

Examiners' report

AS LEVEL

CLASSICAL GREEK

**OCR Level 3 Advanced Subsidiary
GCE in Classical Greek**

H044

For first teaching in 2016

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Contents

Introduction	3
Paper 1 series overview.....	4
Section A overview	5
Question 1	5
Section B overview.....	7
Question 2	7
Question 2 (a)	8
Question 2 (b) (i)	8
Question 2 (b) (ii)	8
Question 2 (c)	8
Question 2 (d)	8
Question 2 (e) (i)	9
Question 2 (e) (ii)	9
Question 2 (f)	9
Question 2 (g) (i)	9
Question 2 (g) (ii)	9
Question 2 (h)	10
Question 2 (i)	10
Question 2 (j)	10
Question 3 (a)	11
Question 3 (b)	11
Question 3 (c)	11
Question 3 (d)	11
Question 3 (e)	11

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 responses 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 [Teach Cambridge](#).

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Paper 1 series overview

Candidates showed a good understanding of both passages and produced fluent and cohesive translations. The comprehension question in Section B was the more popular option but it was pleasing to see a slight increase in the number of candidates who completed the English into Greek question and did so to a commendable level. No candidate appeared to have run out of time.

A few candidates did not follow the instruction to write their translations on alternate lines.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• had a secure knowledge of the full range of vocabulary on the Defined Vocabulary List • had a robust knowledge of the prescribed accidence and syntax set out in the specification • made good use of introductions to the passages to follow the storylines • accounted for each word in the passage when translating • translated pronouns accurately, paying particular attention to gender, which assisted their understanding of the storyline • used the lemma correctly when answering comprehension questions.	• did not have a secure knowledge of the vocabulary from the Defined Vocabulary List • were less familiar with the full range of principal parts of verbs on the Defined Vocabulary List • confused the case and gender of pronouns • did not refer to the correct part of the passage in the comprehension questions • did not check breathings and accents to select the correct vocabulary item (e.g. when differentiating between οὔ and οὐ).

Section A overview

Candidates produced a good range of translations that showed a secure grasp of what was happening in the passages and translated with precision and fluency. The strongest responses elevated their translations from the over-literal to more coherent natural English.

Question 1

1 Translate the following passage into English.

Please write your translation on alternate lines.

[55]

The philosopher Crates lives on the streets of Athens like a beggar. Hipparchia, daughter of wealthy parents, is expected to marry into another wealthy family, but she has other plans for her future.

ἡ δὲ Ἰππαρχία ἤρα τοῦ Κράτητος καὶ τῶν λόγων καὶ τοῦ βίου, οὐδένα τῶν μνηστήρων ἀξιοῦσα, οὐδε πλούσιον ὄντα, οὐδ' εὐγενῆ, οὐδε καλόν· ἀλλὰ πάντ' ἦν Κράτης αὐτῇ. Κράτης μὲν οὖν καλούμενος ὑπὸ τῶν γονέων αὐτῆς ἀποτρέψαι τὴν θυγατέρα, πάντ' ἐποίει, καὶ τέλος οὐ πείθων, ἀναστὰς καὶ δειξάμενος αὐτῇ τὴν ἑαυτοῦ σκευὴν ἔφη, 'ὁ μὲν νυμφίος οὗτος, τὰ δὲ κτήματα ταῦτα· ταῦτα βουλεύου.' εἴλετο ἡ κόρη καὶ τὸν αὐτὸν ἀναλαβοῦσα τρόπον συμπεριῇει τῷ ἀνδρὶ καὶ πρὸς τὰ δεῖπνα ἀπήει. καὶ δ' εἰς σμπόσιον ἦλθεν, οὗ Θεόδωρόν τινα ἤλεγξε, σοφίσματι χρώμενη τῷδε· 'Θεόδωρος δὲ τύπτων ἑαυτὸν οὐκ ἀδικεῖ, οὐδ' ἄρα Ἰππαρχία Θεόδωρον τύπτουσα ἀδικεῖ.' ὁ δὲ πρὸς μὲν τὸ λεχθὲν οὐδὲν ἀποκρίνασθαι ἔσχεν, ἐπειράσατο δ' αἰσχύναί αὐτήν, λέγων 'ἄρ' αὕτη ἐστὶν ἡ τὸν ίστον λιποῦσα;' ἡ δὲ Ἰππαρχία οὐδαμῶς ἐταράχθη, ἀλλὰ θρασέως, 'ἐγώ,' φησὶν, 'εἰμί, Θεόδωρε· ἀλλὰ μῶν σοι δοκῶ ἡμαρτηκέναι, εἰ τῷ χρόνῳ ὃν ἔμελλον ίστῳ προσαναλώσειν πρὸς παιδείαν ἐχρησάμην;'

5

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Diogenes Laertius, *Lives of the Eminent Philosophers* 6.96–98 (adapted)

Names

ὁ Κράτης, -ητος
ὁ Θεόδωρος, -ου
ἡ Ἰππαρχία, -ας

Crates
Theodorus
Hipparchia

Words

ἐράω + gen.
ὁ μνηστήρ, -ῆρος
ὁ γονεὺς, -έως
ἡ σκευή, -ῆς
ὁ νυμφίος, -ου
τὸ σμπόσιον, -ου
ἐλέγχω
τὸ σόφισμα, -ατος
ὁ ἴστος, -οῦ
θρασέως
μῶν
προσαναλίσκω, future προσαναλώσω
ἡ παιδεία, -ας

I am in love with
suitor
parent
clothes
bridegroom
drinking party
I get the better of
clever argument
loom (upright wooden frame for weaving fabric)
confidently
surely... not...
I waste further
education

Section (i) Careful use of the glossary allowed candidates to navigate the first sentence successfully to establish the direction of the story. The better responses were able to draw out the essence of καὶ ... καὶ as 'both ... and'.

Section (ii) Only some candidates selected 'not even' as the preferred translation for οὐδε. Candidates should be reminded to learn all the given meanings for an item of vocabulary in the Defined Vocabulary List.

Section (iii) A quick check of the introduction would have given a steer to the direction of the passage and helped candidates to fully grasp the point of ἀποτρέψαι τὴν θυγατέρα. Some mistook this as Crates turning himself away from the daughter rather than turning the daughter away.

Section (iv) This was a good example of some commonly confused vocabulary items which led to some overall misunderstanding, specifically πείθων as 'obeying' and δειξάμενος as 'receiving'. Further confusion over the gender of the pronouns αὐτῇ and ἐαυτοῦ resulted in candidates losing sight of the storyline.

Section (v) Good responses correctly supplied a verb that was missing in the direct speech. The best answers handled the imperative verb correctly and gave the correct translation of αὐτόν, despite it being separated from τρόπον. τρόπον was commonly confused with τροπαῖον.

Section (vi) The plural form of τὰ δειπνα was often missed but the compound use of συμπεριήει was well-spotted. As with (i) the stronger responses selected the preferred translation of καὶ as 'even' or 'also' for the best sense.

Section (vii) Some careful checking of case endings, namely Θεόδωρόν τινα, is recommended to keep track of the storyline. Most candidates confused οὗ with οὐ and should take care to check accents and breathings.

Section (viii) Candidates were not penalised a second time for two items of incorrect vocabulary on τύπτουσα ἀδικεῖ, but most were still able to produce a lucid translation that conveyed Hipparchia's argument, despite the mistranslations. There was sensible handling and possible guesswork of τὸ λεχθὲν and candidates should be mindful to learn the full range of principal parts of verbs.

Section (ix) Some candidates overlooked ἄρ' and missed the force of the question. A quick check of punctuation would be helpful. Most candidates pleasingly did not overlook the relative pronoun.

Section (x) A common error was the mistaking of δοκῶ for δοκεῖ, perhaps because the third person singular form with the meaning 'it seems right' was the only part of the verb required for GCSE.

Section (xi) This was a good example where close and careful attention to the glossary and to the word order of the sentence is required in order to make correct sense of the passage. τῷ χρόνῳ needed to be correctly dependent on ἐχρησάμην.

Assessment for learning



Candidates should be sure to learn the full range of meanings given on any word in the Defined Vocabulary List. This will help them to select the most appropriate translation for the context within the passage.

Section B overview

Question 2 was the more popular option. Most candidates were able to follow the storyline successfully, but should be sure to use the lemma correctly to provide all relevant information.

Question 2

2 Read the following passage and answer the questions.

Phryne is the lover of the famous Athenian sculptor Praxiteles. She uses a clever trick to make him reveal his opinion of his own work.

ἔστι δὲ ὁδὸς Αθήνησι καλουμένη Τρίποδες, ἐν ἣ εἰσι τρίποδες χαλκοῖ, ἀγάλματα φέροντες σφόδρα ἄξια μνήμης. ἔστι γὰρ ἄγαλμα σατύρου, διὰ ὃ Πραξιτέλης λέγεται μάλιστα χαιρῆσαι· καί ποτε Φρύνης αἰτούσης ὃ τι κάλλιστον εἴη τῶν ἔργων, ὡμολόγησε μὲν δίδοναι, οὐ δ' ἠθέλησεν εἰπεῖν ὃ τι κάλλιστον ἑαυτῷ φαίνοιτο. εἰσδραμῶν οὖν δοῦλος Φρύνης εἰς τὴν Πραξιτέλου οἰκίαν ἔφασκεν διαφθαρῆναι τὰ πλεῖστα τῶν ἔργων πυρὸς εἰσπесόντος εἰς τὸ οἶκημα, ἀλλ' οὐ πάντα γε ἀφανισθῆναι. Πραξιτέλης δὲ αὐτίκα ἐξέδραμε διὰ θυρῶν καὶ ἔφασκε καμῖν μάτην, εἰ δὴ καὶ τὸν σατύρον τὸ πῦρ καὶ τὸν Ἑρωτα ἔλαβεν· Φρύνη δὲ μένειν θαρροῦντα ἐκέλευεν· ἔφη γὰρ αὐτὸν παθεῖν βαρὺ οὐδέν, δόλω δὲ ἁλόντα ὁμολογεῖν τὰ κάλλιστα ὧν ἐποίησεν. Φρύνη μὲν οὕτω τὸν Ἑρωτα αἰρεῖται.

5

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Pausanias, *Guide to Greece* 1.20.1–2 (adapted)

Names

ὁ Πραξιτέλης, -ου

ἡ Φρύνη, -ης

ὁ Ἑρως, -ωτος

Praxiteles

Phryne

Eros (god of love)

Words

ὁ τρίπους, -οδος

τὸ ἄγαλμα, -ατος

ἡ μνήμη, -ης

ὁ σάτυρος, -ου

ἔφασκον

τὸ οἶκημα, -ατος

ἀφανίζω

ἁλίσκομαι, aorist ἔαλων

tripod

statue

mention, notice

satyr (a creature half-human, half-goat)

I kept saying

workshop

I lose

I am captured

Question 2 (a)

(a) ἔστι δὲ ὁδὸς ... χαλκοῖ (line 1): how did this street acquire its name?

[1]

This was a very accessible opening question that depended on secure vocabulary knowledge of χαλκοῖ.

Question 2 (b) (i)

(b) ἀγάλματα φέροντες ... χαιρῆσαι (lines 1–3):

(i) where were the statues?

[1]

This proved to be a confusing question for which many candidates made a sensible guess if they were not able to infer the meaning of ἀγάλματα φέροντες correctly.

Question 2 (b) (ii)

(ii) how did Praxiteles feel about the statue of the satyr?

[1]

This was a good example where candidates are advised to translate all the elements in the lemma so not to overlook any words that the answer demands. Here, both μάλιστα and χαιρῆσα were required for the 1 mark.

Question 2 (c)

(c) καί ποτε ... τῶν ἔργων (line 3): what did Phryne ask for?

[2]

Most candidates accurately conveyed the necessary force of the superlative here.

Question 2 (d)

(d) ὡμολόγησε ... φαίνεται (lines 3–4): how did Praxiteles respond to Phryne's request?

[3]

Candidates were pleasingly following the storyline correctly and sensibly translated the full lemma as if a translation passage and so secured the full three marks.

Question 2 (e) (i)

(e) εἰσδραμῶν ... τῶν ἔργων (lines 4–6):

(i) who ran into Praxiteles' house?

[1]

This question did not provide any problems and should remind candidates that this is not a momentum test, and so they should not be surprised to find a more accessible and lower-tariff question later in the passage.

Question 2 (e) (ii)

(ii) what did this person report had happened?

[2]

Once again, there was confident translation of the required superlative.

Question 2 (f)

(f) ἀλλ' οὐ ... ἀφανισθῆναι (line 6): why were there grounds for hope for Praxiteles?

[2]

As this question is testing comprehension, a range of translations were accepted for οὐ πάντα γε ἀφανισθῆναι provided that the candidate had clearly understood the sense of what was happening.

Question 2 (g) (i)

(g) Πραξιτέλης δὲ ... ἔλαβεν (lines 6–8):

(i) what was Praxiteles' immediate response to the news?

[2]

It is a useful reminder to centres that as a candidate approaches the end of the paper, they should keep a careful eye on the detail as the plural was required on θυρῶν.

Question 2 (g) (ii)

(ii) what did he go on to say?

[3]

This question was dependent on the correct vocabulary knowledge of καμῆν μάτην to follow the sense.

Question 2 (h)

(h) Φρύνη δὲ ... ἐκέλευεν (line 8): what did Phryne urge Praxiteles to do?

[1]

This was one of the more challenging questions, despite its low mark tariff, as candidates did not recognise the root of θαρροῦντα from the Defined Vocabulary List.

Question 2 (i)

(i) ἔφη γὰρ ... ἐποίησεν (lines 8–9): how did Phryne both reassure Praxiteles and make it clear she had got the better of him?

[5]

The best responses selected the correct meaning from the Defined Vocabulary List for βαρὺ ('serious' or 'grievous' here, not 'heavy'). Those who translated the lemma fully by taking account of all the words were able to get full marks.

Question 2 (j)

(j) Φρύνη μὲν ... αἰρεῖται (lines 9–10): why do you think Phryne made the choice she did?

[1]

There were some very well-considered responses which ranged from a single sentence to a detailed and thoughtful explanation. It is a useful final reminder that comprehension is testing sense and understanding of the context of the passage as well as grammatical understanding.

Assessment for learning



Candidates should use the lemma carefully in comprehension questions to direct them towards the relevant required information. By translating the lemma fully as though a translation question, candidates will not overlook information that the mark scheme requires.

Question 3 (a)

3 Translate the following five sentences into Classical Greek.

Please write on alternate lines.

(a) I asked the doctor what that disease was.

[5]

Candidates who attempted this with secure vocabulary knowledge and correct verb tense formulation did well.

Question 3 (b)

(b) The queen told her daughter not to lie to her.

[5]

There were well-constructed responses with candidates correctly using μη rather than οὐ, and the right choice of pronoun.

Question 3 (c)

(c) Ten fast messengers are better than one reckless guide.

[5]

This proved to be a more challenging question that required close attention to adjectival agreements, specifically on ταχεις, but the comparative adjective was handled well.

Question 3 (d)

(d) If the crowd hadn't been calm, the heralds would not have escaped.

[5]

This was one of the most challenging questions as there was greater margin for error over verb formation, but the efforts were pleasing and the negatives were handled correctly.

Question 3 (e)

(e) The people voted to attack their enemies, although the politicians were not eager.

[5]

Case errors were the most common error on this question, specifically on τοις πολεμιοις and after καιπερ. Candidates are reminded to check the Defined Vocabulary List carefully when preparing for the English into Greek section and make note of all the grammatical information provided.

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