TRANSLATION GUIDE

Topic: Translation into Classical Greek
February 2015

A Level Classical Greek
KS4–KS5
Welcome

Welcome to the KS4–KS5 transition guide for A Level Classical Greek.

Key Stage 4 to 5 Transition guides focus on how a particular topic is covered at the different key stages and provide information on:

- Differences in the demand and approach at the different levels;
- Useful ways to think about the content at Key Stage 4 which will help prepare students for progression to Key Stage 5;
- Common student misconceptions in this topic.
- Transition guides also contain links to a range of teaching activities that can be used to deliver the content at Key Stage 4 and 5 and are designed to be of use to teachers of both key stages.

Central to the transition guide is a Checkpoint task which is specifically designed to help teachers determine whether students have developed deep conceptual understanding of the topic at Key Stage 4 and assess their ‘readiness for progression’ to Key Stage 4 content on this topic. This checkpoint task can be used as a summative assessment at the end of Key Stage 4 teaching of the topic or by Key Stage 5 teachers to establish their students’ conceptual starting point.

Key Stage 4 to 5 Transition Guides are written by experts with experience of teaching at both key stages.

Topic: Translation into Classical Greek
Key Stage 4 Content

The translation of short English sentences into Classical Greek is an optional element in the GCSE Language paper. Candidates can alternatively answer questions on syntax and accidence within the context of a narrative passage or passages.

At GCSE, candidates have to translate three short sentences into Classical Greek. The translation of a short sentence implies a simple sentence, (as opposed to a compound or complex sentence), consisting of a single clause and requiring, as a minimum, the declension of one or more regular nouns and the conjugation of a regular verb in the indicative.

The specification will provide a restricted vocabulary, accidence and syntax list specifically for this task.

The alternative to the translation of short English sentences is a grammar option requiring candidates to recognise, analyse and explain syntax and accidence within the context of a narrative passage or passages.

In this context, recognise suggests identifying an example of a grammatical form, analyse suggests identifying the grammatical form of a word and explain suggest accounting for the use of a grammatical form in a sentence.

Key Stage 5 Content

AS Level

The translation of English sentences into Classical Greek is an optional element in the AS Level Language paper. Candidates can alternatively answer comprehension questions on a passage of narrative prose.

At AS Level, candidates have to translate five sentences with two clauses from English into Classical Greek.

The specification will provide an accidence and syntax list specifically for this task, which will be very similar to the current AS list for this task.

A Level

The translation of a passage of English prose into Classical Greek is an optional element in the A Level Language Component 02 question paper. Candidates can alternatively answer comprehension and grammar questions on a passage of narrative prose.

The prose composition element will require the translation of an English passage of at least 100 words into Classical Greek.

The specification will provide an accidence and syntax list for this task, which will be very similar to the current A2 list.
Comment

In effect the transition from GCSE to A Level will require that candidates have a greater knowledge of the language which they can apply effectively in more challenging contexts. This will require them to show a wider knowledge of grammatical forms (such as verbal forms not required at GCSE), but more significantly it will require them to apply these in more complex sentences. They can therefore expect at AS/A Level to find sentences with subordinate clauses, purpose clauses and the like, as well as more ‘Greek’ uses of participles (such as those in concessive clauses or those for indicating purpose). In the English to Greek translation of sentences there is more flexibility as the candidate can choose which construction to use, but in the recognising of grammatical forms required for the alternative to prose composition, candidates will need to be familiar not only with how to express things in Greek, but also the technical terms used to describe them.

Students will often think that there is a lot more to learn. In fact, it is more a question of knowing what has already been covered thoroughly, so that it can be applied accurately in a variety of contexts. They therefore need to be certain about the rules which they have already covered, and then check carefully at each stage to ensure that these have been applied correctly. In particular, care is needed to ensure that they are looking at the endings accurately, and not just guessing the meaning from context. They need to check which words agree with one another, and ensure that they are recognising the way in which Greek (rather than English) works. Thorough questioning of students about their translation of even the most basic sentences can be helpful in helping to develop a clear understanding of how the language works.

Many students are also somewhat put off by the idea of translating into Greek. They should be encouraged to see that if they have a thorough knowledge of the grammar, based on the patterns (e.g. the use of Third Declension noun endings for participles), the opportunity to translate into Greek offers them greater flexibility than working in the other direction. They should then begin to gain some satisfaction from doing this, rather than just turning away from it.

At A Level there is, of course, an expectation of a greater range of vocabulary, but here again looking for patterns is helpful in translation from Greek, and into Greek examiners are not looking to ‘catch them out’ with obscure words. Rather they are looking to see that the basic working of the language in more complex situations is firmly understood.

**Topic:** Translation into Classical Greek
The aim of these activities is first to revise the participle endings as covered at GCSE, and then to look at applying these in more complex situations. Students at GCSE may be used to the basic meanings of each participle, but at A Level they will be required to use these more actively, and to apply them in contexts which take them beyond the simple meanings of each. The tasks below will require them initially to recognise the participles, then to 'create' their own and then to apply them in simple sentences which are appropriate to GCSE standard. The tasks do assume that students have looked at the Present, Future and Aorist Active participles of regular verbs.

- **Quick revision of Participle Endings for Present, Future and Aorist Active:**
  - In each sentence is a participle, students should be asked to identify each of these, and underline them. The more able students could also translate the sentences.
  - Students should complete the summary table of participles under the guidance of the teacher.
- **Sorting and recognising participles**
  - The participles are given on a learning grid; students should colour in the different tenses in different colours. The teacher can then either check visually, or ask students to give an example of each type of participle.
- To challenge the more able students, they may also ask for the meaning of the participles and the grammatical details (i.e. Case, Number and Gender).
  - Forming a variety of participles to ensure that they are well known
    - Students should initially form the present, future and aorist masculine singular of each participle (as given on the sheet).
  - Translation of simple sentences into Greek using participles

### Building an English-Greek Vocabulary at KS4

Quizlet.com

www.quizlet.com

Quizlet is an online learning tool which enables students to make their own flashcards for learning vocabulary. Once students have created their flashcards, they can commit the vocabulary to memory using a variety of tools and options, including the ability to create bespoke tests. Teachers may wish to create a class on Quizlet and a standardised set of cards for the students. Accessibility to the learning tool through any web browser, as well as free apps on the major mobile platforms, is very convenient for learners.
**Topic:** Translation into Classical Greek

At GCSE candidates will have been introduced to the idea of using a participle with the definite article to describe people or things – e.g. οἱ τρεχοντες – the runners. In the main at GCSE the focus of these will be on phrases with present participles, but the aim in these sentences will be to explore the use of participles in more complex situations. In particular, the definite article will be used with participles in the aorist and future to see whether students can not only recognise the participles but also deduce the meanings of these more complex phrases. They will also be asked to use such phrases in a range of different genders and cases, to ensure that they have learned these effectively, before being asked to write a few sentences in Greek using these participles.

**Checkpoint task**

At GCSE candidates will have been introduced to the idea of using a participle with the definite article to describe people or things – e.g. οἱ τρεχοντες – the runners. In the main at GCSE the focus of these will be on phrases with present participles, but the aim in these sentences will be to explore the use of participles in more complex situations. In particular, the definite article will be used with participles in the aorist and future to see whether students can not only recognise the participles but also deduce the meanings of these more complex phrases. They will also be asked to use such phrases in a range of different genders and cases, to ensure that they have learned these effectively, before being asked to write a few sentences in Greek using these participles.
Possible Teaching Activities (KS5 focus)

**Teaching Activities**

The aim of these activities is to make use of the participles revised at GCSE level in a more complex and nuanced translation into Greek.

- Quick revision of Participle Endings for Present, Future and Aorist Active:
  - In each sentence is a participle phrase with the definite article, students should be asked to identify each of these, and underline them. The more able students could also translate the sentences.
  - Students should be reminded briefly of how each type of participle is formed.

- Looking at Participle Phrases in Different Tenses:
  - A Learning Grid with participle phrases is given. The participles are in different tenses. They should initially identify the tense, and then work out the translation of each phrase.

- A selection of participle phrases is given in different tenses. The class should work through these together to translate them, and once they are confident have a go on their own.

- They should then have a go at translating the phrases given into Greek.

- Translation of sentences from Greek into English which include participle phrases

- Translation of sentences into Greek using participle phrases

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Possible Teaching Activities (KS5 focus)

Cloud Drives

Dropbox / OneDrive / Google Drive

https://www.dropbox.com/
https://onedrive.live.com/
https://www.google.co.uk/drive/

Using the online ‘cloud’ drives offered by companies including Dropbox, Microsoft and Google enables teachers and students to work on a document together. This opens up a wide array of possibilities for collaboration and peer assessment for prose composition. A good example of this would be:

1. Student A completes a Greek prose composition exercise which is saved to a shared folder.

2. Student B, with whom the document is shared, assesses Student A’s performance according to a suggested answer key, using the comment feature.

3. The teacher, who also has access to the document, enters into a written dialogue with both Student A and Student B.

Possible Challenge and Extension Tasks

As a challenge, students should make up as many participle phrases as they can of their own, and look for ways of expressing interesting phrases in English using participles in Greek.
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