

**GCSE (9-1)**

**Examiners' report**

# **CLASSICAL GREEK**

---

**J292**

For first teaching in 2016

**J292/04 Summer 2024 series**

# Contents

Introduction .....	3
Paper 4 series overview .....	4
Question 1 (a) .....	5
Question 1 (b) .....	5
Question 2 (a) .....	6
Question 2 (b) .....	6
Question 3 (a) .....	7
Question 3 (b) .....	8
Question 3 (c) .....	8
Question 4 .....	9
Question 5 (a) .....	10
Question 5 (b) .....	11
Question 6 (a) (i) .....	12
Question 6 (a) (ii) .....	12
Question 6 (b) (i) .....	13
Question 6 (b) (ii) .....	13
Question 7* .....	14
Question 8* .....	15
Copyright information .....	16

## 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.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

### Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

## Paper 4 series overview

The examiners thought this paper offered the opportunity to show their knowledge and candidates did not disappoint. Overall, the standard was high, and candidates knew their text well. The paper contained several uncomplicated questions, enabling all candidates to score marks. The adventures of Odysseus often spark the imagination of candidates and, although the domestic setting of Book 7 deterred one or two, the majority revealed an enthusiasm and interest in what they had studied. Great credit must go to the candidates and their teachers for their dedication, often in difficult circumstances, to the wonderful study of Greek literature. Few candidates gave answers outside the lines specified in individual questions, which is pleasing to note. As last year, most candidates seem to have had enough time, although a very few ran out of time in the essay question.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"><li>• read the questions carefully and responded accordingly</li><li>• made reference to the passages, adding style or content where required</li><li>• referenced the set text as a whole (for the 10-mark essay question)</li><li>• quoted Greek and translated into English accurately, where required</li><li>• revealed a close familiarity and engagement with the text.</li></ul>	<ul style="list-style-type: none"><li>• misinterpreted the question(s) or did not link their responses explicitly to the question asked</li><li>• did not develop or expand their ideas where required</li><li>• mistranslated or misunderstood the Greek text</li><li>• discussed seemingly prepared essays on <i>nostos</i>, <i>xenia</i> or Odysseus as an epic hero</li><li>• were less familiar with the text and did not always pay close attention to the questions themselves.</li></ul>

## Question 1 (a)

1 Read the passage and answer the questions.

αὐτὰρ ἐπεὶ σπεῖσάν τ' ἐπιὼν θ' ὅσον ἤθελε θυμός,  
τοῖσιν δ' Ἀλκίνοος ἀγορήσατο καὶ μετέειπε·  
'κέκλυτε, Φαιήκων ἡγήτορες ἡδὲ μέδοντες,  
ὄφρ' εἴπω τά με θυμὸς ἐνὶ στήθεσσι κελεύει.'

Homer, *Odyssey* 7, lines 184–187

(a) αὐτὰρ ... θυμός (line 1): what do the Phaeacian leaders do before Alcinous speaks?

.....

.....

..... [2]

Candidates answered this question well.

## Question 1 (b)

(b) κέκλυτε ... κελεύει (lines 3–4): how does Alcinous try to gain the attention of the Phaeacian leaders? Refer to the **Greek** in your answer.

.....

.....

..... [2]

Candidates gave good answers to this question. A common error, however, was not including a Greek quotation (and corresponding English translation).

## Question 2 (a)

2 Read the passage and answer the questions.

‘εἰ δέ τις ἀθανάτων γε κατ’ οὐρανοῦ εἰλήλουθεν,  
 ἄλλο τι δὴ τόδ’ ἔπειτα θεοὶ περιμηχανόωνται.  
 αἰεὶ γὰρ τὸ πάρος γε θεοὶ φαίνονται ἐναργεῖς  
 ἡμῖν, εὖτ’ ἔρδωμεν ἀγακλειτὰς ἐκατόμβας,  
 δαίνυνταί τε παρ’ ἄμμι καθήμενοι ἔνθα περ ἡμεῖς.’

5

Homer, *Odyssey* 7, lines 199–203

(a) εἰ δέ τις ... εἰλήλουθεν (line 1): what does Alcinous suggest?

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

Candidates answered this question well.

## Question 2 (b)

(b) αἰεὶ γὰρ ... ἡμεῖς (lines 3–5): what do we learn about the Phaeacians' previous experience of the gods?

.....  
 .....  
 .....  
 ..... [3]

Most candidates were able to find three correct points out of the four on offer to achieve full marks.

## Question 3 (a)

### 3 Read the passage and answer the questions.

'καὶ δ' ἔτι κεν καὶ μᾶλλον ἐγὼ κακὰ μυθησαίμην,  
 ὅσσα γε δὴ ξύμπαντα θεῶν ἰότητι μόγησα.  
 ἀλλ' ἐμὲ μὲν δορπῆσαι ἐάσατε κηδόμενόν περ·  
 οὐ γάρ τι στυγερῇ ἐπὶ γαστέρι κύντερον ἄλλο  
 ἔπλετο, ἢ τ' ἐκέλευσεν ἔο μνήσασθαι ἀνάγκη  
 καὶ μάλα τειρόμενον καὶ ἐνὶ φρεσὶ πένθος ἔχοντα,  
 ὥς καὶ ἐγὼ πένθος μὲν ἔχω φρεσὶν, ἢ δὲ μάλ' αἰεὶ  
 ἐσθέμεναι κέλεται καὶ πινέμεν, ἐκ δέ με πάντων  
 ληθάνει ὅσος ἔπαθον, καὶ ἐνιπλήσασθαι ἀνώγει.'

5

Homer, *Odyssey* 7, lines 213–221

- (a) καὶ δ' ἔτι ... μόγησα (lines 1–2): what do you think Odysseus wants his audience to feel towards him on hearing these words? Give a reason for your answer.

.....

.....

..... [2]

Sympathy or pity were the universally popular responses. The second mark proved more elusive, with examiners wanting reference to the number of struggles Odysseus had faced at the whim of the gods.

### Question 3 (b)

- (b) οὐ γάρ τι ... πινέμεν (lines 4–8): how does Odysseus emphasise the power which the stomach has? You should make **two** points, each supported by close reference to the Greek.

1 .....

.....

.....

.....

2 .....

.....

.....

.....

[4]

Many candidates chose to give stylistic analysis in addition to content (although a style point is not required for this question). Some thought that quoting and translating the whole of οὐ γάρ τι στυγερῇ ἐπὶ γαστέρι κύντερον ἄλλο ἔπλετο 'for there is nothing else more base than the wretched stomach', without adding comment, was enough to show the power of the stomach. However, candidates are advised to develop their responses beyond simply giving a quotation and a translation. Others chose the personification of the stomach through 'command' words and this was well handled. A few candidates referenced lines beyond the specifics of the question, and were given no marks for this.

#### Question 3 (b) tip for the 4-marker

Candidates who quoted extensively, or who quoted using ellipsis, sometimes lost a mark because their English translation did not match the Greek quotation. Examiners look to make sure that candidates have a clear understanding of the Greek they have quoted.

### Question 3 (c)

- (c) ἐκ δέ με ... ἔπαθον (lines 8–9): other than eat and drink, what does Odysseus' stomach make him do?

.....

..... [1]

Candidates answered this question well.



## Question 4

### 4 Read the passage and answer the question.

τοῖσιν δ' Ἀρήτη λευκώλενος ἄρχετο μύθων·  
ἔγνω γὰρ φᾶρός τε χιτῶνά τε εἶματ' ἰδοῦσα  
καλά, τὰ ῥ' αὐτὴ τεῦξε σὺν ἀμφιπόλοισι γυναιξί·  
καί μιν φωνήσασ' ἔπεα πτερόεντα προσηύδα.

Homer, *Odyssey* 7, lines 233–236

Translate this passage into English.

.....

.....

.....

.....

..... [5]

This was a straightforward translation passage, which caused few problems for the majority of candidates, other than the occasional omission of αὐτὴ in line 3 or of φωνήσασ' in line 4 (perhaps because of its similarity in meaning to προσηύδα).

## Question 5 (a)

5 Read the passage and answer the questions.

‘δεκάτῃ δέ με νυκτὶ μελαίνῃ  
νῆσον ἐς Οὔγυϊν πέλασαν θεοί, ἔνθα Καλυψώ  
ναίει ἑὺπλόκαμος, δεινὴ θεός, ἣ με λαβοῦσα  
ἐνδυκέως ἐφίλει τε καὶ ἔτρεφεν ἠδὲ ἔφασκε  
θήσειν ἀθάνατον καὶ ἀγήραον ἥματα πάντα.’

5

Translation:

‘On the tenth black night the gods brought me to the island of Ogygia, where lovely-haired Calypso lives, a terrible goddess, who took me in, loved and nourished me considerably, and who kept saying she would make me immortal and ageless for all time.’

Homer, *Odyssey* 7, lines 253–257

(a) How does Homer emphasise Calypso's beauty and seductive nature? You should make **two** points, each supported by close reference to the Greek.

1 .....

.....

.....

.....

2 .....

.....

.....

.....

[4]

The 4-mark question with translation does require a style point. Examiners allowed discussion of either beauty, or seductive nature, or both, in candidates' responses. Most candidates did a good job of developing reference to the epithet ἑὺπλόκαμος rather than just quoting it and translating it. Some candidates quoted and translated the phrase ναίει ἑὺπλόκαμος incorrectly as 'lovely-haired'. Some excellent responses used the pairing of ἑὺπλόκαμος δεινὴ well (the seductive thrill of a dangerous and beautiful woman). Many enjoyed referencing the number of good things Calypso repeatedly did for Odysseus, with good understanding of the iterative force of the imperfect tense.

### Epithets

Epithets often abound in Homeric texts studied at GCSE. As such, a simple translation of an epithet without development is often not sufficient either as a style or a content point, and examiners hope a response will be able to explain **how** an epithet answers a particular question asked.

## Exemplar 1

1 ...He describes her as "lovely-haired" ("εὐπλοκάμος"),  
 ...making reference to her physical beauty in the form  
 ...of an epithet ("lovely-haired Calypso"), placing an  
 ...emphasis on her good looks as <sup>an integral</sup> ~~a key~~ part of her character

Exemplar 1 shows a response that has given a correct quote and translation, and then has developed the epithet by discussion of the beauty of Calypso. This response scored well for its content rather than as a style point.

## Exemplar 2

1 Homer's word choice of 'εὐπλοκάμος' (lovely-haired) emphasises Calypso's beauty. He is highlighting one particularly beautiful feature which creates a seductive image of Calypso.

Exemplar 2 again shows a good content point response to the question and offers a nice example of how to deal with an epithet. The candidate does not expect a translation of the epithet 'lovely-haired' to be enough to answer the question, but they work to explain how the description helps to establish an image of Calypso.

## Question 5 (b)

(b) In the line which follows this passage, what does Odysseus say about his reaction to Calypso's charms?

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

Candidates impressed examiners with their knowledge of the text outside the question paper.

## Question 6 (a) (i)

6 Read the passage and answer the questions.

ἀλλ' ὅτε δὴ ὀγδοὸν μοι ἐπιπλόμενον ἔτος ἦλθε,  
καὶ τότε δὴ μ' ἐκέλευσεν ἐποτρύνουσα νέεσθαι  
Ζηνὸς ὑπ' ἀγγελίης, ἣ καὶ νόος ἐτράπετ' αὐτῆς.  
πέμπε δ' ἐπὶ σχεδὶς πολυδέσμου, πολλὰ δ' ἔδωκε,  
σῖτον καὶ μέθυ ἠδὺ, καὶ ἄμβροτα εἴματα ἔσσειν,  
οὔρον δὲ προέηκεν ἀπήμονά τε λιαρόν τε.

5

Homer, *Odyssey* 7, lines 261–266

(a) ἀλλ' ὅτε ... αὐτῆς (lines 1–3):

(i) when did Calypso tell Odysseus to leave?

..... [1]

This was a straightforward question.

## Question 6 (a) (ii)

(ii) what **two** possible reasons does Odysseus suggest for Calypso wanting him to do this?

1 .....

.....

2 .....

.....

[2]

Candidates responded well to this question.

## Question 6 (b) (i)

(b) πέμπε ... λιαρόν τε (lines 4–6):

(i) pick out and translate the **Greek** adjective which describes the wine which Calypso gave him.

Greek word: .....

English translation: .....

[2]

Candidates responded well, although a few chose μέθυ rather than ἡδύ.

## Question 6 (b) (ii)

(ii) other than offering him wine and food, state **two** ways in which Calypso helped Odysseus.

1 .....

.....

2 .....

.....

[2]

Candidates were able to score highly this question, provided they included the adjectives to describe the help Calypso offered Odysseus.

## Question 7\*

7\* Read the passage and answer the question.

ἔνθα κέ μ' ἐκβαίνοντα βίησατο κύμ' ἐπὶ χέρσου,  
 πέτρης πρὸς μεγάλησι βαλὼν καὶ ἀτερπέϊ χώρῳ·  
 ἀλλ' ἀναχασσάμενος νῆχον πάλιν, ἦος ἐπῆλθον  
 ἐς ποταμόν, τῇ δὴ μοι ἐείσατο χῶρος ἄριστος,  
 λεῖος πετράων, καὶ ἐπὶ σκέπας ἦν ἀνέμοιο. 5  
 ἐκ δ' ἔπεσον θυμηγερέων, ἐπὶ δ' ἀμβροσίῃ νύξ  
 ἦλυθ'. ἐγὼ δ' ἀπάνευθε διπτετέος ποταμοῖο  
 ἐκβὰς ἐν θάμνοισι κατέδραθον, ἀμφὶ δὲ φύλλα  
 ἠφυσάμην· ὕπνον δὲ θεὸς κατ' ἀπείρονα χεῦεν.  
 ἔνθα μὲν ἐν φύλλοισι, φίλον τετιμημένος ἦτορ 10  
 εὔδον παννύχιος καὶ ἐπ' ἡῷ καὶ μέσον ἦμαρ.

Homer, *Odyssey* 7, lines 278–288

How does Homer encourage respect and sympathy for Odysseus in this passage?

In your answer you may wish to consider:

- Odysseus' resourcefulness in facing challenges.
- the effect these challenges had on him.

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

[8]

There was plenty to say about this passage and candidates who knew what they were dealing with generally performed well. There were enough easy style points (e.g. superlative, tricolon of time expressions) for most, and the best candidates enjoyed discussing the more complex chiasmus in line 2 or the *hapax legomenon* of θυμηγερέων in line 6.

Candidates are reminded always to keep the question in mind – many candidates responded well to the 'respect' element of the question by intelligently discussing Odysseus' resourcefulness as displayed in the passage. Less successful responses did not include a Greek quotation or English translation, or tried to unearth sympathy for the hero by the repetition of vowel sounds in a line. Thus, an unconvincing argument might run: 'the alliteration of α in ἀλλ' ἀναχασσάμενος strongly illustrates the danger of the challenges set ahead for Odysseus.'

Candidates are encouraged to explore their style points: saying something along the lines of 'this enjambement adds emphasis' is unlikely to score highly without an explanation of what the enjambement is emphasising and, in particular, how the emphasis is achieved.

## Exemplar 3

7. Homer uses a tricolon of time - 'πᾶνυχλος' (all night long), 'ἔτι ἦν' (up to dawn) and 'μεσὴν ἡμέρην' (middle of the night), to convey just how long Odysseus' sleep was. The tricolon stretches out both the sentence and his length of sleep which once again explains how tired Odysseus was. Seeing Odysseus in this state ~~causes~~ evokes pathos within the reader and they feel sympathetic towards Odysseus.

Exemplar 3 gives a well combined style and content point. The candidate quotes and translates the Greek and adds commentary. The candidate does not merely offer style as an answer to the question: they develop the style point (tricolon) to show how this creates sympathy for Odysseus.

## Question 8\*

8\* 'A masterpiece of storytelling.' To what extent do you agree with this view of the section of Odyssey Book 7 you have read?

You should support your answer with a range of references to the text you have read, and you may include passages printed on the question paper.

[10]

The 10-mark essay offers candidates the opportunity to discuss their own opinions of the set text. This was the most challenging question on the paper and the wide range of marks reflected this. As always, the most successful responses focused on the specific question set and were able to discuss the idea of storytelling with a broad range of examples from the text. Some excellent responses to this question discussed the dramatic scenes (especially the storms), Homer's characterisation (with some excellent portrayals of Arete), or the creation of drama and tension (by what Odysseus does or doesn't say). Equally convincing were arguments (with examples) that parts of the text are repetitive or uninspiring and the character of Odysseus might not be likeable. However, some candidates struggled with the development required in this essay. Examiners look for comments beyond an epithet making the poem a masterpiece: while a selection of epithets might develop a response, candidates are encouraged to draw fuller examples elsewhere. Some responses discussed the importance of *xenia* or *nostos*, but again these were rarely developed or made relevant to the essay title. Examiners felt that some candidates were rewriting essays from the classroom, without making them relevant to the specific question asked. A very few candidates appeared to run out of time, but the majority were able to write at length, with some essays stretching to several pages in length.

## Copyright information

Questions 1-7: © Clive Letchford, Judith Affleck, *OCR Anthology for Classical Greek GCSE*, 2016, Bloomsbury Academic, an imprint of Bloomsbury Publishing PLC. Reproduced by permission of Bloomsbury Publishing PLC.



---

# Supporting you

---

## Teach Cambridge

Make sure you visit our secure website [Teach Cambridge](#) to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

**Don't have access?** If your school or college teaches any OCR qualifications, please contact your exams officer. You can [forward them this link](#) to help get you started.

## Reviews of marking

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

## Access to Scripts

We've made it easier for Exams Officers to download copies of your candidates' completed papers or 'scripts'. Your centre can use these scripts to decide whether to request a review of marking and to support teaching and learning.

Our free, on-demand service, Access to Scripts is available via our single sign-on service, My Cambridge. Step-by-step instructions are on our [website](#).

## Keep up-to-date

We send a monthly bulletin to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

## OCR Professional Development

Attend one of our popular professional development courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

## Signed up for ExamBuilder?

[ExamBuilder](#) is a free test-building platform, providing unlimited users exclusively for staff at OCR centres with an [Interchange](#) account.

Choose from a large bank of questions to build personalised tests and custom mark schemes, with the option to add custom cover pages to simulate real examinations. You can also edit and download complete past papers.

[Find out more](#).

## Active Results

Review students' exam performance with our free online results analysis tool. It is available for all GCSEs, AS and A Levels and Cambridge Nationals (examined units only).

[Find out more](#).

**You will need an Interchange account to access our digital products. If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.**

## Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on  
**01223 553998**

Alternatively, you can email us on  
**support@ocr.org.uk**


For more information visit

 **[ocr.org.uk/qualifications/resource-finder](https://ocr.org.uk/qualifications/resource-finder)**

 **[ocr.org.uk](https://ocr.org.uk)**

 **[facebook.com/ocrexams](https://facebook.com/ocrexams)**

 **[twitter.com/ocrexams](https://twitter.com/ocrexams)**

 **[instagram.com/ocrexaminations](https://instagram.com/ocrexaminations)**

 **[linkedin.com/company/ocr](https://linkedin.com/company/ocr)**

 **[youtube.com/ocrexams](https://youtube.com/ocrexams)**

## We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.



**I like this**



**I dislike this**

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2024 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

You can copy and distribute this resource in your centre, in line with any specific restrictions detailed in the resource. Resources intended for teacher use should not be shared with students. Resources should not be published on social media platforms or other websites.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.