GCSE

Classical Greek

OCR Report to Centres

June 2013

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General Certificate of Secondary Education

Classical Greek (J291)

General Certificate of Secondary Education (Short Course)

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OCR REPORT TO CENTRES

Overview

Once again the number of candidates was very healthy, showing a further slight increase from 2012. The general standard of their work was extremely high, and many scripts were a pleasure to read.

The range of papers and their individual contents seem to suit candidates and teachers well. There was plenty of evidence of serious and committed engagement with the language, the set texts and the cultural background. On the language papers, comprehension questions were competently tackled, and translations accurate: some candidates would have improved their performance by focusing more closely on the wording both of the questions and of the Greek. On the literature papers, most wrote knowledgeably about their set texts, the longer 8-mark and 10-mark questions eliciting many sensitive and even impassioned answers; where Greek is quoted in these, an accurate translation should be provided. The relatively small number of candidates for the Sources paper coped well with both familiar and unseen material, often drawing parallels between the ancient and modern worlds.

The vast majority of candidates clearly enjoy the subject, and prepare for the examination with impressive thoroughness. They and their teachers are to be congratulated.

B401 Classical Greek Language 1 (Mythology and domestic life)

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General Comments

One thousand four hundred and twenty four candidates entered for the examination this year, one less than last year. The general standard of performance was extremely high and there was no evidence to suggest that candidates had struggled to finish within the allocated time.

Candidates seemed to find the paper slightly easier than last year and this was taken into consideration when the grade boundaries for this unit were awarded. Some candidates seemed to have previous knowledge of the story which turned out to not always be helpful; they should be reminded to focus on the Greek in front of them.

Common problems were as follows: compound verbs, participles (including genitive absolutes) and translation of past tenses.

Centres should remind candidates that they do not need to quote Greek 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.

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 cause 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 a candidate extra marks, but do take up valuable time which candidates may need in answering other questions, and actually can lose the candidate marks, as stated above.

Comments on Individual Questions

Q1 This was answered well by the majority of candidates. The most frequent errors occurred when candidates were not precise enough with the meaning of ᾤκει

Q2
(a) Answered well by most candidates. A minority of candidates confused πολλοί thinking it meant 'all'. A significant few quoted the relevant Greek words which was unnecessary.
(b) Answered well by the majority of candidates.

Q3
(a) Answered well by most candidates; a few confused ἐβούλετο with the verb 'to plan'.
(b) Answered well by the majority of candidates, with a few adding an English translation which was not asked for.
(c) The contrast was generally recognised by most candidates. The fact that there was no infinitive with ἤθελεν caused difficulties for some whilst there was also confusion about who was doing the sending.

Q4
(a) The correct Greek phrase was identified by the majority of candidates; translated correctly by most of those who chose the correct phrase; a few confused πείθοι with the verb πείθομαι.

(b) A significant few did not recognise the meaning/tense of οἷά τ'ἔσται, translating it as a past tense or leaving it out of their answer altogether. Many also confused the meaning of γιγνώσκειν.

Q5 The correct answer was identified by almost all candidates.

Q6 The fact that there were 4 ways to gain the 3 marks helped many candidates. Many candidates did not know the meaning of the word καίπερ.

Q7 The translation passage

(i) Answered well by most candidates, except that many translated the verbs ἐδάκρυε and ἤγετο as aorist rather than imperfect; the latter verb was often also translated as 'was' or 'came'

(ii) Answered well by the majority of candidates; a significant few failed to observe the contrasting "but" suggested by the conjunction δέ.

(iii) A large number of candidates either failed to observe the presence of a genitive absolute, or else translated the two aorist participles as present participles; a small number translated πόλεως as 'citizens' and ἔφυγεν as 'escaped'.

(iv) Knowledge of μέλλοντας was crucial here; quite a few candidates confused it with 'many'. Also, some candidates mistranslated λήψεσθαι as 'to leave'.

(v) The subtlety of καὶ escaped a lot of candidates who didn't recognise that it stressed 'in the temple'. A significant number translated everything from στρατιώτης to χειρὶ as plural; τις was sometimes put with the door, rather than the soldier.

Q8
(a) Many candidates scored full marks on this question with a mark for the name 'Agamemnon' helping almost all to get 1 mark at least.
(b) The major error produced by candidates was a translation of μέγα as a superlative or comparative.

Q9
(a) Answered well by most candidates. μόνον confused some candidates, only affecting their mark if they thought she lost her 'only daughter'.
(b) This was answered well by most candidates, helped by the fact that κάλλος was glossed.

Q10 Answered well by most candidates, many of whom preferred 'made a bad plan' to the more natural 'devised a wicked plan'. Some candidates lost marks for making the plan plural.

Q11 Answered well by many candidates; however, the two aorist participles were often erroneously translated as if present participles ('while he was eating and drinking'). Also, many candidates did not make it clear who had done the eating and drinking.

Q12 This question was well answered particularly because there was a lot of Greek text from which candidates could earn marks. As there were many possible answers, examiners wanted detailed and precise points.

Q13 Answered well by the vast majority of candidates, with wide-ranging responses to μέγας which included many science and technology based derivatives, e.g. 'megabyte', 'megatonne', etc... However, some candidates gave derivations from the Latin word *magnus*, eg. 'magnitude'. 'Athlete' was the most frequent response for ἆθλον.

B402 Classical Greek Language 2 (History)

General comments

The paper was generally well done. Candidates tended to score more highly in the comprehension than in the translation. Some comprehension answers were a little vague. Candidates must be sure to look at the Greek carefully and ensure that their answer is taken from the lemma given in the question. In the translation the main area of difficulty seemed to be constructions, for example the genitive absolute, the conditional and result clauses. Some candidates omitted words, phrases or even whole sentences when they got into difficulty. It is very important that candidates attempt every part of the translation as they will at least have a chance of gaining marks. Singulars and plurals of nouns and verb persons / tenses were common errors. There were only a very small number of very weak answers and teachers are to be commended for preparing their candidates so thoroughly.

Comments on Individual Questions

Q1 There were very few problems with this question. A few candidates wrote *'find Theramenes'* instead of *'capture'* and *'quickly/very quickly'* instead of *'as quickly as possible'*, or they omitted the phrase altogether.

Q2

(a) A number of candidates put *'sleeping/hiding/praying in the temple'* instead of *'sitting'*;

(b) Generally well answered but there were some mistranslations of *'safe'*.

Q3 Most candidates got the whole three marks for *'taking him out of the temple by force'*. Some candidates wrote *'fields'* instead of *'agora'* and *'to/into'* instead of *'through'*.

Q4

(a) Plural *'deeds'* was a problem for a few candidates, as was mistranslating *'shameful'* as *'hostile/terrible'*.

(b) A lot of candidates dropped marks on this question. The main problems were *'that/why I suffer'* and the omission of the phrase *'do you realise'*.

Q5 A fair number of candidates dropped marks on this question, mainly by getting the person wrong – *'they/you will be punished'*.

Q6. The main mistakes were omission of *'they knew'* and there were a lot of singular swords.

Q7 A few candidates wrote *'ordering'* instead of *'hindering'*. A small minority of candidates omitted this question completely. The main way in which candidates lost marks was by mistranslating the genitive absolute, so Theramenes was murdered *'hindering no one'*.

Q8

(i) There were a lot of mistakes with 'thus', either omitting the word altogether or translating it as if it were part of 'αὐτος'. The other main error was candidates translating *'ruled'* as *'came to/held/had'*. Some candidates erroneously included the idea of *'sailing'*.

(ii) The main problems were construction errors with the future participle phrase. There were a number of incorrect translations of *'threw out'*, the most common being *'invaded/attacked'*.

(iii) This was one of the best translated sections. A few candidates wrote *'it was necessary'* for *'it seemed good'*, and a few candidates swapped *'the 30'* and *'citizens'* around. A small number of candidates missed *'it seemed good'* out altogether.

(iv) This was the sentence that caused the most problems. It was very common for candidates to translate 'αλλα' as *'but'*, 'τοιαυτα' as *'so many'* and 'παρα' as *'concerning'*.

However, by far the most common error was a misconstrued conditional, with either one or both the tenses incorrect.

(v) This was generally well done. The most common errors were the omission of the relative, and marks lost for the superlative. A number of candidates mistranslated '*clever/brave/just*' generals.

(vi) This was generally well done. Common errors were '*then*' instead of '*when*'; '*the army*' as the nominative or mistranslated as '*soldiers*'; '*they took Phyle*' rather than '*he*'; '*the walls*' translated as singular.

(vii) This was generally well done. Particularly pleasing was how candidates translated the participle phrase '*those guarding Phyle*' as a similar participle phrase last year caused a lot of problems. Main errors were '*horses*' instead of '*cavalry*'; missing out '*to such an extent*' and the result clause. There were some mistakes of '*invade*' over '*attack*'.

(viii) Many candidates found this part of the translation difficult. There were a few candidates who mistranslated '*the soldiers*' as '*the army*', or they didn't translate the genitive and said '*the 30 soldiers*'. However, by far the most common error was in the phrase '*much more*' with the majority of the candidates losing marks here for a variety of errors. Some candidates wrote '*sailing*', others omitted '*more*', others misconstrued '*much*' etc.

(ix) This was translated successfully by the majority. The most common errors were for '*threw out*', a few candidates put '*Theramenes*' instead of '*Thrasybulus*' and a few wrote '*armies*' instead of '*soldiers*'.

(x) This section was generally well done. Some candidates mistook 'αὖθις' for 'εὐθυς' and put '*immediately*'; similarly a few thought that 'χρώμενοι' was linked to the impersonal verb 'χρη'. The most common error was transposing '*using*' into the passive - '*the old laws were used*' but they didn't then add in '*by them*' to complete the transposition. Candidates must be very careful when turning an active verb into a passive one, as they often miss out the agent. They are advised to translate the verb in the same voice as the Greek. A few candidates tried to turn the sentence into a reported statement '*to say that the old laws were being used*'. The most common error was missing out the definite article in the phrase '*the assembly*', or by translating it as if it were plural.

B403 Classical Greek Prose Literature

General Comments

This was again a very impressive cohort of candidates. The Section A text (Herodotus), which continued from 2012, was the more popular choice, but it was pleasing to find a sizeable minority of centres offering the new Section B option (Lysias and Demosthenes), which will also be examined in 2014. Candidates for both texts demonstrated a mature and enthusiastic appreciation of Greek literature.

Three general observations should help teachers and future candidates in preparing for this paper:

* Few candidates struggled to finish, but in some cases the pressure of writing extended answers (to the 10-mark and 8-mark questions) appeared to have had a detrimental effect upon the quality of written communication. Candidates are encouraged to leave time for checking their scripts for clarity of expression and accuracy of spelling. Names in particular can usually be found correctly spelled throughout the question paper.

* In responding to the 10-mark question, candidates are advised to translate the Greek they quote, in order to demonstrate clear understanding. This year it was encouraging to observe far fewer comments about word position in the 'line' instead of in the 'clause' or 'sentence'.

* Accurate quotation and translation of the Greek are particularly important in the 2-mark questions (6a and 18a this year) and the 4-mark 'style' questions (9c and 23c). In the latter, sophisticated style points are not expected: a response which makes two points, supported by references to the Greek, and showing a good understanding of the content can earn full marks. A suggested method of preparation is therefore to learn vocabulary lists alongside a prepared translation.

Comments on Individual Questions

Section A: Herodotus *The Battle of Salamis*

Q1 This was mostly very well done, although here and elsewhere on the paper Themistocles was often mis-spelled (typically as *Thermistocles).

Q2 The majority chose B (correctly). A few were tempted by D.

Q3 Most earned 3 marks on this question.

Q4 Many excellent responses translated this accurately and with style. Potential mistakes included: treating λέγοντος as an aorist participle; taking αγῶσιν as singular; offering 'in reply' or similar for ἀπολυόμενος; and missing both the passive voice and the root meaning (from λείπω) of ἐγκαταλειπόμενοι. Various translations were offered – and accepted – for the sporting metaphor.

Q5 There were some excellent answers to this question; indeed, many could have been awarded the marks twice over. The best responses showed detailed understanding of the logical progression of Themistocles' argument and covered the whole passage, including the more challenging section about defending the Peloponnese (another common mis-spelling) equally well from Salamis as from the Isthmus. Some candidates were not clear about whose women and children were being defended on Salamis, implying that the vulnerable people on the island belonged to the Greeks in general rather than to the

Athenians in particular. The force of the second personal singular pronoun and verb endings was missed by some, who had Themistocles addressing the whole council; and the phrase μηδὲ ἀναζεύξῃς was sometimes taken as an imperative rather than as a continuation of the ἐὰν clause.

Q6

(a) Those who identified the key word (ὠθισμὸς) scored full marks here. λόγων πολύς could not be credited as the correct Greek phrase.

(b) Almost universally correct.

Q7

(a) Generally very well done, provided that a specific rather than a general response was offered.

(b) Again, most had no difficulty here. A range of possible answers was accepted, including the use of the pronoun ἐγώ, and δικαιότατον at the end of the sentence.

Q8 Some candidates were seduced by the 'distractors' (C, D and F) but most scored the full three marks.

Q9

(a) Although most secured two marks, there was some unusual nautical language offered here.

(b) Most were able to offer a coherent statement which earned four marks, provided that they conveyed the idea of Ameinias the instigator or Ameinias the inspiration.

(c) The best answers made convincing links between 'style of writing' and 'vivid description', but a well-supported, narrative response could still earn full marks (see introductory note above). Many could be credited for identifying the hectoring tone of the phantom woman from Ὦ δαιμόνιοι. Arguments which took ἅπαν as an illustration of the size of the Greek camp were less convincing.

Q10 Those who drew their response from the specified lemma scored full marks. ἔτι translated in this context as 'still' or 'yet' was penalised as a harmful addition.

Q11 This was well answered by most. It was not essential to convey the future tense of θεάσεσθαι.

Q12 This was largely very well answered. The majority of candidates were able to offer well-supported opinions of the characters in the story. Some chose to admire pretty much everyone mentioned (including Xerxes), though more focused upon one or more characters, which usually included Themistocles. Attempts to admire Mnesiphilus were acceptable on the grounds of his foresight and his understanding of the importance of the Greek alliance. In general, however, those who stuck rigidly to two points about a minor character were unable to find enough ammunition. A good number of candidates took an objective stance, pointing out that characters also had less admirable qualities.

Section B: Lysias and Demosthenes

Q13 Most gained the mark here. 'Greece' was not accepted.

Q14 Almost universally correct.

Q15 Also very well answered.

Q16 This was mostly very well done, if more variable in quality than its parallel question in Section A. Stumbling blocks tended to be omission or incorrect translation of κατιδὼν τι

subsumed into a more general *'talking to himself'*; ὅ τι λέγοι paraphrased as *'unintelligible manner'* or *'his words'*; and ἄνω omitted.

Q17 There were some excellent answers to this question, with most candidates showing a detailed understanding and marshalling a range of appropriate evidence from the text. Many appreciated the effect of the word βόρβορον and warmed to the macabre theme of Ariston's beating and Conon's 'animalistic' behaviour. A few candidates had Conon flapping his arms (rather than being urged to do so by his henchmen) but there was flexibility agreed here in the mark scheme. The best responses did not get distracted by trying to prove that it *was* a gang attack. There was a range of excellent style points invoked, such as: the list of participants, the array of participles, vivid use of the present tense, repetition of οὕτω and the use of μήτε...μήτε to emphasise the sheer brutality of the attack and its terrible consequences.

Q18
(a) This was mostly well answered – and more consistently than the Section A equivalent.
(b) Candidates who showed a clear understanding of the role of the old woman, and how she and her mistress, an adulteress, fitted into the storyline, were able to score full marks here.

Q19
(a) There were very few problems with this question.
(b) A sound knowledge of the Greek helped candidates to pinpoint the features this question was eliciting. In some cases there was erroneous mention of double negatives (owing to confusion of μη and με.)

Q20 This was almost universally correct.

Q21 Again, mostly well answered. Some candidates were distracted by B.

Q22 Most candidates could offer a good idea here for at least one mark. Those with a very clear grasp of the Greek (spotting, for example, the addition of ταῦτα to the second phrase) scored full marks.

Q23
(a) The majority gained full marks here.
(b) Again, there were few difficulties with this question.
(c) The best candidates found quite a range of points to get their teeth into. As with the partner question in Section A, a well-supported narrative answer was accepted. Thus, even those who did not manage true 'style' points could see where and how the Greek indicated a sudden change of attitude, quoting ἐξεπλάγη and the slave girl's supplication, which contrasts with her previous denials and bravado.

Q24 This was very well answered. Candidates varied as to how much they 'liked' Euphiletus, but most had a great deal to say on the subject and were able to use plentiful evidence from their reading. Some were very suspicious of his character – and of his presentation of himself to the jury – citing his mauling of the maid among other things, while others were totally taken in by his protestations of ignorance and his early kindness to his new wife and baby. A surprising number thought that Euphiletus' murder of Eratosthenes showed him to be a law-abiding man. Lysias seemed to have convinced them, at any rate!

There were many excellent responses to both sections of the paper. Candidates and their teachers had clearly enjoyed immersing themselves in these Greek texts.

B404 Classical Greek Verse Literature

General Comments

This year most candidates performed well or very well, and again the overall standard was high, with most candidates showing a very good and accurate knowledge of both texts. Candidates responded well to the factual, short-answer questions, which were straightforward, and wrote at length on the questions requiring more extended answers. As usual, many candidates wrote much more than was necessary for their 8- and 10-mark answers, but some answers were carelessly constructed, untidy and difficult to read, yet there was little evidence of scripts being checked over. It should also be noted that a number of candidates seemed to ignore or be unaware of the 'Additional Pages' at the end of the answer booklet and unhelpfully tried to squeeze answers into the margin or the bottom of the page; this often proved difficult to access and/or read for marking purposes. Very few candidates struggled seriously with their chosen text, with only a handful, for example, failing to score over half marks on the translation questions.

Section A (Homer) was more popular than Section B (Euripides) in the ratio of about 5:1.

Comments on Individual Questions

Section A: Homer

Passage A1 (*Iliad VI*, 382-385): Hector's housekeeper on Andromache's whereabouts.

Q1 Most coped with the translation passage well, showing a sound understanding of the text. The most frequent errors were: omission of μάλ, the inadvertent reference to Andromache's ('her') brothers' sisters and/or wives, omission of either ἐυπέπλων or ἐυπλόκαμοι.

Passage A2 (*Iliad VI*, 386-389): continuation of the housekeeper's speech to Hector.

Q2 A very straightforward question, with almost all candidates scoring the mark, and many giving both reasons.

Q3 Virtually everyone knew the name Astyanax (and/or Scamandrius), although many could not spell either name correctly.

Passage A3 (*Iliad VI*, 404-406): Hector meets up with Andromache and Astyanax.

Q4 Multiple choice question. Almost all correctly ticked A (at the Skaian gate).

Q5 Virtually everyone knew Hector's reaction.

Q6 This was well done on the whole, although there were some rather loose translations of δάκρυ χέουσα. Not all noted that the question asked for a 'two-word' Greek phrase.

Passage A4 (*Iliad VI*, 407-413): Andromache tries to dissuade Hector from going out to fight.

Q7 Lots of impressive answers to show Andromache's despair, both in terms of the content of the passage and the stylistic features of the language. Some candidates still insist on not translating the Greek quoted; they are strongly advised to do this as unless it is very clear from the context that the phrase quoted is understood, it may not be possible for the examiner to see that they do know the meaning. A few observations: σε . . . σὸν under-used; νηπίαχον mistranslated as '*orphan*'; τάχα (x 2) often well analysed; the indefinite

structure of ἐπεὶ ἄν sometimes misunderstood and used to indicate (another) definite future; the final line ('*I have no father or honoured mother*') was too often confused with Andromache's later words '*you are father and honoured mother . . . to me*'. Candidates would be well advised to make sure they find time to re-read and check through their 8- and 10-mark answers.

Passage A5 (*Iliad VI*, 416-424): Andromache describes the deaths of her father and brothers.

Q8 Virtually no mistakes identifying Eetion.

Q9 There was a generous choice of answers, so most were able to score full marks one way or another. One or two thought this was a 'style' question, but such questions are always prefaced by the instruction to 'refer to the Greek'.

Q10 Most knew the fate of the seven brothers.

Q11 Multiple choice question. Virtually everyone ticked the correct answer, B.

Passage A6 (*Iliad VI*, 467-470): Astyanax is frightened by the sight of Hector's helmet.

Q12 Multiple choice question. Only the occasional error.

Passage A7 (*Iliad VI*, 486-493): Hector reassures Andromache and sends her back home.

Q13
(a) Not a 'style' question (see Q9 above). Any four points gained full marks, and if candidates knew the passage (Hector comforting his wife), this was reasonably straightforward. However, the one or two candidates who simply wrote out a translation of the passage and no more were deemed not to have answered the question.
(b) This question, asking how Hector emphasised his points to Andromache, was a good differentiator – there were some answers with muddled thinking and unconvincing ideas, although there were still lots of very strong answers too. Some observations: ἰοῦσα, without mentioning κόμιζε as well, was wrongly identified as an imperative; αὐτῆς was almost universally ignored; ἔργον was sometimes taken to refer to Andromache; ἐμοὶ δὲ μάλιστα was not always fully or clearly explained.
(c) Most candidates scored the full 2 marks.

Q14 Lots of interesting answers, with most, but by no means all, choosing to support the idea that Hector was right to reject Andromache's appeals and risk his life on the battlefield. However, some candidates were all too easily misled into general points about men and heroes and fighting for one's country, which omitted to refer to the text; thus ideas and arguments were not supported by or anchored in the prescribed reading. It should be noted that candidates are not expected to refer to any Greek with this question, although from time to time it might be useful to be able to show how the Greek language conveys/emphasises an idea where the English alone does not.

Section B: Euripides

Passage B1 (*Ion*, 5-7): Hermes describes Apollo's oracle in Delphi.

Q15 Almost all knew that it was Hermes speaking.

Q16 Not all were aware that the action of the play takes place outside the temple of Apollo. Some offered '*the centre and navel of the earth*' (or similar), apparently not realising that this is simply an alternative description for Delphi (which was named in the wording of the question).

Q17 Multiple choice question. Only one or two did not get the right answer (D: prophecies).

Q18 A number of marks were lost on this question because some candidates wrongly assumed that the answer (to why Hermes had come to Delphi) must be contained in the passage.

Passage B2 (*Ion*, 41-48): Hermes describes how the temple priestess came across the infant Ion.

Q19 Multiple choice question. Only a very few mistakes.

Q20 Lots of very good answers about the priestess being shocked, and even those that did not include everything in the mark scheme still showed enough knowledge and understanding for full marks.

Q21 A number of candidates were unsure of the Greek here and gave '*pity*' as a translation of ὠμότητα, thus reducing the likelihood of '*pity*' coming up in the second part of the answer.

Passage B3 (*Ion*, 52-55): Hermes talks about Ion growing up and becoming Apollo's steward.

Q22 Multiple choice question. Only a very few wrong answers.

Q23
(a) Quite a few answers omitted to say that Ion became the guardian of the god's <u>gold</u>.
(b) Most scored both marks here, although some did not identify πιστόν, choosing e.g. ταμίαν instead.

Passage B4 (*Ion*, 97-100): Ion asks Creusa about the death of her father and her own survival.

Q24 This translation question was handled very well by most candidates and on the whole better than the equivalent Homer question. The passive sense of ἐξεσώθης ('*survive*' rather than '*saved*') was occasionally lost; κασιγνήτων was sometimes omitted. .

Passage B5 (*Ion*, 101-106): Ion questions Creusa about the Long Cliffs.

Q25
(a) Most candidates scored one mark by accurately connecting Apollo to the Long Cliffs (e.g. Apollo/his lightning-flashes honour the place), but failed to explain Ion's interest in/connection with Apollo; perhaps this seemed too obvious to need mention. Candidates referring to 'Pythia'/'Pythian' did not always seem to know what they were talking about.
(b) On the question of Creusa's reluctance to speak, most scored full marks with something to spare, although a few, surprisingly, omitted Apollo altogether.
(c) This question seemed to work well and elicited lots of good, thoughtful answers. Points most often made referred to τιμᾳ; τί τιμᾳ; and οὐδέν. .

Passage B6 (*Ion*, 127-138): Creusa questions Ion about his background and upbringing.

Q26 This question about Creusa's concern for Ion generated lots of excellent answers. Most candidates understood the passage accurately and therefore found it quite easy to write impressively on the content. Style points were also well made, most often on ἀντοικτίρομεν (although the prefix was not always appreciated), ὦ ταλαίπωρ and νοσοῦσ' . . . νόσους. Some weaker candidates could not resist the temptation to stray away from the question by analysing Ion's words (as well as Creusa's) and explaining how Euripides (rather than Creusa) showed concern for Ion through his choice of words. Only the best candidates were able to use Ion's words to help answer the question e.g. Creusa's interruption of ἣ δ' ἔθρεψέ με.

Q27 Most candidates seemed to relish the opportunity to compare the treatment of Ion and Creusa by Apollo, showing the ability to select relevant examples from the text and present them accurately and clearly. Most, although not all, argued for Creusa, but those who concentrated on only one character sometimes found it difficult to write a full enough answer. A reminder that candidates should be strongly advised to leave time for reading through these extended answers (Q26/27) to check that their points are being presented clearly.

B405 Sources for Classical Greek

General Comments

The paper was very well answered this year, and candidates showed the ability to respond thoughtfully to sources that they had not met before as well as to those that they had previously studied. It was particularly interesting to see the parallels that many candidates drew between the ancient and modern worlds, and their evident interest in the subject matter. There was no evidence that candidates struggled with time constraints, and it was good to see such lengthy and detailed answers, particularly to the 6-and 12-mark questions, and the standard of these answers tended to be very high indeed.

Comments on Individual Questions

Q1
(a) This question was generally well answered by candidates. However, some candidates seem not to have a clear understanding of the role of the dikastai who were often confused with the archon or judge.
(b) The question was well explored by almost all candidates, who demonstrated an awareness of gender division within the Athenian oikos.

Q2
(a) The question was well answered by the majority of candidates, who used the primary text to support their statements to good effect and had a great deal to say.
(b) The question was well answered by the candidates, who demonstrated a good understanding of the way in which slaves were regarded in ancient Athens. The vast majority of candidates used the evidence from source B to support their points, and made particular reference to the speaker's use of animal vocabulary.

Q3
(a) This question seemed to be difficult for many candidates. Many said that she was weaving, but this is clearly not what the woman in the picture is doing, and it would perhaps have been more accurate if they had briefly described exactly what they saw on the vase.
(b) The question was well answered, and most candidates sensibly referred to other sources on the paper, referring to wall hangings, blankets etc. rather than simply guessing.
(c) The question generally showed a very high level of response from candidates, who offered different tasks performed by women at home; marks were awarded for all sensible answers, and it was good to see that most answers tried to refer to the ancient world.

Q4 The question was well answered by the majority of the candidates, demonstrating a good level of analysis of primary texts. The question focused on the treatment of new wives, rather than just any females within the household, and it was good to see that candidates were able to refer to all three pieces of evidence in different ways. The vase painting was potentially the least obvious source for the question, but candidates successfully commented that working wool would have been one of the most important tasks performed by women in the oikos, and new wives would inevitably have been set to work sooner than later.

Q5
(a) The question was well answered, and several sensible reasons were suggested.
(b) The question was typically well answered.
(c) This question produced rather confused responses from many candidates. They seemed not to be aware of the main differences between comic and tragic actors (clothes, shoes, masks, padding, phalloi, slapstick). Some struggled to distinguish the tragic and the comic

actor in the picture, and others relied on the vase painting too heavily, assuming that all tragic actors wore hats or carried spears. A significant number of answers carefully avoided any reference to the phalloi that are so evident in the vase painting.

Q6 The question elicited candidates' personal engagement and response. Candidates were expected to refer to the implications of wearing ancient theatrical costume in the answer, but weaker responses spent a lot of time commenting on how best to act on stage in a huge outdoor theatre. The focus had to be the reality of an actor wearing padded costumes in great heat, or trying to move about with his vision impaired by a mask that covered his whole head.

Q7 The question was generally very well answered, despite the fact that it demanded a particularly careful analysis of the sources available. The response to the Plutarch was particularly good, even though this does not appear on the OCR list of prescribed sources – the candidates showed that they were more than able to identify the spread of Athenian culture across the Mediterranean, and the power that music and drama had and still have. The best answers drew parallels between the ancient and modern worlds in the context of source G, referring to films or television programmes that had been poorly received because of their sensitive subject matter. The examiners were also impressed with the response to the Aelian source, as most candidates compared the Spartans' outlook with that of the Athenians, although the source does not explicitly do this.

Q8 The question was mostly well answered and provided an opportunity for candidates to support their arguments with references to primary sources. Candidates were good at explaining why they had chosen particular sources to support their response to the question, and made some very valid points. The biggest weakness in answers to this question tended to be a lack of reference to the validity and limitation of the evidence provided. All too often candidates would simply state that a source was limited because the writer had only focused on one particular point and not provided us with broader information about the ancient world, but this cannot be a good enough criticism of the evidence, and there is a great deal more that can be said. It was good to see the length and quality of many of the long answers, and it was clear that candidates had a real interest in the ancient world.