

Classical Greek

General Certificate of Secondary Education **GCSE 1941**

Report on the Components

June 2006

1941/MS/R/06

OCR (Oxford, Cambridge and RSA Examinations) is a unitary awarding body, established by the University of Cambridge Local Examinations Syndicate and the RSA Examinations Board in January 1998. OCR provides a full range of GCSE, A level, GNVQ, Key Skills and other qualifications for schools and colleges in the United Kingdom, including those previously provided by MEG and OCEAC. It is also responsible for developing new syllabuses to meet national requirements and the needs of students and teachers.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2006

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annersley
NOTTINGHAM
NG15 0DL

Telephone: 0870 870 6622
Facsimile: 0870 870 6621
E-mail: publications@ocr.org.uk

General Certificate of Secondary Education

GCSE Classical Greek (1941)

REPORT ON THE COMPONENTS

Component	Content	Page
1941/01	Paper 1 Language	5
1941/02	Paper 2 Verse Literature	8
1941/03	Paper 3 Prose Literature	12
1941/04	Paper 4 Greek Civilisation	16
1941/05	Coursework	19
*	Grade Thresholds	21

1941/01 Paper 1 - Language

General Comments

There was a large number of strong candidates this year, who produced some thoughtful stylish translations and appeared to be well in control of the language. It was encouraging that those, who found difficulties, did not leave gaps, but attempted a version and often gained marks for a partially correct answer. Most had a sound grasp of the story-line and could make a successful recovery after going astray.

Participles:

1. The genitive absolutes were often well done and expressed in a variety of ways by candidates, using 'since', 'while', 'when', or more simply in a basic fashion or with a finite verb connected to the main clause by 'and'. Students produced good phrases for Διός κελεύοντος (A), such as 'on the orders of Zeus' or 'at Zeus' command'. Some made problems for themselves by ignoring the cases and commas, and wrote 'Zeus ordered Deucalion ...' (A) and 'the thunderbolts broke off two peaks ...' (C).
2. Most candidates were careful not to reverse participles and nouns. Those who wrote 'they came down the mountain killing very many of them for καταβάντες ... αυτών (C) lost marks.

Vocabulary:

1. Numbers needed better preparation. ἐννέα in (A) was often unknown, and the youthful Pyrrhus (B) was given ages between 20 and 100 for δώδεκα.
2. Candidates must know the different meanings of words given in the DVL and apply them appropriately. In (B) the river (ποταμῷ δεινῷ) is 'terrible' or 'dangerous' rather than 'strange'.
3. Vocabulary given below is intended to help students. Words with a different meaning from those in the DVL are always underlined and glossed. Some lost marks, as with τὰ χρήματα (C), through overlooking this aid. Candidates should also use the information given accurately. Many wrote in (C) that the sacred weapons 'were being carried out' for ἐξενεχθέντα in spite of being given the aorist passive, κεραυνῶν (C) was made singular, and the case of κατακλυσμῷ ignored.
4. Impersonal verbs needed closer attention. δεῖ (A) came up as 'the gods', ἔδοξε (C) as 'it seemed right' – hardly suitable for the Persian thugs - and ἐξῆν (C) was only recognised as 'it was allowed' by the stronger entrants. The best candidates wrote 'men were not allowed' for the whole phrase.
5. The comparatives and superlatives of μέγας and πόλυς would repay closer study. μείζον in (C) was often omitted or covered by a guess. πλείστους (C) led to various shipping references, as in 'the Delphians ... sailed away'.
6. Omission of small words is a mark loser. Accurate translators made sure they had included words in (A) and (C) such as ποτε, μέντοι, οὖν, εὐθύς, ἔπειτα, λάρ and ἐκεῖ.

Comments on Individual Questions

Section A Most candidates dealt confidently with this Section and there were many fluently expressed translations. The majority recognised that τοὺς ἀνθρώπους meant humans and gained marks accordingly.

Paragraph 1: Candidates started well. ἐβουλεύσατο led to some errors, as some assumed it meant 'planned' or 'wished' rather than 'decided' and made κατακλυδμῶ the object.

Paragraph 2: Most of this was presented accurately, but a number made μετά into a conjunction with attendant problems. αὐτός was sometimes omitted or became an accusative.

Paragraph 3: This began well, though a few confused πòλύν with πολιν and ὥστε with ἵνα. Many dealt competently with the change of subject to οἱ ἔνοικοι.

Paragraph 4: πλεύσας was not always recognised. It was surprising that some thought that νεώς meant 'new' and did not link it with the earlier ναῦν especially in view of the help given by ἐκ. There were many sound versions.

Paragraph 5: Most handled this accurately. A few gave αὐτῶ as 'to them' and some failed to keep up the μέν ... δέ parallel and said 'the stones of Pyrrha'. ἐβαλον was sometimes rendered as an imperfect here and in (C).

Section B Candidates showed an imaginative understanding here and were successful in their selection of the correct material.

- (a) and (b) were well-answered.
- (c) Most recognised the need to produce a translation or explanatory phrase for ἐκωλύοντο.
- (d) received properly detailed answers.
- (e) was generally accurate, but a few thought the Illyrians were making the splashing noise.
- (f) Candidates generally handled this sensibly and made it clear that the letter was attached to the spear or that the young man used a spear. A few bronze and gold spears appeared: not every word beginning with χ is a metal.
- (g) Students knew the answer, but, sadly, only provided one tree. Inflections apart, a single tree is unlikely to be adequate for crossing a wide and dangerous river.
- (h) was usually satisfactory. Not everyone was sure of the basic meaning of φοβοῦναι, and some thought Glaucias was afraid for the Molossians.
- (i) was generally good. πόδας was omitted by some or translated as 'throne'. A few said 'foot' as though Glaucias were a mountain.
- (j) The majority chose pity. Those who used ἐγέλασε needed to refer to Glaucias' amusement. 'He laughed' does not answer the question.
- (k) There were some rather loose answers, such as 'raise him as her own child'. Good candidates knew they had to go close to the text here.
- (i) There was quite a bit of guesswork in the answers to this question.

Section C In this more demanding unseen candidates needed a secure grasp of vocabulary and constructions. There were many good accurate versions.

Paragraph 1. Less strong candidates wrote that the Persians were attacking the Greeks, and did not bring out the meaning of ἀρπάζοιεν as 'seize'.

Paragraph 2. This paragraph was demanding, but many surmounted the difficulties and achieved a good level. Some did not recognise ἠρώτησαν and translated the phrase as 'the Pythia said', disregarding word order and endings. The question needed to be expressed simply by inverting the verb, but a number put in words such as 'how' or 'where' and translated κρύψομεν by 'can we hide' or 'should we hide'. δύναται might be translated by a future or ignored. κτήματα needed to be distinguished from χρηματα and ἑαυτοῦ was often mistranslated or ignored.

Paragraph 3. Some candidates confused ἐξελθόντες with ἐθέλω and πλήν was not always known.

Paragraph 4. There was an interesting range of translations for θαυμάζων εἶδε (all of which were acceptable), such as 'he was amazed at the sight', or he saw to his amazement'.

Paragraph 5. This really tested students' ability to handle a long sentence. Good candidates presented the genitive absolute properly as 'while thunderbolts were falling' and used phrases such as 'bearing down on' or 'rolling onto the enemy' for ἐπὶ τοὺς πολεμίους φερόμεναι.

Paragraph 6. There was some paraphrasing here, when candidates overlooked ταῦτα and made the Persians the subject, but many ended on a high note.

Section D This Section was done by a small group of candidates. The majority dealt with the constructions competently and wrote very well.

1941/02 Verse Literature

General Comments:

Approximately 85% of centres offered Homer and 15% offered Euripides. Epic is always more popular than tragedy, but the balance in favour of Homer was much more pronounced this year. Overall the standard was good, although candidates generally scored better on the Euripides option. There was the impression that the Euripides candidates had engaged more fully with the whole play, whereas some of the Homer candidates seemed to have a less than accurate knowledge, especially of events in book 20. Weaker candidates struggled on some of the less straightforward questions on the Homer section, but many wrote with obvious knowledge and interest, although one answer which ran to 4½ pages for 3 marks was perhaps excessive.

Comments on Individual Questions:

Section A

Euripides: *Ion*

- Q.1 (a) & (b) Answered well.
- (c) (i) A few were penalised for marking the final syllable long – this syllable can always be marked ‘x’ – but generally the line was handled very well.
- (ii) Mostly answered very well. Less good answers relied overmuch on the translation and thus their understanding of how the Greek worked was not always clear or convincing.
- (d) Most candidates scored full marks.
- (e) Most answers were accurate, although there was a tendency to omit *τὸυδ’* in l.12. Some seemed to confuse the phrase *ἄρα κῆτοϊ* (l.10) with the similar *ἄρα κῆτοϊ* (l.12) - *κῆτοϊ* has a different meaning in each case (cradle/lid).
- (f) Answered well.
- (g) Some candidates misunderstood their translation of *ἵππεδοντοῖ*, ‘driving out’ as in ‘expelling’ rather than ‘driving out a chariot’.
- Q.2 (a) Most scored full marks. A few referred to the Acropolis as the ‘hill of Athens’ (not specific) rather than the ‘hill of Athene’ (correct).
- (b) Candidates were able to repeat some of the information from Q.1 (d), although there was the need to include more detail here to gain full marks.
- (c) Lots of good answers, including some very astute observations on the vocabulary and structure of *Ion*’s words in l.5. Those who analysed *Creusa*’s *ἄπιστον ἦν* did not always appreciate the deliberate vagueness of *τίνα*’ (l.6).
- (d) Candidates showed a good understanding of the situation here.

Report on the Components Taken in June 2006

- (e) Although well translated by most, there were some unnecessary paraphrases of I.7 e.g. 'Which Athenian did you marry?' (Penguin translation?) or 'Who did you marry?'.
- (f) & (g) Excellent answers, showing a sound knowledge of the storyline.
- Q.3 (a) Some answers were unnecessarily detailed at the expense of saying the phial contained Gorgon blood.
- (b) Both parts were answered well.
- (c) Mostly well handled, but some answers concentrated too much on past events and/or explained *why* rather than *how* Xuthus and Creusa were going to cheat each other.
- (d) Some were unsure of the storyline here and wrongly stated that Xuthus intended to openly announce Ion as his long-lost son at the banquet.
- (e) Good answers, with numerous and relevant references from the text. Weaker answers tended to generalise without reference to the text and in a few instances dealt with the overall situation rather than the passage specified.
- (f) Lots of very good answers. Most candidates tried (successfully) to consider the question from both sides. The few less good answers tended to lose focus and drift into narrative, without relating facts to the question.

Section B

Homer: *Odyssey 20 & 21*

- Q.4 (a) Both parts were answered well. A few omitted to say that Odysseus was disguised as a beggar and concentrated (wrongly) on the fact that he had been away from home for so long. Some did not include enough detail on Antinous' speech to earn 4 marks.
- (b) Not as well done as the translation questions from Section A. >I peai, a» often made for a sticky start; I.4 caused problems with cers·n sometimes attached to ðntanðs·, and the phrase xers·n te b·hf· te incorrectly translated as e.g. 'might and strength' – 'the strength of his hands' was acceptable; ~·n q£sesqai „koitin was too loosely rendered as e.g. 'marry me'.
- (c) Despite the fact that candidates had to work quite hard for the few marks on offer – by working out the context of Penelope's remark oÎ dš mšn oÎ dš >oike before answering the questions – most answered both parts well. However, a few misunderstood what Penelope was referring to. Question (c) (ii) should have read 'about Odysseus' rather than 'to Odysseus', but this did not seem to cause any problems.
- (d) (i) The scansion question was handled well by most, although otherwise competent candidates seemed to insist on marking the final syllable long. Please note that the final syllable may always be marked 'x'. Weaker candidates wanted to scan g' and/or took >ol pe as two syllables.

Report on the Components Taken in June 2006

- (ii) Lots of good answers. Many picked up on the repetition of Penelope's words.
 - (e) Weaker candidates did not confine their remarks to the lines prescribed. The suitors are concerned for their reputations if they fail to string the bow themselves and are viewed therefore as inferior to (the absent) Odysseus. Some answers carelessly took into account II.327-8 (the examination passage ends at I. 326) and inappropriately talked about the consequences of the beggar succeeding with the bow.
 - (f) (i) & (ii) The vast majority of candidates were able to supply an acceptable phrase – most self-contained Homeric phrases are arguably formulaic to some extent – and gave plausible reasons for their use.
- Q.5. (a), (b) & (c) All answered well, although a few omitted to mention for (c) (ii) that Eumaeus was supposed to take the bow to Odysseus.
- (d) Although many good candidates offered sound, well observed answers, the overall quality of response compared unfavourably with Section A candidates tackling a similar question. Here the instruction to 'refer to the Greek in your answer' prompted candidates to copy down lengthy extracts of Greek (sometimes, but not always, with a translation) without any explanation or attempt to use the information cited. Candidates need to be practised in the art of selecting and explaining a particularly telling word or phrase.
 - (e) Mostly answered well. Some did not quite get the idea that the suitors were laughing because they viewed the idea of Telemachus throwing them out as absurd. It is a good idea for candidates to show in their answer that they understand the meaning of the Greek in the question, since credit is often given for this where enough marks are on offer.
 - (f) Most translations understood/remembered the structure of the Greek, but there were omissions (esp. {n~ dāma) and errors with vocabulary (esp. daāfroni and parast}j).
- Q.6
- (a) An easy question, as long as two relevant facts were included.
 - (b) (i) Almost all correct. One candidate thought the answer was Athens.
 - (ii) A wide range of answers, some wrong (e.g. Turkey, southern Italy), some too vague (e.g. Greece, Mediterranean), some shrewd (e.g. close to horse-pasturing Elis, the island of Same), some excellent (although a summary of the debate surrounding Ithaca's location was not required).
 - (c) A straightforward question for those who knew book 20, but a more painful experience for those (not a few) who did not.
 - (d) Most answered this correctly and came up with more than enough points. Some described Odysseus' disguise as a beggar, which was not part of the final plan.
 - (e) A very straightforward question, answered well by most.

Report on the Components Taken in June 2006

- (f) Usually answered well. Credit was given for explaining what Odysseus' worries were.
- (g) A thought-provoking question which prompted a wide range of answers. Any sensible, reasoned response was rewarded, even if candidates argued that Athene is not seen because she is working in more remote ways.

1941/03: Prose Literature

General Comments

In general candidates had prepared extremely thoroughly for this paper, and this is reflected in some excellent scripts, for which both they and their teachers are to be congratulated. Candidates wrote fluently and appreciatively about their chosen authors, in many cases demonstrating considerable insight and sensitivity. By far the majority of Centres prepared for the Herodotus, which pupils clearly enjoyed. The few Centres which opted for the Anthology (9 Centres) were particularly inspired by the Plutarch. For future reference, it would be helpful if all candidates could be reminded that any information contained in the notes, including the list of names at the back of the Herodotus text, may be helpful in answering some of the shorter questions.

Most candidates appeared to have completed the paper within the time limit without difficulty. Many, however, did not observe the line references specified within the questions; and frequently candidates gave three examples when asked for two.

Comments on Individual Questions

Section A: Herodotus

- 1a) (i)** This question was answered accurately.
- (ii)** This was generally answered well, but some candidates muddled 'he will live for only 6 years' with 'he will die in the 7th year' to produce 'he will die in 6 (or 7) years', which clearly cost marks.
- b)** Most candidates answered correctly here.
- c)** Again most candidates answered correctly, but it would be helpful if they were to heed the wording of the question and give two examples only from the three available.
- d)** Most candidates chose the correct word and translated correctly.
- e)** For the most part candidates translated fluently. Confusion arose most commonly with the tenses of *πεπονηκας*, *ἦν* and *δεῖ*, and *γεγόμενοι* was frequently omitted altogether.
- f) (i)** The majority of candidates answered accurately here, but some wandered outside the prescribed lines for the question and gave correct, but unwanted, information.
- (ii)** This question was well answered.
- g)** This question was answered very fully by the vast majority of candidates. Most felt that Mycerinus was justified in his reaction to the oracle, although some felt that converting to hedonism after previously ruling for the benefit of his people was an extreme reaction. A few candidates drew a distinction between his right to react in this way as a man and his responsibility to react with more circumspection as a king.

- 2a)** Many candidates managed both parts of this question successfully, but a large number did not pay heed to the line references and so answered part (i) very generally with, for example, 'in Sardis' or 'in Persia'. These candidates then went on to state, in part (ii), simply that Croesus is about to be burned alive. Both parts of the question specifically referred to what was happening in lines 1-2.
- b)** (i) This was well answered.
- (ii) This also was well answered, although not all candidates realised that 'had second thoughts' or 'reconsidered' were insufficient for μεταγνούς.
- c)** This question challenged some candidates, who found it difficult to represent Cyrus' thoughts without resorting to a translation. However, most understood fully the implications of burning alive a fellow human-being of equal status, even if they encountered problems expressing them.
- d)** (i) This was generally well answered, although some candidates missed the superlative.
- (ii) This also posed few problems, although some were of the opinion that the 'twice seven' children were seven boys and seven girls.
- e)** Most candidates understood this passage, but some confused πύρ with πυρά, while others omitted ἔτι. The most widespread problem was with ἐπεβοήσατο, ἐπικαλούμενος, παραστήναι and ῥύσασθαι, where confusion arose over the meanings of these somewhat similar verbs. The result was the omission of one or more of them.
- f)** This question was well answered.
- g)** Clearly the candidates had enjoyed studying this text and were very interested by the whole story of Solon and Croesus. Unfortunately this led a few astray from the passage in hand to muse on Herodotus' over-all purpose in this story. The majority, however, were sensitive to the needs of the question and used the background information to illustrate some perceptive points about this passage - such as the contrast between Croesus' past ὄλβος and his παρόντος κακοῦ. One candidate also made the observation that the story would interest a Greek audience as it illustrates a reversal from innate Persian barbarism to Cyrus' new-found humanity. The majority of the points, however, were rooted firmly in the text of this passage and were well illustrated with apposite quotations. Most candidates scored full marks.

Section B: Anthology

- 3a)** (i) This question was well answered.
- (ii) Several candidates gave insufficient information here. They needed to realise that the capture of Elatea threatened Athens specifically.
- b)** (i) Most answered this correctly, although some mentioned summoning the generals and trumpeters, who lie outside the prescribed lines.
- (ii) Many candidates missed the full reason for the burning of the wicker hurdles, which is given in the vocabulary in the textbook: few quoted 'to clear the area' as a purpose.
- c)** (i) Most answered the first part well, but others seemed confused by the purpose of the meeting in the βουλευτήριον: they felt that the Council was actually going to decide on a course of action rather than prepare an agenda for the Assembly.
- (ii) This again caused problems. Candidates were unsure of the location and purpose of the Pnyx. One confused it with the Acropolis, and still others made no mention of the Assembly, indicating confusion over the respective roles of βουλή and ἐκκλησία.
- d)** The translation caused few problems, although some candidates were tripped up by τὸν ἤκοντα, making him nominative, and κάκεινος, which was confused with bad news or disaster. Fortunately the effects were not far-reaching and candidates all ended well.
- e)** This was generally well answered.
- f)** For the most part this was well done, although some candidates lost sight of the idea of impact on the jury and simply drew attention to points of interest. Some concentrated on making linguistic points, but candidates need to realise that these are effective only in obvious illustration to an answer to the question.
- 4a)** (i) This was mostly answered correctly, although some offered the vague 'in Egypt'.
- (ii) This was well answered.
- b)** The relatively large number of marks available here led some to write at length. However, for the most part, the required answer was included, so most scored well here.
- c)** This was well answered.
- d)** This was correctly answered.
- e)** Candidates translated very fluently here. τοσοῦτο and σῆς caused the only real problems.
- f)** Some candidates simply offered a translation, suggesting that they were unsure of the underlying meaning. Most, however, understood that Cleopatra feared humiliation for herself in celebration of Antony's death through the medium of the triumphal procession.
- g)** Most candidates wrote easily and fluently on this subject, pointing out that Cleopatra's body was no longer her own and that the ultimate insult lay in not

even being able to mourn Antony as she would have wished. Some recognised the irony of her attaining only enough Italian soil to be buried in, as well as her fear and desperation not to be separated from Antony even in death. Others felt keenly her abandonment by the gods. Unfortunately, one or two candidates were so affected by the story as a whole that they allowed themselves to be drawn into a discussion of Cleopatra's death. Credit cannot be given for material which falls outside the remit of the question.

1941/04 Greek Civilisation

General Comments

Generally performance was in keeping with previous years. There are still centres who do not clearly grasp the idea that the four mark 'Explain' questions require evaluation of the topic within the context of that society, not simply an elaboration of detail on the original point. This has been highlighted in this report, previous reports and reinforced at INSET.

Comments on Individual Questions

Topic 1: Greek Religion

Section One

- Q1** Question One proved popular. Most had no problem with any of the sub questions with the exception of e) where explanations tended to assess the appeal of the cult but made little mention of state religion, as demanded by the wording of the question.
- Q2** In Question Two virtually all candidates performed well on the sub questions with the exception of c). Candidates found it easy to give details of the sacrifice but much more difficult to explain the significance of the various aspects of the sacrifice.
- Q3** Question Three was done well on the whole. The most consistent fault lay in e) with candidates not reading the question properly. The words 'other than the worship of Athene' seemed to have been missed by many and so much accurate information was invalid.

Section Two

Both essays proved equally popular. Candidates scored well on both. In essay 1 there were some very clear accounts of the different gods and their responsibilities and, unlike the foundation tier, candidates were able to assess the likely effect on people's lives. Most performed well on essay 2, with some excellent responses. Some dwelt wholly on other ways that Greeks could feel in touch with their gods and omitted to say much about Delphi.

Topic 2: Home and Family in Athens

Section One

- Q1** Question One was attempted by most candidates. Most scored well on the early parts although, as in the foundation tier, there seemed little knowledge of the places where lessons might take place. There were some excellent answers in e) but it was again clear that some candidates were unaware of the need to make their observations relevant by reference to the wider aspects of Athenian life, in this case the responsibilities of adult males and their possible careers.

Q2 Fewer candidates attempted Question Two but did so with great success. Answers were very thorough both on the materials used for houses and their layout. Suggestions for d) were often well thought out and tended to focus on the roles of the family members or on religion.

Q3 Question Three was done well by most who attempted it. This is a fairly mainstream topic and slave duties were known well. Just as in the foundation tier, again in b) some failed to recognise the more manual aspect to the slave in the picture.

Section Two

Both essays proved popular with candidates. In essay 1 many discussed the value of a symposium in a clear and logical manner. Better answers referred to the role of the males in Athenian society. Less accomplished answers made valid suggestions but factual support was less easy to come by.

In essay 2 the best answers stood out by identifying good aspects of women's lives as opposed to dwelling wholly on the status aspect of women in classical Athens, thus there were some sound, balanced discussions.

Topic 3: Greek Athletic and Theatrical Festivals

Section One

Q1 In Question One there were few problems, although a significant number did not acknowledge the religious nature of the truce in d) and, as was the case in the foundation tier, there was a lack of knowledge in terms of buildings other than the temple of Zeus when it came to discussing the site of Olympia, although a few did refer to the treasuries.

Q2 Question Two produced fairly sound responses. Some failed to understand the nature of the ship-cart and the identification of Dionysos with the festival being because the festival was in honour of him was a common mishandling of c). The better responses mentioned his association with fertility and the dual personae of wine drinkers and actors.

Q3 Question Three was done well by virtually all candidates. Regrettably, however, misreading of a) caused a number to simply name the parts of the theatre but not describe their uses. Answers identified the necessary qualities in c) but did not explain them in light of the play or the surroundings.

Section Two

Both essays proved to be popular. In essay 1 there was a refreshingly thorough exploration of Greek life and the role of theatre in it by some candidates. Answers to essay 2 were also generally well done but in a number of cases it was clear that candidates were producing a prepared essay and thus the elements of wealth and technology were referred to only in passing or in a concluding paragraph.

Topic 4: Greek Art and Architecture

Section One

Though there were not a great deal of candidates who attempted this topic, responses this year were an improvement on previous years. All three section one questions were

attempted.

- Q1** Question One was generally answered well with c) being the main sticking point for most candidates.
- Q2** Answers to Question Two were on the whole good. In both the four mark questions so far candidates seemed more comfortable and well-versed in the type of language and phraseology needed to assess pots or art in general.
- Q3** Question Three was the least popular but was, on the whole, done well by candidates. The depth of analysis of the strengths and the weaknesses of Myron's statue, which was produced in c), was impressive.

Section Two

Essay 1 proved to be the most popular and was chosen by candidates who knew the topic well and so produced some very thorough answers. In some cases, though detail was confused and rarely got down to the real details of construction. Whilst there were far fewer who attempted Essay 2, the quality of response tended to be very good and showed that the candidates in question had an excellent knowledge and understanding of the subject matter.

Topic 5: Sparta and the Spartan System

Section One

- Q1** Question One was done by virtually all candidates and with a good deal of success. There was a tendency to repeat information in a) and b) as happened in the foundation tier. Some candidates were less comfortable in assessing Spartan women in comparison to other women in Greece and many of the opinions of Spartan women referred to were more the male view expressed in literature rather than what was more likely the case.
- Q2** In Question Two candidates tended to produce very coherent and thorough exposition of Spartan battle tactics, Leonidas and the reasons for the reputation which Sparta had as a military force, and thus marks were generally high.
- Q3** Question Three was well answered on the whole. Candidates at this level seem generally more comfortable looking at the political organisation of Sparta. A few in d), however, digressed into discussion of the education system, thereby not evaluating the interplay of the different governing bodies of Sparta.

1941/05 Coursework

Another crop of entertaining pieces crossed the Moderation Team's desks this year with a wide variety of titles which were tackled with varying levels of success but always with some sturdy engagement, and at the highest scoring end there were some finely sophisticated pieces.

The relaxation of the rules concerning topic areas for study continued to impact on candidates' choices and some centres had enabled their students to chisel out very individual studies. These almost always resulted in a particularly clear level of interest and commitment, even where the actual skills shown in a particular piece of work were weak and the scores ultimately correspondingly lower. While we naturally aspire to encouraging all students to achieve the finest standard, it is very satisfying to see how a genuine love for the classical world is being engendered at every level.

The most successful candidates had used a variety of source material, which reflected a wide research base that included not only the widely popular internet websites but also the rather older and crustier area of books from libraries. It is worth reminding candidates that books have the advantage of being reliable sources, for the most part, while the web can put up students' submissions to tutors, which are thus not necessarily accurate or sound. Having said that, there is of course a rich source of agreeably well-illustrated material available via the web and it has opened up tremendous avenues for the less well-trod paths. Beware, however, of the ever-growing temptations to plagiarism, on which point see later in this report.

Less successful pieces were those whose titles that encouraged a factual delivery only, and this included not just the usual broad ones like "Roman Food" or "Greek Athletics" but also those where our yearly exhortation to frame the title as a question *had* been heard but the question itself proved unhelpful, for example "What did the Romans eat?" and "What athletic events did the Greeks do?" where the question still left the focus entirely on the factual information. Evaluation will be much more effectively encouraged if the title requires some reflection on the nature of Roman or Greek society and (perhaps) a consideration of how the ancient practice can be compared to aspects of our own social, political or economic structures. Such pieces can be quite sophisticated, for example "How significant were the differences between the life of an Athenian and that of a Spartan woman in the 5th Century BC?" or "Which city state had the more powerful war machine during the era of the Peloponnesian War, Athens or Sparta?" or "To what extent have the elements of the Roman army's success influenced modern military thinking?". They can be very specialised, for example "How far can the Colosseum, both as a building and in its purpose, be compared to Twickenham Rugby stadium?" or "How far is Colchester High Street a reflection of the architectural legacy of ancient Greece and Rome?" What is common to all, however, is that they will always encourage a regular evaluative thread that makes a coherent and effective final piece.

It was pleasing to see that very many centres have impressed upon their candidates the necessity of *including* the source material *within* the work itself and making productive reference to it as part of the progressing argumentation. One of the considerable advantages of the accessibility of the internet is the availability of good source material (most particularly perhaps from Perseus) which candidates are drawing on effectively and which are readily included within word-processed pieces to make some finely integrated work. It is also wonderful that the Classics appear to be held in high regard currently by the TV and film makers (documentaries on the History Channel / BBC / Channel 4; Hollywood's Troy / Alexander etc.) such that many have clearly acquired a wider general awareness of the classical world into which they can slot their particular studies – though naturally one needs to keep an eye on the accuracy of the Hollywood renditions! A further word of caution should be inserted here, however, as always (and an exhortation to be vigilant) over the issue of plagiarism. A timely Google search (simply insert a suspect phrase into the search engine) can alert you to a candidate's copying at which point the piece can be re-done and all is not lost. If it is only discovered when the work reaches the Board, nothing short of disqualification from the component is the inevitable outcome. It might be an appropriate moment here to remind teachers of the importance of the Centre Authentication Sheet, through which the school's reputation for honesty is compromised if a candidate's plagiarism slips by unnoticed.

There were markedly fewer empathy pieces this year, but the best of these were very good indeed, making full and effective use of footnotes or appendices to quote the sources that had informed their historical fictions. One or two had the familiar feel of the increasingly popular novels (Wishart / Davis / Saylor et al.) and some candidates looked set to launch a worthy challenge one day!

On an administrative note, centres are reminded of the importance of keeping each candidate's work together (treasury tags are generally the best for ease of reading), with centre number and candidate number clearly displayed on the cover sheet and the word count indicated. Please remember also that excessive wordage must be penalised – it is the equivalent of giving an exam candidate an extra 15 minutes or so just because they would like the time to say a little more – and this is generally to be considered within the Organisation criterion, although in cases of exceptional length (one piece managed a staggering 4,600 words) consideration should be taken within the UE criterion also, since it is arguably the case that the material is not understood sufficiently to select appropriately, to sift for relevance and to précis the original information for its inclusion as an answer to the question posed. The opposite problem of too few words is most likely to find a natural penalty within the FC criterion, since the facts will fall short of the anticipated content.

In conclusion, centres should generally feel proud of their candidates, whose fine pieces of coursework have impressed the moderators in so many ways. The interesting range of material that has crossed our paths and the enthusiasm with which discoveries have been made have once again been a source of great joy to us all and we are grateful to the teachers who continue to inspire their students with such a fine passion for all aspects of the Classics.

**General Certificate of Secondary Education
Classical Greek 1941
June 2006 Assessment Series**

Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G	U
01 Paper 1	100	79	68	57	46	35	25	15	0
02 Paper 2	60	40	34	29	24	19	15	11	0
03 Paper 3	40	29	25	22	18	15	12	9	0
04 Paper 4	40	28	24	21	18	15	12	9	0
05 Coursework	40	31	27	23	18	14	10	6	0

Syllabus Options

Option A (01, 02, 03)	Max Mark	A*	A	B	C	D	E	F	G	U
Overall Threshold Marks	200	168	148	128	108	89	70	52	34	0
Cumulative percentage in Grade		69.1	88.9	96.7	99.0	99.6	100	100	100	100

The total entry for the examination was 516.

Option B (01, 02, 04)	Max Mark	A*	A	B	C	D	E	F	G	U
Overall Threshold Marks	200	167	147	127	107	88	70	52	34	0
Cumulative percentage in Grade		51.1	74.5	91.5	95.7	98.9	100	100	100	100

The total entry for the examination was 95.

Option C (01, 02, 05)	Max Mark	A*	A	B	C	D	E	F	G	U
Overall Threshold Marks	200	171	150	129	109	89	69	50	31	0
Cumulative percentage in Grade		45.1	72.5	88.2	92.2	96.1	100	100	100	100

The total entry for the examination was 51.

Report on the Components Taken in June 2006

Overall

	A*	A	B	C	D	E	F	G	U
Cumulative Percentage in Grade	64.7	85.6	95.3	98.0	99.2	100	100	100	100

The total entry for the examination was 662.

Statistics are correct at the time of publication.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Information Bureau

(General Qualifications)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: helpdesk@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2006

