

A LEVEL

Examiners' report

CLASSICAL GREEK

H444

For first teaching in 2016

H444/03 Summer 2023 series

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

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Paper 3 series overview

Examiners saw a huge number of excellent scripts this series and it was clear that the vast majority of students had been well taught and had a very good knowledge of the texts. As always, the 15-mark commentaries and 20-mark essays were very helpful in differentiating the very good from the excellent. It was felt that all students had been able to access the paper and produce answers reflective of their ability.

There were more scripts this year where handwriting was difficult to decipher and sometimes almost illegible. It is worth flagging these candidates in advance of the exams so that alternative access arrangements can be made if necessary.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • showed an excellent knowledge of the texts • quoted precisely and concisely from the Greek in 15-mark questions • checked translations to make sure each Greek word was translated • planned their essay. 	<ul style="list-style-type: none"> • had gaps in their knowledge of the text • quoted long sections of Greek in 15-mark questions or didn't quote Greek at all. • sometimes left gaps in their translations • wrote a less structured essay.

Section A overview

Candidates clearly knew both texts well and produced a number of excellent responses. In particular the use of precise Greek quotation had improved from last year.

Question 1 (a)*

1 Read the following passages and answer the questions.

‘ὄπλιτας τε οὖν πολλοὺς μοι δοκεῖ χρῆναι ἡμᾶς ἄγειν καὶ ἡμῶν αὐτῶν καὶ τῶν ξυμμάχων, τῶν τε ὑπηκόων καὶ ἦν τινα ἐκ Πελοποννήσου δυνώμεθα ἢ πείσαι ἢ μισθῶ προσαγαγέσθαι, καὶ τοξότας πολλοὺς καὶ σφενδονήτας, ὅπως πρὸς τὸ ἐκείνων ἵππικὸν ἀντέχωσι, ναυσί τε καὶ πολὺ περιεῖναι, ἵνα καὶ τὰ ἐπιτήδεια ῥᾶον ἐσκομιζώμεθα, τὸν δὲ καὶ αὐτόθεν σῖτον ἐν ὀλκάσι, πυρούς καὶ πεφρυγμένας κριθάς, ἄγειν, καὶ σιτοποιούς ἐκ τῶν μυλώνων πρὸς μέρος ἠναγκασμένους ἐμμίσθους, ἵνα, ἦν που ὑπὸ ἀπλοίας ἀπολαμβάνώμεθα, ἔχη ἢ στρατιὰ τὰ ἐπιτήδεια (πολλὴ γὰρ οὖσα οὐ πάσης ἔσται πόλεως ὑποδέξασθαι), τὰ τε ἄλλα ὅσον δυνατὸν ἐτοιμάσασθαι, καὶ μὴ ἐπὶ ἐτέροις γίγνεσθαι, μάλιστα δὲ χρήματα αὐτόθεν ὡς πλεῖστα ἔχειν. τὰ δὲ παρ’ Ἐγεσταίων, ἃ λέγεται ἐκεῖ ἐτοῖμα, νομίσατε καὶ λόγῳ ἂν μάλιστα ἐτοῖμα εἶναι.

ἦν γὰρ αὐτοὶ ἔλθωμεν ἐνθένδε μὴ ἀντίπαλον μόνον παρασκευασάμενοι, πλὴν γε πρὸς τὸ μάχιμον αὐτῶν, τὸ ὀπλιτικόν, ἀλλὰ καὶ ὑπερβάλλοντες τοῖς πᾶσι, μόλις οὕτως οἰοί τε ἐσόμεθα τῶν μὲν κρατεῖν, τὰ δὲ καὶ διασῶσαι. πόλιν τε νομίσαι χρῆ ἐν ἀλλοφύλοις καὶ πολεμίοις οἰκιοῦντας ἰέναι, οὓς πρέπει τῇ πρώτῃ ἡμέρᾳ ἢ ἂν κατάσχωσιν εὐθύς κρατεῖν τῆς γῆς, ἢ εἰδέναι ὅτι, ἦν σφάλλωνται, πάντα πολέμια ἐξουσιν.’

Thucydides, *Histories* 6.22–23

(a)* How does Nicias emphasise the challenging nature of the expedition and the preparations for it?

You should refer **both** to the content **and** to the language of the passage.

[15]

More successful responses worked through the text systematically ensuring that they were using a range of Greek quotation from the whole text. The vast majority of the candidates had an extremely good knowledge of the text and were able to write well on both the challenging nature of the expedition and the preparations. The best responses used precise knowledge of the Greek and commented on the language used as well such as the repetition of πολλοὺς, the six infinitives which follow μοι δοκεῖ χρῆναι ἡμᾶς or the placement of πόλιν.

Question 1 (b)

ἐπειδὴ δὲ αἱ νῆες πλήρεις ἦσαν καὶ ἐσέκειτο πάντα ἤδη ὅσα ἔχοντες ἐμελλον ἀνάξασθαι, τῇ μὲν σάλπιγγι σιωπὴ ὑπεσημάνθη, εὐχὰς δὲ τὰς νομιζομένας πρὸ τῆς ἀναγωγῆς οὐ κατὰ ναῦν ἐκάστην, ξύμπαντες δὲ ὑπὸ κήρυκος ἐποιοῦντο, κρατῆράς τε κεράσαντες παρ' ἅπαν τὸ στράτευμα καὶ ἐκπώμασι χρυσοῖς τε καὶ ἀργυροῖς οἱ τε ἐπιβάται καὶ οἱ ἄρχοντες σπένδοντες. ξυνεπηύχοντο δὲ καὶ ὁ ἄλλος ὄμιλος ὁ ἐκ τῆς γῆς τῶν τε πολιτῶν καὶ εἴ τις ἄλλος εὐνους παρῆν σφίσιν. παιανίσαντες δὲ καὶ τελεώσαντες τὰς σπονδὰς ἀνήγοντο, καὶ ἐπὶ κέρως τὸ πρῶτον ἐκπλεύσαντες ἄμιλλαν ἤδη μέχρι Αἰγίνης ἐποιοῦντο. καὶ οἱ μὲν ἐς τὴν Κέρκυραν, ἔνθαπερ καὶ τὸ ἄλλο στράτευμα τῶν ξυμμάχων ξυνελέγετο, ἠπεύγοντο ἀφικέσθαι. ἐς δὲ τὰς Συρακούσας ἠγγέλλετο μὲν πολλαχόθεν τὰ περὶ τοῦ ἐπίπλου, οὐ μέντοι ἐπιστεύετο ἐπὶ πολὺν χρόνον οὐδέν, ἀλλὰ καὶ γενομένης ἐκκλησίας ἐλέχθησαν τοιοῦδε λόγοι ἀπὸ τε ἄλλων, τῶν μὲν πιστευόντων τὰ περὶ τῆς στρατείας τῆς τῶν Ἀθηναίων, τῶν δὲ τὰ ἐναντία λεγόντων, καὶ Ἑρμοκράτης ὁ Ἑρμωνος παρελθὼν αὐτοῖς, ὡς σαφῶς οἰόμενος εἰδέναί τὰ περὶ αὐτῶν, ἔλεγε καὶ παρήγει τοιάδε.

Thucydides, *Histories* 6.32

(b) ἐπειδὴ δὲ αἱ νῆες ... παρῆν σφίσιν (lines 1–7): what happened before the departure of the ships? [5]

This question was answered extremely well with many candidates writing very detailed responses which showed they had an excellent knowledge of the text. Some candidates quoted the Greek in this answer – there is no need to do this.

Question 1 (c)

(c) Translate παιανίσαντες ... ἀφικέσθαι (lines 7–11).

Write your translation on alternate lines.

[5]

This question was very well answered by most candidates. Candidates should make sure that they have translated the whole of the passage. Some candidates clearly knew the translation but missed out a word. It is definitely worth checking the translation to make sure that each Greek word has been translated.

Question 1 (d)

- (d) ἐς δὲ τὰς Συρακούσας ... λεγόντων (lines 11–15): what suggests that the Syracusans had not been expecting the Athenians to launch this expedition? [3]

This question was very well done by the majority of candidates. Some only made two of the points which limited their overall mark. It is worth noting how many marks are available for each question and making that number of points in the response.

Question 2 (a)

- 2 Read the following passages and answer the questions.

ἦν δὲ διὰ ταῦτα τρία τὰ γένη καὶ τοιαῦτα, ὅτι τὸ μὲν ἄρρεν ἦν τοῦ ἡλίου τὴν ἀρχὴν εἰκονον, τὸ δὲ θῆλυ τῆς γῆς, τὸ δὲ ἀμφοτέρων μετέχον τῆς σελήνης, ὅτι καὶ ἡ σελήνη ἀμφοτέρων μετέχει· περιφερῆ δὲ δὴ ἦν καὶ αὐτὰ καὶ ἡ πορεία αὐτῶν διὰ τὸ τοῖς γονεῦσιν ὅμοια εἶναι. ἦν οὖν τὴν ἰσχὺν δεινὰ καὶ τὴν ῥώμην, καὶ τὰ φρονήματα μεγάλα εἶχον, ἐπεχείρησαν δὲ τοῖς θεοῖς, καὶ ὁ λέγει Ὀμηρος περὶ Ἐφιάλτου τε καὶ Ὀτου, περὶ ἐκείνων λέγεται, τὸ εἰς τὸν οὐρανὸν ἀνάβασιν ἐπιχειρεῖν ποιεῖν, ὡς ἐπιθησομένων τοῖς θεοῖς. 5
ὁ οὖν Ζεὺς καὶ οἱ ἄλλοι θεοὶ ἐβουλεύοντο, ὃ τι χρὴ αὐτοὺς ποιῆσαι, καὶ ἠπόρουν· οὔτε γὰρ ὅπως ἀποκτείναιεν εἶχον καὶ ὡσπερ τοὺς γίγαντας κεραινώσαντες τὸ γένος ἀφανίσαιεν – αἱ τιμαὶ γὰρ αὐτοῖς καὶ ἱερὰ τὰ παρὰ τῶν ἀνθρώπων ἠφανίζετο – οὔθ' ὅπως ἐῷεν ἀσελγαίνειν.' 10

Plato, *Symposium* 190a–c

- (a) ἦν δὲ ... ὅμοια εἶναι (lines 1–4): what does Aristophanes say about the three genders and their parents? [4]

Candidates were very successful at translating what Aristophanes says about the three genders. Although, a few did not mention what he says about their parents.

Question 2 (b)

- (b) ἦν οὖν ... ὡς ἐπιθησομένων τοῖς θεοῖς (lines 4–7): what does Aristophanes suggest about the nature and character of the genders? [4]

This question saw no issues and was answered extremely successfully.

Question 2 (c)

(c) Translate *ὁ οὖν Ζεὺς ... ἀσελγαίνειν* (lines 8–11).

Write your translation on alternate lines.

[5]

The translation was again generally extremely successfully answered. A few candidates had 'obliterate their race' referring to the giants but otherwise there were no issues.

Question 2 (d)*

ὅταν μὲν οὖν καὶ αὐτῶ ἐκείνῳ ἐντύχη τῶ αὐτοῦ ἡμίσει καὶ ὁ παιδεραστής
 καὶ ἄλλος πᾶς, τότε καὶ θαυμαστὰ ἐκπλήττονται φιλία τε καὶ οἰκειότητι καὶ
 ἔρωτι, οὐκ ἐθέλοντες, ὡς ἔπος εἰπεῖν χωρίζεσθαι ἀλλήλων οὐδὲ σμικρὸν
 χρόνον. καὶ οἱ διατελοῦντες μετ' ἀλλήλων διὰ βίου οὗτοί εἰσιν, οἱ οὐδ'
 ἂν ἔχοιεν εἰπεῖν ὅ τι βούλονται σφίσι παρ' ἀλλήλων γίγνεσθαι. οὐδενὶ
 γὰρ ἂν δόξειεν τοῦτ' εἶναι ἢ τῶν ἀφροδισίων συνουσία, ὡς ἄρα τούτου
 ἕνεκα ἕτερος ἐτέρῳ χαίρει συνῶν οὕτως ἐπὶ μεγάλης σπουδῆς· ἀλλ' ἄλλο
 τι βουλομένη ἑκατέρου ἢ ψυχὴ δῆλη ἐστίν, ὃ οὐ δύναται εἰπεῖν, ἀλλὰ
 μαντεύεται ὃ βούλεται, καὶ αἰνίττεται.

καὶ εἰ αὐτοῖς ἐν τῶ αὐτῶ κατακειμένοις ἐπιστὰς ὁ Ἥφαιστος, ἔχων τὰ
 ὄργανα, ἔροιτο 'τί ἔσθ' ὃ βούλεσθε, ὧ ἄνθρωποι, ὑμῖν παρ' ἀλλήλων
 γενέσθαι;' καὶ εἰ ἀποροῦντας αὐτοὺς πάλιν ἔροιτο 'ἄρά γε τοῦδε ἐπιθυμεῖτε,
 ἐν τῶ αὐτῶ γενέσθαι ὅτι μάλιστα ἀλλήλοις, ὥστε καὶ νύκτα καὶ ἡμέραν μὴ
 ἀπολείπεσθαι ἀλλήλων; εἰ γὰρ τούτου ἐπιθυμεῖτε, ἐθέλω ὑμᾶς συντήξαι
 καὶ συμφυσεῖν εἰς τὸ αὐτό, ὥστε δύο ὄντας ἕνα γεγονέναι καὶ ἕως τ' ἂν
 ζῆτε, ὡς ἕνα ὄντα, κοινῇ ἀμφοτέρους ζῆν, καὶ ἐπειδὴν ἀποθάνητε, ἐκεῖ αὖ
 ἐν Αἴδου ἀντὶ δυοῖν ἕνα εἶναι κοινῇ τεθνεῶτε.'

5

10

15

Plato, *Symposium* 192b–e

(d)* How persuasive do you find Aristophanes' argument that people desire their 'other half'?

You should refer **both** to the content **and** to the language of the passage.

[15]

The best responses focused their whole response on 'persuasive' and consistently linked their analysis of the Greek to that idea. There was some excellent analysis of tricolons and polyptoton but it was also clear that the majority of candidates knew the text extremely well. As with the other 15-markers, precise quotation of the Greek led to higher marks.

Section B overview

Candidates clearly knew the texts very well in general and the vast majority of responses were again extremely good. One thing to be aware of in the 15 markers is that examiners are looking for analysis of the Greek text from the passage. Writing whole paragraphs in English that don't feature any Greek quotation is unlikely to gain the highest marks.

Assessment for learning



Translations that don't score full marks are often because there is a careless omission rather than a lack of understanding. It's therefore worth going over the Greek once the text is down on paper to make sure that the whole text is translated.

Question 3 (a)

3 Read the following passages and answer the questions.

καὶ καταλαμβάνουσι τὴν Σαλαμινίαν ναῦν ἐκ τῶν Ἀθηνῶν ἤκουσαν ἐπὶ τε Ἀλκιβιάδην ὡς κελεύσοντας ἀποπλεῖν ἐς ἀπολογία ὧν ἡ πόλις ἐνεκάλει, καὶ ἐπ' ἄλλους τινὰς τῶν στρατιωτῶν τῶν μετ' αὐτοῦ μεμνημένων περὶ τῶν μυστηρίων ὡς ἀσεβούντων, τῶν δὲ καὶ περὶ τῶν Ἑρμῶν. οἱ γὰρ Ἀθηναῖοι, ἐπειδὴ ἡ στρατιὰ ἀπέπλευσεν, οὐδὲν ἤσπον ζήτησιν ἐποιοῦντο τῶν περὶ τὰ μυστήρια καὶ τῶν περὶ τοὺς Ἑρμᾶς δρασθέντων, καὶ οὐ δοκιμάζοντες τοὺς μηνυτάς, ἀλλὰ πάντα ὑπόπτως ἀποδεχόμενοι, διὰ πονηρῶν ἀνθρώπων πίστιν πάνυ χρηστοὺς τῶν πολιτῶν ξυλλαμβάνοντες κατέδουν, χρησιμώτερον ἡγούμενοι εἶναι βασανίσαι τὸ πρᾶγμα καὶ εὐρεῖν ἢ διὰ μηνυτοῦ πονηρίαν τινὰ καὶ χρηστὸν δοκοῦντα εἶναι αἰτιαθέντα ἀνέλεγκτον διαφυγεῖν. ἐπιστάμενος γὰρ ὁ δῆμος ἀκοῆ τὴν Πεισιστράτου καὶ τῶν παίδων τυραννίδα χαλεπὴν τελευτῶσαν γενομένην καὶ προσέτι οὐδ' ὑφ' ἑαυτῶν καὶ Ἀρμοδίου καταλυθεῖσαν, ἀλλ' ὑπὸ τῶν Λακεδαιμονίων, ἐφοβεῖτο αἰεὶ καὶ πάντα ὑπόπτως ἐλάμβανεν.

Thucydides, *Histories* 6.53

(a) καὶ καταλαμβάνουσι ... περὶ τῶν Ἑρμῶν (lines 1–4): why did some people have to leave Catana? [3]

Most candidates were able to identify Alcibiades needing to return and the sacrilege in connection with the mysteries and the Herms. Some candidates were not precise enough on who else needed to accompany him.

Question 3 (b)

- (b) οἱ γὰρ Ἀθηναῖοι ... διαφυγεῖν (lines 4–11): what impression does Thucydides give of the way the Athenian investigations were carried out? [4]

This was generally answered extremely successfully.

Question 3 (c)

- (c) Translate ἐπιστάμενος γὰρ ... ἐλάμβανεν (lines 11–14).

Write your translation on alternate lines.

[5]

This translation was generally answered extremely successfully. Errors tended to be careless ones such as the omission of 'and his sons'.

Question 3 (d)*

καὶ ὡς ἐπῆλθεν ἡ ἑορτή, Ἴππίας μὲν ἔξω ἐν τῷ Κεραμεικῷ καλουμένῳ μετὰ τῶν δορυφόρων διεκόσμει ὡς ἕκαστα ἐχρῆν τῆς πομπῆς προϊέναι, ὁ δὲ Ἀρμόδιος καὶ ὁ Ἀριστογείτων ἔχοντες ἤδη τὰ ἐγχειρίδια ἐς τὸ ἔργον προῆσαν. καὶ ὡς εἶδόν τινα τῶν ξυνωμοτῶν σφίσι διαλεγόμενον οἰκείως τῷ Ἴππία (ἦν δὲ πᾶσιν εὐπρόσოდος ὁ Ἴππίας), ἔδεισαν καὶ ἐνόμισαν 5
 μεμνηῦσθαί τε καὶ ὅσον οὐκ ἤδη ξυλληφθήσεσθαι. τὸν λυπήσαντα οὖν σφᾶς καὶ δι' ὄνπερ πάντα ἐκινδύνευον ἐβούλοντο πρότερον, εἰ δύναιντο, προτιμωρήσασθαι, καὶ ὥσπερ εἶχον ὥρμησαν ἔσω τῶν πυλῶν, καὶ περιέτυχον τῷ Ἰππάρχῳ παρὰ τὸ Λεωκόρειον καλούμενον, καὶ εὐθὺς 10
 ἀπερισκέπτως προσπεσόντες καὶ ὡς ἂν μάλιστα δι' ὀργῆς ὁ μὲν ἐρωτικῆς, ὁ δὲ ὑβρισμένος, ἔτυπτον καὶ ἀποκτείνουσιν αὐτόν. καὶ ὁ μὲν τοὺς δορυφόρους τὸ αὐτίκα διαφεύγει ὁ Ἀριστογείτων, ξυνδραμόντος τοῦ ὄχλου, καὶ ὕστερον ληφθεὶς οὐ ῥαδίως διετέθη. Ἀρμόδιος δὲ αὐτοῦ παραχρῆμα ἀπόλλυται.

Thucydides, *Histories* 6.57

(d)* How does Thucydides make these lines a dramatic description of the assassination and what happened afterwards?

You should refer **both** to the content **and** to the language of the passage.

[15]

The majority of the candidates showed a very good knowledge of the text and used the Greek quotation well as a basis for their response. Candidates generally had a very good grasp of the content of the passage and knew the story well. The very best responses were also able to show analysis of the language used, e.g. εὐθὺς showing the speed of the assassination. Some candidates used stylistic terms extremely well but these are not always necessary to achieve the top level, especially if not supported by relevant Greek.

Question 4 (a)

4 Read the following passages and answer the questions.

‘τὸν δὲ λόγον τὸν περὶ τοῦ Ἔρωτος, ὃν ποτ’ ἤκουσα γυναικὸς Μαντινικῆς
 Διοτίμας, ἣ ταῦτά τε σοφὴ ἦν καὶ ἄλλα πολλά – καὶ Ἀθηναίοις ποτὲ
 θυμαμένοις πρὸ τοῦ λοιμοῦ δέκα ἔτη ἀναβολὴν ἐποίησε τῆς νόσου, ἣ δὴ
 καὶ ἐμὲ τὰ ἐρωτικά ἐδίδαξεν— ὃν οὖν ἐκείνη ἔλεγε λόγον, πειράσομαι ὑμῖν
 διελεῖν ἐκ τῶν ὠμολογημένων ἐμοὶ καὶ Ἀγάθωνι, αὐτὸς ἀπ’ ἐμαυτοῦ, ὅπως 5
 ἂν δύνωμαι. δεῖ δὴ, ὦ Ἀγάθων, ὥσπερ σὺ διηγῆσω, διελεῖν αὐτὸν πρῶτον,
 τίς ἐστὶν ὁ Ἔρως καὶ ποῖός τις, ἔπειτα τὰ ἔργα αὐτοῦ. δοκεῖ οὖν μοι ῥᾶστον
 εἶναι οὕτω διελεῖν, ὥς ποτέ με ἡ ξένη ἀνακρίνουσα διήει. σχεδὸν γάρ τι
 καὶ ἐγὼ πρὸς αὐτὴν ἕτερα τοιαῦτα ἔλεγον οἷάπερ νῦν πρὸς ἐμὲ Ἀγάθων, ὥς
 εἶη ὁ Ἔρως μέγας θεός, εἶη δὲ τῶν καλῶν· ἤλεγχε δὴ με τούτοις τοῖς λόγοις 10
 οἷσπερ ἐγὼ τοῦτον, ὥς οὔτε καλὸς εἶη κατὰ τὸν ἐμὸν λόγον οὔτε ἀγαθός.’

Plato, *Symposium* 201d–e

(a) τὸν δὲ λόγον ... ἐδίδαξεν (lines 1–4): what does Plato say that suggests Socrates was impressed by Diotima? [3]

This question was answered extremely well.

Question 4 (b)

(b) Translate δεῖ δὴ ... διήει (lines 6–8).

Write your translation on alternate lines. [5]

This translation was carried out extremely well.

Question 4 (c)

(c) σχεδὸν γάρ ... οὔτε ἀγαθός (lines 8–11): how might these words make Agathon feel better? [2]

There were lots of excellent responses to this. Although paraphrasing is absolutely fine, some responses were too vague in their explanations. It is important that the meaning of the Greek is conveyed.

Question 4 (d)

(d) How likely is it that Diotima was a real person? Explain your answer.

[2]

Candidates found this question more challenging. Candidates that gave valid responses to the question were rewarded.

Question 4 (e)*

‘καὶ λέγεται μὲν γέ τις,’ ἔφη, ‘λόγος, ὡς οἱ ἂν τὸ ἡμισυ ἑαυτῶν ζητῶσιν, οὗτοι ἐρῶσιν· ὁ δ’ ἐμὸς λόγος οὔτε ἡμίσεός φησιν εἶναι τὸν ἔρωτα οὔτε ὅλου, ἐὰν μὴ τυγχάνη γέ που, ὃ ἐταῖρε, ἀγαθὸν ὄν· ἐπεὶ αὐτῶν γε καὶ πόδας καὶ χεῖρας ἐθέλουσιν ἀποτέμνεσθαι οἱ ἄνθρωποι, ἐὰν αὐτοῖς δοκῇ τὰ ἑαυτῶν πονηρὰ εἶναι. οὐ γὰρ τὸ ἑαυτῶν οἶμαι ἕκαστοι ἀσπάζονται, εἰ μὴ εἴ τις τὸ μὲν ἀγαθὸν οἰκεῖον καλεῖ καὶ ἑαυτοῦ, τὸ δὲ κακὸν ἀλλότριον· ὡς οὐδὲν γε ἄλλο ἐστὶν οὗ ἐρῶσιν ἄνθρωποι ἢ τοῦ ἀγαθοῦ. ἢ σοὶ δοκοῦσιν;’

‘μὰ Δί’ οὐκ ἔμοιγε,’ ἦν δ’ ἐγώ.

‘ἄρ’ οὖν,’ ἦ δ’ ἦ, ‘οὕτως ἀπλοῦν ἐστὶ λέγειν ὅτι οἱ ἄνθρωποι τὰ ἀγαθοῦ ἐρῶσιν;’

‘ναί,’ ἔφην. 10

‘τί δέ; οὐ προσθετέον,’ ἔφη, ‘ὅτι καὶ εἶναι τὸ ἀγαθὸν αὐτοῖς ἐρῶσιν;’

‘προσθετέον.’

‘ἄρ’ οὖν,’ ἔφη, ‘καὶ οὐ μόνον εἶναι, ἀλλὰ καὶ ἀεὶ εἶναι;’

‘καὶ τοῦτο προσθετέον.’

‘ἔστιν ἄρα συλλήβδην,’ ἔφη, ‘ὁ ἔρως τοῦ τὸ ἀγαθὸν αὐτῷ εἶναι ἀεὶ.’ 15

Plato, *Symposium* 205d–206a

(e)* How effectively does Plato demonstrate the importance of goodness through Diotima's argument?

You should refer **both** to the content **and** to the language of the passage.

[15]

This question was generally very well answered and candidates again showed an excellent knowledge of the text.

Exemplar 1

c	<p>In this passage, Plato^{Plato} demonstrates the importance of what is good over any other quality through Diotima's argument. She begins by immediately casting doubt on an opposing view, that of Aristophanes heard earlier in the dining room: "ὡς λέγουσιν περὶ ἡμῶν" (And that^{some} account is said like this). Through the use of this^{the} passive voice, she does not describe it as another, making^{making} it less trustworthy; the particle "ὡς" is unspecific and makes^{makes} it seem unimportant, it is just some account or other, and the limiting particle "περὶ" shows that whilst the account is spoken, that^{that} it is limited to that and might not be true. Therefore^{Therefore} this account says that lovers are those who seek their other half. "ὁ δ' ἔπος ἡμῶν ... ἄρα" (but my^{my} account says) love is another way. Diotima^{Diotima} also^{also} chiasmically flips the order of the verb and noun to invite a response, let "ὁ δ'" answer the "ἄρα" previously to give the impression that this is the correct answer now — this is reinforced by the active εἰ</p>
	<p>declarative "ἄρα" to counter the passive "λέγουσιν". This goes to show that even before Plato details the triumph of 'goodness' over simply what is one's own, he presents that argument in the most possible light to make Diotima's more convincing.</p>

The exemplar above is an excellent example of a response that scores 15 marks. It shows how the candidate uses the Greek extremely well, writing concisely to make a number of excellent points in the paragraph.

Question 5 (a)

5 Read the following passages and answer the questions.

ἦν δέ τις Ὑπέρβολος Περιθοΐδης, οὗ μέμνηται μὲν ὡς ἀνθρώπου πονηροῦ καὶ
 Θουκυδίδης, τοῖς δὲ κωμικοῖς ὁμοῦ τι πᾶσι διατριβὴν ἀεὶ σκωπτόμενος ἐν τοῖς
 θεάτροις παρεῖχεν. ἄτρεπτος δὲ πρὸς τὸ κακῶς ἀκούειν καὶ ἀπαθῆς ὧν
 ὀλιγωρία δόξης, ἦν ἀναισχυντίαν καὶ ἀπόνοιαν οὔσαν εὐτολμίαν ἔνιοι καὶ
 ἀνδρείαν καλοῦσιν, οὐδενὶ μὲν ἤρεσκεν, ἐχρηῆτο δ' αὐτῷ πολλάκις ὁ δῆμος 5
 ἐπιθυμῶν προπηλακίζειν τοὺς ἐν ἀξιώματι καὶ συκοφαντεῖν.
 ἀναπεισθεὶς οὖν ὑπ' αὐτοῦ τότε τὸ ὄστρακον ἐπιφέρειν ἔμελλεν, ᾧ
 κολούοντες ἀεὶ τὸν προὔχοντα δόξῃ καὶ δυνάμει τῶν πολιτῶν ἐλαύνουσι,
 παραμυθούμενοι τὸν φθόνον μᾶλλον ἢ τὸν φόβον. ἐπεὶ δὲ δῆλον ἦν ὅτι
 ἐνὶ τῶν τριῶν τὸ ὄστρακον ἐποίσουσι, συνήγαγε τὰς στάσεις εἰς ταῦτόν 10
 ὁ Ἀλκιβιάδης, καὶ διαλεχθεὶς πρὸς τὸν Νικίαν κατὰ τοῦ Ὑπερβόλου τὴν
 ὄστρακοφορίαν ἔτρεψεν.

Plutarch, *Alcibiades* 13

- (a) ἦν δέ τις ... παρεῖχεν (lines 1–3): how does Plutarch create a negative impression of Hyperbolus? [2]

This question was answered extremely well.

Question 5 (b)

- (b) Translate ἄτρεπτος ... συκοφαντεῖν (lines 3–6).

Write your translation on alternate lines. [5]

This translation was carried out extremely well in general.

Question 5 (c)

- (c) ἀναπεισθεὶς ... τὸν φόβον (lines 7–9): why did people want to carry out ostracism, according to Plutarch? [3]

Candidates knew this text very well and therefore usually tackled this question via a straight translation – there were no problems here.

Question 5 (d)

(d) ἐπεὶ δὲ δῆλον ἦν ... ἔτρεψεν (lines 9–12): describe what happened at the ostracism. [2]

This was generally done very well – a minority of candidates mixed the names up in respect to who was doing what to who.

Question 5 (e)*

ἀποδεξαμένης δὲ τῆς βουλῆς, τοῦ δὲ δήμου τῆ ὑστεραία μέλλοντος
ἐκκλησιάζειν, δείσας ὁ Ἀλκιβιάδης διεπράξατο τοὺς πρέσβεις ἐν λόγοις
γενέσθαι πρὸς αὐτόν.

ὡς δὲ συνῆλθον ἔλεγε· 'τί πεπόνθατε, ἄνδρες Σπαρτιάται; πῶς ἔλαθεν ὑμᾶς
ὅτι τὰ τῆς βουλῆς ἀεὶ μέτρια καὶ φιλόφρονα πρὸς τοὺς ἐντυγχάνοντάς ἐστιν, 5

ὁ δὲ δῆμος μέγα φρονεῖ καὶ μεγάλων ὀρέγεται; κἂν φάσκητε κύριοι πάντων
ἀφίχθαι, προστάτων καὶ βιαζόμενος ἀγνωμονήσει. φέρε δὴ, τὴν εὐήθειαν
ταύτην ἀφέντες, εἰ βούλεσθε χρῆσασθαι μετρίοις Ἀθηναίοις καὶ μηδὲν
ἐκβιασθῆναι παρὰ γνώμην, οὕτω διαλέγεσθε περὶ τῶν δικαίων ὡς οὐκ
ὄντες αὐτοκράτορες. συμπράξομεν δ' ἡμεῖς Λακεδαιμονίοις χαριζόμενοι.' 10
ταῦτα δ' εἰπὼν ὄρκους ἔδωκεν αὐτοῖς καὶ μετέστησεν ἀπὸ τοῦ Νικίου,
παντάπασι πιστεύοντας αὐτῷ καὶ θαυμάζοντας ἅμα τὴν δεινότητα καὶ
σύνεσιν, ὡς οὐ τοῦ τυχόντος ἀνδρὸς οὔσαν.

Plutarch, *Alcibiades* 14

(e)* How does Plutarch show Alcibiades' cunning and persuasiveness in his dealings with the Spartan embassy?

You should refer **both** to the content **and** to the language of the passage. [15]

This question was again answered extremely well and candidates showed an excellent knowledge of the text. Precise Greek quotation again helped the best candidates access the highest marks.

Exemplar 2

<p>e</p>	<p>Plutarch shows Alcibiades' cunning and nature through illustrating how quick he adapts to his change in fortune. He specifies that the people were intending to hold an Assembly <u>on the next day</u> (οὐδὲ ἄρᾳ <u>τῆς ἑπομένης ἡμέρας</u> - 21.2), so the fact that Alcibiades is able to arrange for the ambassadors to have a private meeting with him (ἑσπέρᾳ - 21.3) shows how quickly he is able to arrange solutions to his own problems. Plutarch also shows him walking in secret (ἄρᾳ ἑσπέρᾳ, with him ^{alone}), illustrating his trickery.</p> <p>Alcibiades' persuasiveness can be seen through a number of techniques in his speech where he tricks the Spartan embassy into telling the Athenians that they do not have full powers for negotiations. He starts his speech with a powerful direct address to the Spartans, with the question, "τί γὰρ ἔσπευκετε;" (What has happened to you, men of Sparta?). The interrogative "τί" (what) and the address to them (ἄνδρες Σπάρτανες) makes this an impactful beginning, starting securing their attention.</p>
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Exemplar 2 is an excellent example of concise quotes being used to support the response and precise analysis. This scored at the highest level.

Section C overview

Long introductions can sometimes not always help the flow of the essay. Candidates would have more success just starting with the first point and saving the time used for an effective conclusion. The best essays were those which had clear evidence of being planned and showed good structure. There is no need for direct quotation in the essay, a range of factual detail from across the text makes for a strong essay. A good conclusion is always beneficial, ideally this will go beyond just a summary of the points already made.

Question 6*

6* 'Thucydides presents no commendable leadership qualities in any of the powerful people he describes.' How far do you agree with this statement? **[20]**

Candidates showed a very good knowledge of the different personalities and used a range of factual detail from across the text. The best responses discussed both sides of the argument and made perceptive points on the different styles of leadership. Weaker candidates tended to veer towards a list of factual points which didn't necessarily hang together as an essay.

Question 7*

7* How does Plato make the discussion of love at the Symposium engaging and amusing? **[20]**

Candidates knew the text very well in general and made a number of perceptive and relevant points in their essays. Humour, the use of myth and the introduction of Diotima were all dealt with extremely well. Some responses made lots of good ideas but needed more precise details from the text to support this.

Question 8*

8* 'Untrustworthy and unlikeable.' To what extent is this a fair description of Alcibiades, as presented by Plutarch? **[20]**

Candidates here showed an excellent knowledge of the Plutarch and the best essays assessed both sides of Alcibiades. The best candidates showed extremely good factual knowledge of his life which they then used to make perceptive points about his character. Less successful responses tended to be more generalised.

Exemplar 3

	Plutarch's "parallel lives" sets forth
	Greek + Roman lives, as a model
	of behavior and morals. Plutarch sets
	forth Alcibiades' life, and the controversies
	that come with his character.
	Alcibiades' manipulative nature can be
	seen through his treatment of his possessions
	and the people around him for his own
	gain. He cuts off the ^{tail} of his
	dog (which Plutarch specifies is fine + expensive),
	and simply in order to quell the rumors
	in Athens about him - so that this is
	can be the worst thing they say
	Alcibiades also sabotages the peace of
	the <u>Tri-Nicias</u> , between Athens & Sparta

made in 420 BC, due to his greed at
 the lack of recognition. His high
 ambitions and desire for fame make him
~~disregard~~ willing to manipulate large-scale
 events such as this for his own gain,
 to the detriment of others.

Alcibiades' manipulative nature can be
 further seen in his willingness to bite a
 wrestling opponent as a youth to guarantee
 his victory. His only response to this
 is that he "bites like a lion". His
 untrustworthy nature can be seen through
 this - he is again willing to break
 convention + rules for his own gain,
 and does not seem to recognise this
 as wrong.

This response is an excellent example of an essay which has a brief introduction and then goes straight into the essay making perceptive points throughout. This essay achieved full marks.

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