing were factors in awarding scores within the levels.

Exemplar 4

The evidence we have about women in ancient Athens does provide a somewhat accurate account of their lives and experiences, although it is notable both that many sources were written by men from their perspectives, or only display the lives of upper-class women. Visual sources are useful for providing accurate insight into women's ~~lives~~ lives. For example, the statue of the Spartan woman shows us that she was wearing a shorter chiton which showed more of her body e.g. her ankles. This shows accurately that the visual appearance (and social roles about this) were different for Spartan women than Athenian women who wore longer clothes (showing ankles was a sign of prostitution) and did not therefore partake in physical activity like sports. The vase showing the women wearing it also useful as it shows what the daily tasks of women were, ~~and~~ such as the laborious work of weaving at a standing loom. However, it is true that such sources probably only depict women with the ideal quality of *sophrosune* as decorative images would show the best of society in men's eyes.

Some sources are also likely accurate even if they are written by men. For example, Aristotle's *Lysistrata* is a comedy which shows awareness of all the things that women could and could not do in Athens. The 'stayed silent' rather than criticising their husbands and ~~did not~~ only in such fiction could they have ever been so outspoken in court. Aristotle is also useful for showing an accurate image of the societal ideals and expectations of women, such as that 'silence is a woman's glory' though that is not equally the glory of a man and that as part of displaying *sophrosyne* women should aim to be 'least talked about by men'.

Similarly, Xenophon shows how husbands ~~to~~ 'taught' their wives (although we do not have a woman's perspective on how they felt about being taught or whether men did in fact know anything about arts such as weaving, given that girls learned by 'observing' their 'mothers'] delegating tasks). We get an accurate picture of women's lack of power as their *kuriōi* always made decisions, as such as her 'father' deciding 'for [her]' who she should marry.

We also gain information of the treatment of women by men through accounts like 'heterai were kept for pleasure', but we lack any descriptions of what it was like for non-upper class women or metic women as surely their type lives were not all defined by prostitution, but women shop owners in the forum for example are not depicted in pottery or images.

Overall we only have a somewhat accurate insight into the lives and experience of ancient Athenian women through our sources as they mainly focus on upper-class ideal women (the minority of society), were written or made by men and focus primarily on male control and oppression of women rather than experiences of women not concerning men.

Exemplar 4 opens with a significant caveat that most candidates included in their responses – namely that the extant evidence for the lives of women in 5th century Athens was created entirely for men. Overall, the candidate refers to six sources in some detail, combining two pieces of evidence from the Insert with four sources that they have studied from the OCR Prescribed Source booklet. This results in a balanced and well-informed response to a complex question.

The response compares attitudes towards Athenian women with those of the Spartans through discussion of the figure of a running Spartan girl, which adds depth to the candidate's argument. Another factor that makes Exemplar 4 particularly effective, is that the candidate briefly considers the limitations of the source evidence that we do have, discussing the types of individuals that are not featured in, namely poor, working women.

Although the response does not include a clear introduction, the candidate rounds off their response with an effective and detailed conclusion.

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