



# Classics

**GCSE 2012**

**Classical Greek**

Teachers' Handbook

J291

Version 1

September 2012

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# Introduction

OCR's GCSE in Classical Greek entered first teaching in September 2009.

We have improved the quality of our GCSEs for teachers and students alike. We've made improvements in two key areas: updated and relevant content and a focus on developing students' personal, learning and thinking skills.

In addition and in response to reforms announced by the Government and in response to Ofqual mandated changes to GCSEs, unitised assessment of this qualification is being replaced by linear assessment from September 2012. This means that candidates commencing a two year course from September 2012 will take all of their GCSE units at the end of the course in June 2014.

The main changes are:

- Examinations should provide opportunity for extended writing and more varied question types
- All GCSEs will meet the requirements of the Equality Act.

OCR offers a range of support materials, developed following extensive research and consultation with teachers. We've designed them to save you time when preparing for the new specification and to support you while teaching them.

It is important to make the point that this Teacher Handbook plays a secondary role to the specifications themselves. The GCSE Classical Greek specification is the document on which assessment is based: it specifies what content and skills need to be covered. At all times therefore, the Teacher Handbook should be read in conjunction with the Specification. If clarification on a particular point is sought, then that clarification must be found in the Specification itself.

# Subject specific guidance

## Unit B401: Classical Greek Language 1 (Mythology and domestic life) 1 hour

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This unit tests understanding of unseen Greek. The passages will recount a story or stories drawn from mythology or Greek domestic life.

Candidates should be able to recognise, analyse and/or deploy, as appropriate, the accidence and syntax listed in Appendix A of the specification, and demonstrate knowledge of the vocabulary in the GCSE Vocabulary List for this unit.

Candidates answer comprehension questions in English, including questions about the derivation of English words from Greek. Candidates translate a short extract of Greek into English.

For further guidance on teaching this unit, teachers are advised to consult the suggested OCR Scheme of Work. Following a thorough language coursebook (consulting the list of resources in this handbook) will prove invaluable, and learners should be equipped with copies of the unit vocabulary list. Familiarity with this list, and with those items of grammar and syntax prescribed in the specification, can be achieved through a variety of language teaching methods, as your teaching time allows. Teachers should note the level of this unit as suggested by the specimen assessment materials, and that questions on word-derivation are now asked. Regular translation and comprehension work are much to be advised.

**Compulsory for both short course and full course.**

## Unit B402: Classical Greek Language 2 (History) 1 hour

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This unit tests understanding of unseen Greek. The passages will recount a story or stories drawn from history.

Candidates should be able to recognise, analyse and/or deploy, as appropriate, the accidence and syntax listed in Appendix B of the specification, and demonstrate knowledge of the vocabulary in the GCSE Vocabulary List for this unit.

Candidates answer comprehension questions in English, and translate a passage of Greek into English.

For further guidance on teaching this unit, teachers are advised to consult the suggested OCR Scheme of Work. Following a thorough language coursebook (consulting the list of resources in this handbook) will prove invaluable, and learners should be equipped with copies of the unit vocabulary list. Familiarity with this list, and with those items of grammar and syntax prescribed in the specification, can be achieved through a variety of language teaching methods, as your teaching time allows. Teachers should note the level of this unit as suggested by the specimen assessment materials, and that it is linguistically more demanding than Unit B401. Regular translation and comprehension work are much to be advised.

**Compulsory for full course, not available for short course.**

**Literature and sources units are listed below: full course candidates must do 2 from 3, short course candidates must do 1 from 3.**

## Unit B403: Classical Greek Prose Literature 1 hour

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This unit tests understanding and appreciation of a prepared prose set text. There are two sections: candidates choose Section A **or** Section B. Each section has questions on a specific prose text prescription. Some questions require short answers in English, some require tick box responses, and others require extended responses in English (with marks awarded for the quality of written communication). There are literary appreciation questions (10 marks) on an extract of Greek. Candidates must refer to the Greek text to support their answer.

Candidates should be able to demonstrate an understanding of Classical Greek literature by translation and/or explanation of words, phrases, sentences or passages of the original Classical Greek text; demonstrate an understanding of the cultural content and context of the literature; demonstrate an appreciation of literary effects such as simile, metaphor, alliteration, assonance, words and word order, as appropriate to the text studied; evaluate, analyse and produce personal responses to the Classical Greek prose literature they have studied.

Candidates prepare **one** prose set text prescription. Approximately 135 lines will be set for each prose set text prescription.

Cycle of Texts: each set text prescription will be examined for a maximum of two years, so beware changes, and check the texts you are studying against those prescribed in the specification. The translations suggested in the resources section are offered as a guide only as different editions may have slightly different readings.

For further guidance on teaching this unit, teachers are advised to consult the suggested OCR Scheme of Work. It is essential that teachers use the text advised by the specification, or, if they are using another edition, that their learners are aware of the differences between that and the prescribed text. It is particularly the case in those texts where some adapted Greek may be being used. The recommended editions do have good vocabulary lists – but you may need to supplement that, depending on the ability level of your learners. The suggested Scheme of Work makes suggestions in this regard, as does the list of resources below. Keep any introduction on biographical details brief, but do place the text in its context. Learners need to know how to translate the text and to know which word means which. Other suggestions which teachers may find useful include the following activities:

- Read the text to your students.
- Work through it with them in class arriving at either a collective translation – or asking them to do a write up of a short section for homework (which you then mark/check).
- Ask learners to prepare a section, as individuals, pairs or at home – probably not more than ten lines.
- Divide portions up between learners – but bear in mind they will all have to know all the text.
- Once the translation is known, ask regular comprehension questions.
- Discuss and analyse the text and the story/point of a poem.
- Work from the Greek to the English.
- Ask your learners to produce regular summaries of what's going on in a text.
- Regular chunks of learning/testing – of translation and how it fits together.
- Explore the style of the text – alliteration (but only where it means something), repetition of words, position of words, vocabulary, introduction to a few basic technical terms.
- For Rhetorical Terms, try <http://www.uky.edu/AS/Classics/rhetoric.html>.
- Ask questions such as “How does the author emphasise (action/emotion) in this section?”
- Emphasise that any revision needs to use both the Greek text and the translation.

Literature teaching allows for many possible teaching methods and these are only a few recommendations.

**Optional for both short course and full course.**

## Unit B404: Classical Greek Verse Literature 1 hour

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This unit tests understanding and appreciation of a prepared verse set text. There are two sections: candidates choose Section A **or** Section B. Each section has questions on a specific verse text prescription. Some questions require short answers in English, some require tick box responses, and others require extended responses in English (with marks awarded for the quality of written communication). There are literary appreciation questions (10 marks) on an extract of Greek. Candidates must refer to the Greek text to support their answer.

Candidates should be able to demonstrate an understanding of Classical Greek literature by translation and/or explanation of words, phrases, sentences or passages of the original Classical Greek text; demonstrate an understanding of the cultural content and context of the literature; demonstrate an appreciation of literary effects such as simile, metaphor, alliteration, assonance and the author's use of rhythm, words and word order, as appropriate to the text studied; evaluate, analyse and produce personal responses to the Classical Greek verse literature they have studied.

Candidates prepare **one** verse set text prescription. Approximately 135 lines will be set for each verse set text prescription.

Cycle of Texts: each set text prescription will be examined for a maximum of two years, so beware changes, and check the texts you are studying against those prescribed in the specification. The translations suggested in the resources section are offered as a guide only as different editions may have slightly different readings.

For further guidance on teaching this unit, teachers are advised to consult the suggested OCR Scheme of Work. It is essential that teachers use the text advised by the specification, or, if they are using another edition, that their learners are aware of the differences between that and the prescribed text. It is particularly the case in those texts where some adapted Greek may be being used. The recommended editions do have good vocabulary lists – but you may need to supplement that, depending on the ability level of your learners. The suggested Scheme of Work makes suggestions in this regard, as does the list of resources below. Keep any introduction on biographical details brief, but do place the text in its context. Learners need to know how to translate the text and to know which word means which. Other suggestions which teachers may find useful include the following activities:

- Read the text to your students.
- Work through it with them in class arriving at either a collective translation – or asking them to do a write up of a short section for homework (which you then mark/check).
- Ask learners to prepare a section, as individuals, pairs or at home – probably not more than ten lines.
- Divide portions up between learners – but bear in mind they will all have to know all the text.
- Once the translation is known, ask regular comprehension questions.
- Discuss and analyse the text and the story/point of a poem.
- Work from the Greek to the English.
- Ask your learners to produce regular summaries of what's going on in a text.
- Regular chunks of learning/testing – of translation and how it fits together.
- Explore the style of the text – alliteration (but only where it means something), repetition of words, position of words, vocabulary, introduction to a few basic technical terms, metre (although the latter is perhaps best left to a later stage).
- For Rhetorical Terms, try <http://www.uky.edu/AS/Classics/rhetoric.html>
- Ask questions such as “How does the author emphasise (action/emotion) in this section?”
- Emphasise that any revision needs to use both the Greek text and the translation.

Literature teaching allows for many possible teaching methods and these are only a few recommendations.

**Optional for both short course and full course.**

## Unit B405: Sources for Classical Greek 1 hour

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This unit tests understanding and analysis of primary source material. Questions require short answers in English, tick-box responses or extended responses in English (with marks awarded for the quality of written communication). Questions will be set on **both** the core prescribed items of primary source material **and** on other items of primary source material of related subject matter. The unit will introduce candidates to primary source material as evidence for aspects of life in classical Greece, develop candidates' skills in identifying and responding to evidence, and encourage candidates to relate their understanding of evidence to their study of language and literature.

The sources are primarily about ancient Athens, but may include examples from other areas of Greece such as Delphi, Olympia or Sparta. They are based around two topic areas:

- **Work and domestic life** (houses, women, slaves, relations with men and women, and occupations such as farming, work carried out by women, mining, ships, doctors);
- **Social life and citizenship** (symposia, aspects of democracy, education, religion and festivals (the theatre and athletics), some comparison with Sparta).

For further guidance on teaching this unit, teachers are advised to consult the suggested OCR Scheme of Work. This unit will allow learners to experience and respond to many different types of sources. Consideration of all the Core Primary Source material is essential for both teachers and learners, and teachers should introduce their learners to other primary sources to enable appropriate skills of analysis to be developed. Teachers should encourage their learners to think about the overarching topics linking the Primary Source materials.

**Optional for both short course and full course.**

# Resources

Classical Greek because of its nature has a limited range of linguistic resources available for learners. There will be vast numbers of resources about set texts for literature and sources papers. This means the list below can only contain a selection for a specific author. The list is intended to act as a broad guide. It is also recognised that teachers may be familiar with other relevant resources that are not listed below. Teachers will need to use their professional judgement in assessing the suitability of materials in the list below.

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this Teacher Guide and the associated Scheme of Work are offered as guidance but will be subject to modifications by the individual teacher.

## A resource list for teachers

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### Units B401 (Language: Mythology and daily life) and B402 (Language: History)

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***Below are listed various basic textbooks which will be useful for the teaching of Classical Greek language up to GCSE level. Obviously, any language teaching book will ultimately be useful in the teaching of literature.***

Abbott, EA and Mansfield, ED (1995) *A Primer of Greek Grammar* Bristol Classical Press 0715612581

Anderson, Stephen and Taylor, John (2005) *Greek Unseen Translation* Bristol Classical Press 185399684X

Balme, M & Lawall G (1990) *Athenaze I* Oxford University Press 0195056213

Barker, P (1998) *The Greek We Speak* BCP 1853991767

Betts, G & Henry A (2003) *Teach Yourself Ancient Greek* Teach Yourself 034086785X

Blackwell, C (2001) *Gamma J-PROGS*, [www.j-progs.com](http://www.j-progs.com)

Goodwin, WW (1998) *A Greek Grammar* Bristol Classical Press 1853995223

Morwood, James (2003) *Oxford Grammar of Classical Greek* Oxford University Press 0195218515

JACT (2007) *Reading Greek: Grammar and Exercises* Cambridge University Press 0521698529

JACT (2007) *Reading Greek: Text and Vocabulary* Cambridge University Press 0521698510



Paul, A (2001) *Grammatikon* A H Paul, [AHPaul@compuserve.com](mailto:AHPaul@compuserve.com)

Taylor, J (2003) *Greek to GCSE: Part 1* Bristol Classical Press 1853996564

Taylor, J (2008) *Greek to GCSE: Part 2 (2<sup>nd</sup> rev.ed.)* Bristol Classical Press 185399703X

Usher, HJK (1994) *An Outline of Greek Accidence* Duckworth/Bristol Classical Press 0715615432

Wilding, LA (1994) *Greek for Beginners* Bristol Classical Press 0715626469

## Unit B403 (Prose Literature)

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**Cycle of texts: each set text prescription will be examined for a maximum of two years.**

**Details of set text prescriptions are published on the OCR website.**

## Unit B404 (Verse Literature)

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**Cycle of texts: each set text prescription will be examined for a maximum of two years.**

**Details of set text prescriptions are published on the OCR website.**

## Unit B405 (Sources for Classical Greek)

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**Further guidance on primary sources and useful books, including a list of vases to be studied, will be published separately for this unit by OCR.**

Dillon M and Garland L, (2000 2nd edition), *Ancient Greece: social and historical documents from Archaic times to the death of Socrates*, Routledge 0415217555.

### **Core Primary source material:**

- Vases with scenes of women, athletes, religious practices, symposia;
- Xenophon on houses *Oeconomicus* 9.2-5;
- Pseudo-Xenophon on slaves *The constitution of Athens* 1.10;
- Aristophanes on spinning and weaving and politics *Lysistrata* 507-520, 565-597, and on women and religion *Lysistrata* 638-51;
- Hesiod on attitudes to work *Works and Days* 303-11, on farming *Works and Days* 414-447, 465-478, on women *Works and Days* 695-705, on shipping *Works and Days* 678-694;
- Plutarch on chariot racing at Olympia *Alcibiades* 11.1-12.1;
- Sophocles *Electra* 698-756, description of chariot accident;
- Vitruvius on the *palaestra*, *On Architecture* 5.11.1-4;
- Plato on educating body and mind *Republic* 3.411a-e;
- Xenophon on Spartan education *Constitution of the Spartans* 1.3-8, 2.1-8;
- Plutarch on athletics and military training *Moralia* Table-talk 2 639D-640A;
- Plato on work and occupations *Republic* 2.369d-370e;
- Aelian on Spartan attitudes to culture and work *Varia Historia* 12.50;
- Plutarch on slaves and mining *Comparison of Nicias and Crassus* 1;
- Lysias 1 on women, marriage and houses *On the murder of Eratosthenes* 6-10;
- Plato on Socrates and Alcibiades *Symposium* 219b-d;
- Theognis 31-8 on education, symposium;
- Hippocrates on doctors *Epidemics* 1.23;
- Herodotus 6.18, 21.2 on the theatre and democracy;
- Thucydides 2.37.1-40.2 on democracy and citizenship.

### **Other useful books**

Blundell, S (1999) *Women in Ancient Greece* British Museum Press 071412219X

Dowswell, P (2000) *Greek Gazette* Usborne 0746027559

Pearson, A (2007) *Ancient Greece* Dorling Kindersley 0756630029.

Leon, V (2007) *Working IX to V: Orgy Planners, Funeral Clowns and other prized professions of the Ancient World* Walker & Co. 0802715567

# Other forms of Support

In order to help you implement the new GCSE Classical Greek Specification effectively, OCR offers a comprehensive package of support. This includes:

## Published Resources

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OCR offers centres a wealth of quality published support with a fantastic choice of 'Official Publisher Partner' and 'Approved Publication' resources, all endorsed by OCR for use with OCR specifications.

## Publisher partners

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OCR works in close collaboration with three Publisher Partners; Hodder Education, Heinemann and Oxford University Press (OUP) to ensure centres have access to:

- Better published support, available when you need it, tailored to OCR specifications
- Quality resources produced in consultation with OCR subject teams, which are linked to OCR's teacher support materials
- More resources for specifications with lower candidate entries
- Materials that are subject to a thorough quality assurance process to achieve endorsement

OUP is the publisher partner for OCR GCSE Classical Greek.



## Approved publications

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OCR still endorses other publisher materials, which undergo a thorough quality assurance process to achieve endorsement. By offering a choice of endorsed materials, centres can be assured of quality support for all OCR qualifications.



## Endorsement

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OCR endorses a range of publisher materials to provide quality support for centres delivering its qualifications. You can be confident that materials branded with OCR's "Official Publishing Partner" or "Approved publication" logos have undergone a thorough quality assurance process to achieve endorsement. All responsibility for the content of the publisher's materials rests with the publisher.

These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve an OCR qualification. Any resource lists which are produced by OCR shall include a range of appropriate texts.

## Professional Development

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The 2012-13 OCR Professional Development Programme offers more accessible and more cost effective training, with the same valued content that you expect from us.

At OCR, we are constantly looking for ways in which we can improve the support we offer to teachers. Most recently we have been considering the increasing challenges that schools face in releasing teachers for INSET, and how OCR can make its professional development programme more accessible and convenient for all.

From September 2012, our new improved programme will include:

- FREE online professional development units available when and where you want them
- FREE live web broadcasts of professional development events
- FREE face to face training for GCSE controlled assessment and GCE coursework
- A series of 'not to be missed' premier professional development events.

For more information, please email [training@ocr.org.uk](mailto:training@ocr.org.uk) or visit [www.ocr.org.uk/training](http://www.ocr.org.uk/training).

## OCR Social

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Visit our social media site ([www.social.ocr.org.uk](http://www.social.ocr.org.uk)). By registering you will have free access to a dedicated platform where teachers can engage with each other - and OCR - to share best practice, offer guidance and access a range of support materials produced by other teachers; such as lesson plans, presentations, videos and links to other helpful sites.

## Interchange

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OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate and free access to candidate information at your convenience. Sign up at <https://interchange.ocr.org.uk>

# Frequently Asked Questions

## What are the major changes to this specification?

In response to reforms announced by the Government and in response to Ofqual mandated changes to GCSEs, unitised assessment of this qualification is being replaced by linear assessment.

This means that candidates commencing a two year course from September 2012 will take all of their GCSE units at the end of the course in June 2014.

The new Classical Greek specification (**full course**) consists of two compulsory units: B401 and B402. Candidates then take two units from B403 (Prose Literature), B404 (Verse Literature) and B405 (Sources for Greek).

The new Classical Greek specification (**short course**) consists of one compulsory unit: B401. Candidates then take one unit from B403 (Prose Literature), B404 (Verse Literature) and B405 (Sources for Greek).

The scheme of assessment is untiered.

More specific guidance and help is being provided to help plan delivery, through schemes of work and lesson plans, all available on OCR's website.

Each unit is assessed by a one hour written examination. Controlled assessment is not used in this Classical Greek specification.

## Can a candidate take Classical Greek and Classical Civilisation or Ancient History?

Yes. Classical Greek, Classical Civilisation and Ancient History are separate qualifications and each has its own classification code. Candidates can take all three and each will count for the school league tables.

## Can I combine units from GCSE Classical Greek and GCSE Classical Civilisation or GCSE Latin like at A level?

No. At A level Ancient History, Classical Civilisation, Latin and Classical Greek are all part of the Classics suite and so units can be combined to give an overall qualification in Classics. This is not the case at GCSE. However, it would be possible to take one short course in Classical Greek and another short course in Classical Civilisation. This would however result in two short course GCSE qualifications, rather than one full course, but it does provide the flexibility to take both Classical Civilisation and another subject in the time that would be spent on one full GCSE.

### **When will the new Classical Greek GCSE first be available?**

Classical Greek GCSE is available for first teaching from September 2009. Assessment for all units is available from June 2010 onwards. Certification for GCSE Short Course will be available for the first time in June 2010 and for the full course for the first time in June 2011.

### **Can learners re-sit the qualification?**

Yes but only in its entirety, re-sitting individual units mid-course is no longer possible.

### **Will OCR make past papers available?**

Past papers will be available to download from the OCR website. These will be free of charge.

### **What support materials are being produced by OCR for the revised GCSE?**

Schemes of work and lesson plans, together with the defined vocabulary lists can be downloaded from the OCR website.

### **Do my candidates have to translate English to Greek?**

No, candidates do not have to translate into Greek, although you may find some basic English to Greek sentences for translation help with language consolidation work during your teaching.



## Contact us

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