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GCSE

Classical Greek

General Certificate of Secondary Education **J291**

General Certificate of Secondary Education (Short Course) **J091**

OCR Report to Centres June 2014

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General Certificate of Secondary Education

Classical Greek (J291)

General Certificate of Secondary Education (Short Course)

Classical Greek (J091)

OCR REPORT TO CENTRES

B401 Classical Greek Language 1 (Mythology and domestic life)

General Comments:

One thousand five hundred and twenty candidates entered for the examination this year, a pleasing increase from last year. The examination was appropriately targeted and Centres are to be congratulated on the general standard of candidate performance which was very high. There was no evidence that any candidate struggled to finish the examination within the allotted time; indeed, many candidates had time to write out a neater version of their translation.

Centres should remind candidates that they do not need to quote phrases unless specifically asked to do so. Likewise, if only a Greek word is asked for, there is no need to provide an English translation. In fact, putting the correct Greek word with an incorrect English meaning results in marks being lost.

Once again this year a considerable number of candidates included alternative versions (in brackets or using slashes) in their answers. This approach should be actively discouraged, as alternative responses often contain harmful additions to responses and result in the candidate not being awarded a mark that they might otherwise have received. Alternative versions do not gain extra marks, but do take up valuable time which candidates may need for answering other questions. Candidates should ensure they use the glossed words. They may need to practise using glossed words, as they can forget to translate the appropriate part of the word (particularly with verbs). Some very good candidates lose marks because they include alternative meanings. If one of these options is inappropriate, candidates will lose marks, which are being awarded for appropriate selection of vocabulary. Rather than leaving whole questions out, weaker candidates should be encouraged to try to write something. Candidates who translated very accurately in question 7 quite regularly fell down in comprehension questions due to lack of detail. This may have been due to not reading questions carefully enough or lacking detail.

Common problems were: tense of and co-ordination of participles (including genitive absolute), result clauses, compound verbs, impersonal verbs, recognition and appropriate translation of the definite and indefinite article, recognition of demonstrative and reflexive pronouns, and, occasionally, translation of past tenses.

Comments on Individual Questions:

Q1   Surprisingly, quite a few candidates answered this question incorrectly, mainly because they did not know the correct meaning of πλουσίων, often mistranslating it as something to do with 'many people', 'citizens' or even something to do with 'sailors' or 'boats'.

Q2
(a)   Most candidates answered this question correctly. Some added 'at the cups' which indicated that they had not read the question correctly.

(b)   Most candidates translated the question words correctly, though a significant number did not translate ἐκείνη correctly. The second question seemed to cause more problems than the first, as many translated ποιεῖ as 'make' or 'making' and then struggled to make sense of the sentence.

Q3

(a)   Most candidates answered this question correctly. A few did not include the adjective $\delta\epsilon\iota\nu\acute{o}\tau\alpha\tau o\varsigma$ in their response at all; some who did failed to notice that it was superlative, whilst others struggled to choose the appropriate translation for this context.

(b)   Some candidates erroneously thought that Deianeira carried the centaur, several incorrectly referred to 'a centaur'. Also, a number did not read the question carefully enough and only explained how Deianeira crossed the river.

c)   All candidates who attempted the question understood that a kiss was occurring, thanks to the word $\kappa\acute{v}\nu\epsilon\iota$ being glossed. However, errors were made by candidates who decided to discuss the quality of the kiss, misunderstanding the use of $\kappa\alpha\kappa\grave{o}\varsigma$.

Q4   The most common errors here were 'all the words' and 'the rest of the story'. Some candidates gave answers such as 'what happened next' which did not relate to the text given in the question.

Q5

(a)   Most candidates answered this question correctly. One or two thought that he was not angry as they had mistranslated $\mathring{a}\rho$' $o\mathring{v}\kappa$. Others used phrases such as 'betrayed' or 'jealous' which, although they related to the story, did not receive a mark.

(b)   The majority of candidates understood the sense here, but very many translated $\acute{\epsilon}\beta\alpha\lambda\epsilon$ as 'threw' which was not accepted. As mentioned earlier, candidates need to learn all meanings on the vocabulary list, not just the first one.

Q6

(a)   This question was answered extremely well by the majority of candidates. Some, however, lost a mark by missing out 'soon'.

(b)   Many candidates answered this correctly. Those that did not tended to miss the importance of $\acute{\epsilon}\alpha\upsilon\tauo\hat{v}$ which lost a mark. Others thought that the Centaur told Deianeira 'to say that it was a love charm', misunderstanding that $\lambda\acute{\epsilon}\gamma\omega\nu$ agreed with Heracles.

Q7   The translation passage:

(i)   Most scored well on this short section. Common errors included lack of contrast with $\mu\grave{\epsilon}\nu$ ... δ.. Some candidates did not recognise $\pi\rho\hat{\omega}\tauo\nu$ or $\mathring{v}\sigma\tau\epsilon\rhoo\nu$.

(ii)   On the whole this section was translated well. The most common error was a mistranslation of $\pi o\lambda\grave{v}\nu$ $\chi\rho\acute{o}\nuo\nu$ with some translating $\pi o\lambda\grave{v}\nu$ as something to do with 'city'. Fitting in the time phrase with the participle sometimes caused a few construction problems
Some candidates did not understand who had returned home, thinking that it was the enemy.

(iii)   This section presented more difficulty for many candidates. Most common mistakes were: Many candidates were unsure how to deal with $\kappa\alpha\grave{\iota}$, which was often omitted, left as a hanging connective or, in the worst cases, had a negative knock-on effect into the participial phrase, which only the strongest candidates dealt with capably.

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(iv)   Some candidates translated this very well. Some mistranslated $\epsilon\dot{\iota}\varsigma \ \tau o\sigma o\hat{\upsilon}\tau o\nu$ as 'into (something)'. Those that did translate it correctly usually went on to translate the result clause correctly. A number failed to recognise $\dot{\epsilon}\mu\dot{\iota}\sigma\epsilon\iota$ which led to some very creative renditions. Missing the prefix of $\dot{\alpha}\pi o\pi\dot{\epsilon}\mu\pi\epsilon\iota\nu$ caused knock-on problems or it was left out in order to make sense of other difficulties such as making Herakles nominative.

(v)   This was a long sentence, and therefore many managed 2 marks, with some constructions recognised, even if they made quite a few mistakes. $\dot{\epsilon}\xi\epsilon\sigma\tau\iota$ and $\ddot{\epsilon}\delta o\xi\epsilon$ caused most problems but also the genitive absolute and having Heracles and Deianeira as subjects of their clauses also caught some out. A few candidates also wrongly interpreted the last clause with 'to make Heracles love her' or 'so that Heracles would love her', omitting the $\pi\epsilon\dot{\iota}\theta o\iota$.

Q8   Most candidates answered this question correctly but some did not know the meaning of $\pi\hat{\omega}\varsigma$.

Q9
(a)   Most candidates answered this question correctly. Some missed the negative and so answered "unfair" instead of "not unfair".

b)   As lots of vocabulary help had been given, greater detail was expected here. Some candidates lost a mark for not specifying that it was 'his' blood-stained cloak. Some translated $\alpha\dot{\iota}\sigma\theta\alpha\nu o\mu\dot{\epsilon}\nu\eta$ as 'knowing' rather than 'noticing' or 'perceiving'.

Q10
(a)   Most candidates translated this correctly. Some candidates chose the correct word but supplied the wrong English translation which was classed as a harmful addition. Of those who put a wrong answer the most common was $\delta\epsilon\xi\dot{\alpha}\mu\epsilon\nu o\varsigma$.

(b)   Most candidates answered this correctly. Some answered that he was going to sacrifice himself/the cloak and consequently lost the mark.

Q11   Most candidates translated this correctly, although some had Heracles sacrificing himself.

Q12   Answered correctly by almost 100% of candidates.

Q13   Most candidates answered this correctly. There was a tendency to quote the Greek and then write a wordy explanation as to why this was evidence of Heracles being in despair. A common error was 'He asked the gods to save him', mistranslating the Greek.

Q14
(a)   Well answered generally. A significant number, however, did not give the correct answer (perhaps surprisingly) here. Some said 'she killed her husband', some 'she died', and some 'the gods killed her'.

Q15   This question has been a part of the GCSE exam for a few years now but some candidates can still struggle with what they need to do. Only a small number of candidates could not think of a derivation for either of the words, and an interesting range of words were offered, but the meanings were not always precisely accurate or the same part of speech. There were several words used in scientific contexts, such as 'monomer'. Other common examples were monarch(y), monosyllable, and monologue. Derivatives such as graphic, graphical, graphics, and graph were often not clearly defined.

B402 Classical Greek Language 2 (History)

General Comments

The standard of performance was high and examiners were particularly impressed with the fluency of candidates' translation. Candidates performed better on the comprehension than the translation and as usual the translation was the best tool for differentiation. There was no evidence that candidates struggled to complete the paper within the time allocated. Alternative versions in brackets lost candidates marks; Candidates should not give alternative answers as, if one is wrong the mark will not be given, even if another is correct.

Individual questions

Q1
Very well answered – nearly every candidate answered correctly.

Q2
Very few candidates didn't get two marks. Those who didn't most frequently translated λαβειν as 'to leave'.

Q3
Generally very well done.
Common mistakes were mistranslating κατα – a lot of answers of 'by the sea', 'across the sea' and 'in the sea'. Some candidates tried to link ἰσχυροτατοι to ναυτικον (e.g. 'a large and very strong fleet'). A minority of candidates confused 'many' with 'all'.

Q4
(a) Mostly well done, though some candidates were penalized for 'the allies'. There was a proportion of candidates who mistook συμμαχοι as singular.

(b) 'As quickly as possible' caused problems for some, though it was generally well tackled. Some candidates recognised the superlative but did not render the phrase with ὡς; other candidates just translated as 'quickly'. A sizeable number of candidates mistook προσβαλλω for εἰσβαλλω (as in the translation below).

Q5
Quite a few mistakes with passives without the agent; 'leave' sometimes replaced 'take'. Many candidates mistranslated πολλας as 'all'.

Q6
A few candidates did not know the verb τρεχω.

Q7
(a) Very well done.
(b) Most candidates recognised the purpose clause. λαθρα was generally well tackled. The most common error was candidatesmissing out 'The Spartans'.

Q8
(i) Most candidates translated μεντοι accurately, though the weaker ones failed to recognise it. ἀφικομενοι was well translated, with the best candidates rendering it in good idiomatic English. προς was not translated well by a number of candidates.

(ii) Some candidates struggled with vocabulary, especially 'hindered' but otherwise there were few mistakes. Some missed out the word 'for'.

(iii) The aorist passive of 'they were forced' posed some problems. A fair number of candidates did not know the meaning of the word. The relative clause was omitted by many.

(iv) τρεις ναυς was regularly taken as the subject of an active verb. ἐκει was often omitted. βια was mistranslated by a fair number of candidates.

(v) 'distress signal' in the singular was a very common mistake. Present participle and ἐμαθον were often not coped with well. ἐπει was taken with the wrong verb by many candidates. Candidates needed to show understanding of the 'when' clause, rather than omitting it.

(vi) ἠδη omitted regularly. There were mistranslations of οἱ μεν... οἱ δε...
A fair number of candidates lost marks by taking 'in the city' out of the phrase it belonged to. Many candidates did not recognise the phrase 'those in the city.'

(vii) Quite a few candidates lost marks for failing to provide a contrast with the previous sentence, and a number failed to translate 'living' correctly, with some mistaking the verb for 'seeing/hearing'. The future participle of 'to sail' was not recognised by a good number of candidates. Many candidates mistranslated ὡς + future participle expressing purpose. This was probably the most challenging section of the translation.

(viii) A lot of candidates omitted the word 'indeed'. As in previous years, smaller words and particles are missed out by far too many candidates. The conditional clause was translated well by most, but a fair number of candidates still mistranslated the tenses of '...had...would have...'

(ix) The genitive absolute was mistranslated by many. 'At once' was omitted by many candidates. Some candidates did not include agent in the active/passive transposition: 'guards were immediately sent'.

(x) Mostly good. Some didn't know vocab of ἡγεμων. 'Therefore' was omitted by some candidates.

B403 Classical Greek Prose Literature

General Comments:

The overall performance of this year's cohort was again very high. The new Section A text (Herodotus *Captures of Babylon*) was offered by the majority of centres, but the Section B option (Demosthenes and Lysias), first examined in 2013, proved to be even more popular than last year. There were many outstanding responses, particularly on Section A, with candidates showing an assured and articulate appreciation of original Greek literature.

Some general points to note:

- The highest Level of response to the 10-mark essay question can be achieved by: answering the question relevantly; addressing the whole of the passage; making at least one point about the author's style; and (as advised last year) translating the Greek quoted in order to demonstrate understanding.

- In responding to the 8-mark essay question, candidates should offer a range of examples from across the set text. Greek quotation and detailed stylistic points are **not** required in response to this question: indeed, nothing is gained by quoting Greek from the passages printed in the question paper.

- English spelling of Greek names was more accurate this year, although English words commonly misspelled in a literary critical context are, among others, "repetition" and "alliteration". Quality of written communication (QWC) is explicitly addressed by examiners when placing marks within a Level in the 10-mark and 8-mark questions.

- Candidates writing their scripts by hand are encouraged to include breathings when quoting Greek. Although their omission is not penalised if QWC is otherwise good, the use of breathings is good practice and becomes important in examinations taken beyond GCSE level.

Comments on Individual Questions:

Section A: Herodotus

Question No.

Q1   Almost universally correct.

Q2   Most earned 3 marks on this question. Some were tempted by F.

Q3   This translation question was mostly well done. Idiomatic variants for ἀπαλλάττεσθε (eg. 'buzz off') were accepted, as was translation of κάθησθε as a perfect tense. Typical errors were: missing the intensifying force of τότε; confusion over singular / plural mules; translating τις + genitive plural as 'The Babylonian'; and taking οὐδαμῶς as modifying τεκεῖν rather than ἐλπίζων.

Q4   Almost universally correct.

Q5   Correctly answered by almost all. Here too F was sometimes chosen (instead of E).

Q6 This 10-mark question was often answered very well, with many excellent candidates reaching Level 4 by offering thoughtful responses which engaged with the question, considered the whole passage and were supported by extensive, relevant Greek quotation and discussion. The best responses were those which put individual stylistic features (e.g. the use of superlatives) into the wider context of the passage. Some translations offered for σχετλιώτατε (eg. 'headstrong') stretched its meaning beyond acceptable limits, but there was some intelligent appreciation of the rhetorical question at the end of Darius' speech, including the metaphorical use of ἐξέπλευσας. References to the dramatic use of direct speech were credited when supported by relevant discussion: e.g. 'it keeps the reader guessing' or 'Darius gives voice to the reader's own question.'

Q7 Given the range of acceptable answers to this question, most were able to achieve at least 1 of the 2 marks. The phrase ἐμαυτοῦ βαλόμενος (ἔπραξα) could be credited only if preceded by the preposition ἐπ'.

Q8(a) & (b) The range of accepted answers for these questions enabled most candidates to achieve most of the marks.

Q9(a) & (b) Part (a) caused no difficulties. For part (b) a variety of stylistic points could be credited. The 'use of a comma' or 'pause' before πλὴν ἐγχειριδίων, however, could not.

Q10(a) Candidates could earn the full two marks here, provided that they were not misled, by πάντα, into taking this as the part where 'the name Zopyrus was on everyone's lips'.

Q10(b) Both parts of this 4-mark question were answered well by most.

Q10(c) Again, this was very well answered, with most candidates making sensible points, supported by relevant Greek evidence. The best answers appreciated the pathos of the different perspectives of the two groups of Babylonians, and the emphatic placement of προδεδομένοι at the end of the extract.

Q11 A range of responses was offered to this broad final question. Level 4 responses were those which avoided simply narrating the story, but explored wider issues raised by the text, including, for example: the cheapness of human life (particularly in contrast to today); the idea of sacrifice and reward; the Homeric echoes of the siege; the sinister character of Zopyrus; and the contrast between Darius' concern for Zopyrus and his harsh treatment of both Persians and Babylonians.

Section B: Demosthenes & Lysias

Question No.

Q12 Almost universally correct.

Q13 A number of candidates offered C instead of D, perhaps because they were not aware that a fuller (κναφεύς) is someone who works with cloth.

Q14 Almost universally correct.

Q15 Here too a fair number chose one of the incorrect answers.

Q16(a) & (b) Most were able to achieve all, or almost all, the available marks here. Some accused the maid of 'pinching' the baby, which was stretching the meaning of ἐδυσκόλαινεν rather too far.

Q16(c)   It should be noted that this style question is about the relationship between Euphiletus and his wife, and not just about the vivid aspects of the scene. Answers which invoked Lysias' use of direct speech could be credited if they were supported by a relevant quotation illustrating a particular aspect of the husband/wife relationship.

Q17(a)   This was well answered by those who did not confuse the extract with an earlier passage (tested on last year's paper) where Euphiletus threatens the maid.

Q17(b)   This proved to be a challenging question for many. Some flexibility was exercised over the acceptable translation of εἴπερ.

Q18   The translation question also proved challenging for many, who found the syntactical structure of the first sentence awkward to handle. Common errors were: omission of τηνικαῦτα ἀφιγμένος; mistranslation of καταλήψοιτο (as, e.g. 'there would be'); and translation of ὡς ἐμέ as 'with me'. It should be noted that ἐπιτηδείων in this context, where it is preceded by the masculine/feminine pronoun οὐδένα, cannot be translated as 'provisions'.

Q19   This question caused few difficulties.

Q20(a) & (b) The range of acceptable answers for (a) enabled most candidates to achieve the 3 marks available. Very few were unable to offer something sensible for part (b).

Q21   The best answers to this 10-mark question were those which ranged over the whole extract, quoted plenty of relevant Greek (correctly translated) and did not offer too much narrative at the expense of commentary. A holistic approach is recommended in preference to "feature spotting" followed by a summary: e.g. 'this is dramatic'. Credit went to those who appreciated the rich selection of visual details in the opening lines of the passage, and the pointed repetition in the phrases τὴν ἐμὴν...τοὺς ἐμούς (where the hyperbolic plural is also noteworthy). A number of candidates misunderstood κἀκεῖνος (the result of 'crasis'), associating it erroneously with the adjective κακός. Strong candidates were aware that Athenian law did entitle a wronged husband to exact money from his wife's seducer instead of death.

Q22   As with the equivalent question in Section A, Level 4 responses to this final question were those which were wide-ranging (addressing both texts), avoided straightforward narration, and analysed interesting issues raised by the texts. Many readers had evidently enjoyed the description of poor Ariston's treatment at the hands of Conon's gang. The best candidates achieved an even balance between the two texts and took the opportunity to discuss broader issues, such as the role of women in Athenian society; and the purpose of both speeches in a courtroom context.

B404 Classical Greek Verse Literature

General Comments:

As usual, the overall standard of scripts was high and the great majority of candidates displayed a sound and accurate knowledge of both texts. Most scripts were presented legibly and were a pleasure to read. However, a significant minority were guilty of writing poor English, which often obscured meaning and sense, especially in the 10-mark and 8-mark questions. Much of this seemed due to carelessness (perhaps under pressure of time), which might have been corrected if candidates had had the time to read through their scripts at the end of the exam. Furthermore, too many of these extended answers showed a lack of planning or forethought as well as shortcomings in answer technique – see specific comments on questions 5, 15, 20 and 30 below. Candidates would be well advised to translate every piece of Greek quoted and try to give the quotation some context. Most of the short-answer questions, testing basic knowledge and understanding, were answered well by most of the candidates, which suggested that the texts had been learned well and studied with interest.

Section A (Homer) was answered by approximately 85% of candidates, Section B (Euripides) by approximately 15%.

Comments on Individual Questions:

Section A Homer

Passage A1

1 (a) Very few fell down on this straightforward 'Who is the speaker?' question. Spelling was not penalised as long as the name was identifiably correct, although it was disappointing to find so many misspellings – 'Antonio' was quite popular with weaker candidates. 'Ariston' popped up once or twice from B403.

(b) Almost all knew that it was Odysseus (or the beggar) being spoken to.

2   This multiple-choice question caused very few problems.

3 (a) Two pieces of information required: Eurytion was drunk (occasionally omitted) and he committed some sort of criminal act. Some answers were (acceptably) general e.g. 'he did bad things' (staying close to the text); others gave a more detailed account of the rape of Hippodamia.

(b) Most candidates got the idea of the story of Eurytion serving as a warning to Odysseus/the beggar (either regarding his request to string the bow or about the dangers of getting drunk). Any sensible answers were accepted.

Passage A2

4   The translation question was well handled by most candidates, although there were recurrent errors/omissions (often minor) as follows: ἤ and τι were quite often omitted; not enough care was taken over the meaning of ἀμύμονος ('excellent' is suggested in the prescribed edition of the text); verb tenses were sometimes inaccurate; βιόν occasionally came out as 'force' or 'strength' or was unacceptably translated as 'it' (i.e. the bow); 'iron' was required somewhere in the translation of σιδήρου.

Passage A3

5   Many candidates went to town on this 10-mark question and made lots of interesting, valid points regarding both the content and the stylistic features of the passage. However, all too often very good candidates got rather carried away, making lots of 'clever' stylistic points without paying enough attention to the content of the passage and the actual question. Those who tried to make something of μῆτερ ἐμή were rarely convincing. κρείσσων was often translated as 'greater authority' etc. by candidates who had learned the text but not understood the grammar/structure of the Greek. Similarly with the repeated phrase οὔθ' ὅσσοι which was sometimes weakly translated as 'neither . . . nor', and very few tied in these lines with τῶν (line 5). Comments such as "καθάπαξ, meaning 'once and for all' is a very strong word choice and is used to emphasise Telemachus' authority" were common but gained little credit as they failed to give any context (or, in some cases, even a translation) or engage with the question. There was a tendency to quote the Greek without showing a clear understanding of the meaning (e.g. a by translating it), and similarly many candidates seemed to think that a phrase/clause of Greek followed by an accurate translation constituted a 'good' point. But points need to be developed in some way, i.e. explained and/or put into context. Candidates need a good deal of guided practice to prepare for this type of question in the exam.

Passage A4

6   Most candidates secured the marks by referring to 'wise' and 'heart'.

7   A straightforward multiple-choice question for most, although A was sometimes selected in place of D.

Passage A5

8   More examples of inaccurate spelling. The mark was given if the name was identifiably 'Eumaeus', although some obviously confused it with 'Eurymachus'. 'Philoetius' appeared a few times.

9   Almost all correct.

Passage A6

10   As with μῆτερ ἐμή above (see Q5), references to ἄττα usually failed to persuade of a clear connection between the use of the word and Telemachus' control of the situation. Also when citing an imperative as a point of style, it is important to give some context, i.e. who is ordering whom to do what. The passage contained a number of other straightforward points, although surprisingly few noted the warning/threat in line 3 (μή . . . δίωμαι). Some confused the two comparatives ὁπλοτερός and φέρτερός. Candidates should know that the Greek they quote needs to focus on a specific word or phrase: writing down a whole line or sentence is less likely to be credited.

11 (a) The MS was tight and quite specific, and candidates needed to realise that answers had to earn 4 marks. Marks were usually lost with the omission of τάχα and/or στυγερῶς.

   (b) Most candidates got the idea of Telemachus not being strong enough or being inferior in strength and might to the suitors (rather than being outnumbered). A few erroneously talked about 'arms' ('weapons').

Passage A7

12   Most understood that the suitors were mortified because Odysseus/the beggar had strung the bow. A few lost the mark gained by the harmful addition: "and had shot an arrow through the axes" –.

13   A few answers were unspecific (e.g. 'an omen') or confused thunder with lightning. 'Zeus clapped loudly' did not get the mark – a good example of how weaker candidates often struggled to express their ideas clearly.

14   Candidates should know what 'phrase' means (i.e. not a single word). Most realised that Κρόνου πάϊς. ἀγκυλομήτεω was not required, but if included in the Greek it needed to be translated accurately. Some answers confused 'counsel' and 'council', but this was not penalised. A few candidates did not really understand the idea of 'describing' Zeus - what he does is not a description.

15   This 8-mark question on the negative presentation of the suitors was answered well by most candidates. Answers that make four 'good' points (i.e. relevant, well supported with an example/reference, and explained in context) can expect a L4 mark. Answers fell below L4 usually for the following reasons: (i) not enough points made (If fewer than four points are made, then each point must be supported by numerous examples/ references) (ii) lack of supporting evidence/examples; lack of accurate and relevant quotation (in English) from the text; tendency to generalise and not go into detail (iii) wandering outside the prescribed text (e.g. references to how long the suitors had been abusing 'xenia' and sleeping with the maidservants, or references to their deserved fate at the hands of Odysseus etc). Some answers attempted to include a sense of balance by arguing that Eurymachus' speech to Penelope was polite and modest (i.e. not negative), but most answers were wholly negative and this was fine. Candidates should know that there is no need to quote in Greek for this question; supporting examples taken from passages appearing in the QP are likely to carry less weight than quotations/examples selected from the rest of the set text.

Section B Euripides

Passage B1

16   Straightforward 'ultiple-choice, although some wrongly chose D.

17   Parallel to Q14 in Section A. If the article was included in the Greek phrase, it had to be translated in the English.

Passage B2

18 (a) & (b) Parallel to Q1 (a) & (b) in Section A. Almost all answered correctly.

   (c) The instructions were recalled accurately and most candidates found this an easy 4 marks, especially with the generous MS.

   (d) Too many instances of Greek quotations not translated (or with their meaning not made clear). Answers which began by picking out ὦ σύγγον' struggled to argue a convincing link between the address to Hermes and 'clear and forceful instructions'. It was disappointing that so few answers made use of the emphatic pronoun (αὐτῷ, αὐταῖς).

Passage B3

19   The opening line (ὡς δ' ἀπηνδρώθη δέμας) led to some very awkward English e.g. "when he had become a man in his body"; the prescribed edition offers 'when his body grew to maturity'. Frequent minor errors included: the omission of 'gold' from χρυσοφύλακα; omission of conjunctions, τε (l.3) and δ' (l.3), which spoiled the sentence structure; the mistranslation of δεῦρ' (e.g. 'here'). The omission of this word counted as a major error. 3/5 was a common mark.

Passage B4

20   Although most candidates showed a good knowledge of the passage about Apollo's manipulation of the destinies of the human characters, some answers were short of ideas both in terms of content points and stylistic points, while other answers wandered outside the passage to discuss whether Apollo had been successful by the end of the play. Not enough was made of the understatement κοὐ λέληθεν nor of the emphatic words δώσει and κρυπτοὶ, although αὐτοῦ was well used (when the meaning was made clear), as was πεφυκέναι κείνου.

Passage B5

21   Almost all knew that Xuthus was away visiting the caves of Trophonius.

22   A number of candidates thought that Xuthus was absent from the scene so that Creusa and Ion could discover they were mother and son, forgetting (or not realising) that the recognition scene comes later in the play some time after this particular scene (and not part of the set text).

23   A few wrong answers, but most candidates found this multiple-choice question straightforward.

Passage B6

24   Some answers were dangerously/unnecessarily brief e.g. "the repeated negatives οὐδ' . . . οὐδὲν", without offering either a translation or any context. Even the abbreviated MS offers more! The tautology/repetition in line 1 (οὐδ' ἔτεκες . . . ἄτεκνος) was not always explained clearly.

25   Another straightforward multiple-choice question.

26   Most candidates understood the dramatic irony in Creusa's words.

Passage B7

27   Most translated τεκμήριον acceptably as 'information/clue/sign/proof', but 'witness' was not given the mark.

28   Virtually all candidates knew that the 'other woman' referred to by Creusa was in fact herself.

29   Most candidates got the essential point that Ion would be glad to get some help (in the task of finding his mother or in sharing his suffering).

30   A number of candidates found the 8-mark question on tension in the scene with Ion and Creusa quite challenging, and overall answers were disappointing. Stichomythia was mentioned, but only in very general terms. While many answers were built around the idea of dramatic irony, there was a marked reluctance to give specific examples of how the various initial pieces of the recognition puzzle were put together. Not enough was made of Ion's inquisitive nature – his questions prompt Creusa to divulge a lot of 'meaningful' information – or the differing attitudes of the two characters towards Apollo. Much better use should have been made of lines such as "Apollo knows of my childlessness" (l.125) and "Perhaps I was born as a result of a wrong done to some woman" (l.143). Candidates should know that there is no need to quote in Greek for this question, and supporting examples taken from passages appearing in the QP are likely to carry less weight than quotations/examples selected from the rest of the set text.

B405 Sources for Classical Greek

General Comments:

The paper was completed very well by the vast majority of candidates, and it was a pleasure to see the varied and dynamic responses to the sources, several of which the candidates had not seen before.

In general, candidates showed an excellent ability to support their ideas with evidence, both from the sources insert and also from the material they had covered in their lessons. Answers tended to be well-phrased and accurate, reflecting a good understanding as well as a genuine interest in the ancient world. In this paper candidates were expected to organise and select relevant information from the sources given, and in most cases they rose to the challenge admirably.

Comments on Individual Questions:

Question No.

1(a) Candidates typically gave a good estimate of the ages of young Athenian girls when they married, and although it is pointless to generalise, the younger the better in the eyes of Athenian society.

1(b) Most candidates focused on the fertility of the girls at a younger age rather than the Athenian obsession with a girl's purity, but were credited with this opinion.

1(c) This question needed to focus on the payment of a dowry to the bridegroom by the father; in many cases candidates were confused about who paid the dowry to whom, and preferred to comment on the explicit bitterness of the source.

1(d) Some weaker candidates found this question difficult, as they assumed that the bridal couple would be married in a temple, when in fact the procession made its way to their new home.

1(e) & (f) Answers that ask for a wider understanding of vase painting are always interesting to read, as Greek art tends to be outside the normal material studied in the GCSE Greek specification and thus elicits a more personal response from candidates. In this case, the answers tended to be eminently sensible suggestions about the popularity of marriage scenes, and every candidate was able to give at least one other theme used by vase painters.

2(a) The focus of this question was on the *kyrios'* responsibilities towards his household, and answers that involved reference to attending the *Ekklesia* or debating politics were not accepted unless they specifically made some reference to decisions affecting the household in some way.

2(b) & (c) All the candidates were well-versed in the role of *hetairai* and how an Athenian man might meet them.

2(d) This question proved a good discriminator. Examiners were expecting a basic understanding of Athenian politics, especially in light of the Thucydides source taken from Pericles' funeral speech (Source H). Most candidates showed a good grasp of the topic, while the weakest focused on the English word 'Assembly' and made a vague reference to a large meeting.

3   The examiners really enjoyed reading the candidates' responses to questions such as this one, which expected candidates to select relevant information from the sources and then to construct their answer from it. Candidates were asked to focus on two sources in their answer, and were not able to attain full marks for the question unless they had done so. There was a great deal of material from which to select some relevant points, and in most cases the candidates responded clearly, making good reference to the texts.

4   This was very well answered. The best candidates were able to look at all four sources and respond to them in different ways. The responses to the information given by the vase painting (Source B) were particularly interesting, as most focused on the smiles on the couple's faces or the wealth suggested by the four horses. This source was the only really positive piece of evidence and, even so, one that is inevitably open to discussion. Many candidates felt that the encouragement to 'give his vote in defence of his wife' in Source C was evidence for a degree of warmth in Athenian marriage, while most focused on the explicit domestic violence in the 'Lysistrata' source and used some excellent quotations from this play to support their ideas.

5(a)   This was correctly answered by the vast majority of candidates

5(b) & (c) A number of candidates had problems with identifying the paedagogos, thinking that he was either the pupil's father or teacher. Several candidates also thought the stick he carries was to support him as he walked.

5(d)   Answers like 'Greek' or 'English' were not credited; most answers made good use of the evidence in the vase painting.

5(e)   This question was well answered in the vast majority of papers.

6   The strongest candidates answered this question in their own words, and quoted from the sources to support their valid points. Weaker answers simply quoted phrases from the sources without explaining them. Whilst the examiners were prepared to accept a wide range of answers to this question, they did not accept reference to the phrase in Source G that says '…and they give them as much food as they can eat…', where candidates commonly suggested that Athenian schools would serve meals as if they had large school canteens. The Xenophon source is talking generally about non-Spartan approaches to parenting and the rearing of sons, rather than specifically about school meals.

7   This question was particularly interesting to mark, as it elicited some excellent personal responses. In general, candidates liked the idea of a varied school curriculum, individual attention and the chance to study music. The popularity of extreme physical training was less widespread, although most candidates recognised that some modern candidates might wish to get fit. The examiners did not credit the many who suggested that some candidates might like the thrill of learning how to steal effectively, as encouraged by the Spartans.

8   The quality of response to this question was generally high, although in a number of cases the candidates did not spend sufficient time discussing the limitations of the sources they had selected. Weaker answers tended to be very brief and failed to focus on three sources in any detail, but included instead an overly narrative account of the chosen evidence. A wide range of sources was selected, which was particularly interesting, and some candidates opted to discuss sources that were not in the Insert, which was good, provided that they made it clear exactly which pieces of evidence they were discussing. The conclusions reached in answering the question tended to be well considered and balanced, and the best candidates were able to support their ideas with relevant reference to the sources they had chosen.

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