

**A LEVEL**

**Examiners' report**

# **CLASSICAL GREEK**

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**H444**

For first teaching in 2016

**H444/02 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 2 series overview

This is the Prose Composition or Comprehension paper. Candidates choose which of the two options to respond to. Very occasionally a candidate answers both; in such a case both responses are marked, and the higher mark is given in accordance with the rubric.

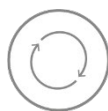
Once again Comprehension was the more popular option; 43% chose Prose Composition, the same proportion as last year.

Handwriting was in general acceptable. Candidates should be reminded that where written Greek letters (especially breathings) are ambiguous, benefit of doubt is not guaranteed. This notably applies to the regular question that asks to identify a verb; a missing breathing is a missing letter. Accents are not required. Similarly, in Prose Composition, a missing breathing will be seen as a minor error like any other spelling mistake.

Following the approach of previous years on both this paper and Paper 1, examiners referred to the Defined Vocabulary Lists for both GCSE and AS when making choices about what to accept, and what alternative meanings to expect. This is not because either list is prescribed for A Level, but because examiners consider the lists to represent a scope of knowledge that an A Level candidate is expected to surpass substantially. In the comments below, '(GCSE)' and '(AS)' indicate that a word appears on those lists. The intention is to be constructive, to help centres and candidates by drawing attention to Greek words that significant numbers of candidates find difficult to pin down even after some years of study, especially where more than one distinct meaning may be in use.

Examiners noted that for many candidates it would be worth putting effort into certain words and confusions that may well have been troubling them since GCSE: ὑμέτερος/ὑστερος, for example, or the different cases that follow common prepositions. Especially with conjunctions and prepositions, the benefit can be disproportionate to the time spent, compared with, for example, learning nouns and adjectives. Teachers are encouraged, as one suggestion, to make a habit of testing new noun vocabulary alongside common prepositions, and verbs alongside adverbs, etc.

### Assessment for learning



Confusion of prepositions and their following cases can cause havoc for comprehension. Many grammar books offer common phrases illustrating these, arranged in informative groups (e.g. κατὰ τοὺς νόμους alongside παρὰ τοὺς νόμους) which can stick in the memory better than a dry 'κατὰ + acc'. Consider allocating these for learning, or indeed keeping lists of preposition uses encountered in set texts which again might bring lasting recall.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> <li>• used the terms of the question to help them work out the meaning of the Greek</li> <li>• answered the specific question asked rather than translating the whole section</li> <li>• were confident in their use of the word 'follows' in grammatical explanations</li> <li>• ensured that grammatical explanations and translations reinforced each other</li> <li>• made sure, in Prose Composition, that the basic sentence structure was sound</li> <li>• showed signs of checking through their translation and adjusting the word order for clarity.</li> </ul>	<ul style="list-style-type: none"> <li>• translated rather than answered the questions asked (especially where verbs were in the first person)</li> <li>• gave long-winded grammatical explanations</li> <li>• gave grammatical explanations that did not agree with the translations offered, or were self-contradictory</li> <li>• made, in Prose Composition, structures too complicated and therefore wrote unwieldy sentences without main verbs</li> <li>• were unclear on the different cases following common prepositions.</li> </ul>

## Section A

### Question 1

#### SECTION A

#### Comprehension and Grammar

Read the passage below carefully and answer the questions which follow.

- 1 ἐκ δὲ τούτου ... παρακινδυνεύειν (lines 1–2): how did Andocides show that he was valuable to Athens? [4]

Most candidates commenced strongly here. Full marks eluded those who did not recognise οὐ πρόποτε, or took τῶν ὄντων to mean 'my being'.

### Question 2 (a)

- 2 ἀλλ' αὐτίκα ... χαλκόν (lines 2–4):

- (a) What does Andocides say he immediately did to help his country? [3]

Most candidates were given all three marks. A significant number did not translate εἰσήγαγον correctly, offering 'travelled to'.

### Question 2 (b)

- (b) What had the Four Hundred done? [2]

At A Level, candidates ought to be able to understand the nuances of the use of a word such as τὸ πρᾶγμα, and indeed recognise a common compound of λαμβάνω (GCSE), so 'they had things there' could not be given any marks. Some sense of active taking was needed for the first mark, and for the second a suggestion of what kind of 'things' these were.

### Question 2 (c)

- (c) What else did Andocides provide for his country? [1]

Most candidates were given this mark. Those who were not did not recognise χαλκός – examiners noted χαλκοῦς (AS).

### Question 3

- 3 και οἱ ἄνδρες ... χρόνῳ (lines 5–7): describe how the Athenians benefitted from the help which Andocides had provided. [5]

This was another question that most candidates did well on, but with one mark in particular ('they alone') distinguishing those who fully understood from those with some doubt. Some candidates only interpreted part of the meaning or left out a lot of detail. With any comprehension question it is best to look at the number of marks available and try to respond appropriately.

### Question 4

- 4 εἰ γὰρ τοῖς ἀνδράσιν ... σωθῆναι (lines 7–9): explain what Andocides says about the danger, if he had not given supplies to the Athenians. [3]

This was a challenging question, and many candidates left this until last, or crossed out an answer and rewrote it at the end. The essential contrast (that it was not about saving the city, but rather about not being saved themselves: i.e. a survival situation rather than just a military/strategic one) was bound up in multiple negatives. Examiners were instructed to be flexible, and to weigh up the overall level of *comprehension*. Candidates needed to show that the situation was not A but B; or was B 'rather than' A. Fewer candidates achieved full marks here, but many managed two.

### Exemplar 1

The danger was no more about them saving Athens than about ~~they~~ ~~not~~ ~~being~~ ~~saved~~ them not ~~being~~ ~~saved~~ getting away safely.

This candidate has not simply translated, but explained. The paraphrase 'not getting away safely' was not required, but shows clear understanding of what Andocides is saying.

### Question 5

- 5 τούτων τοίνυν ... πραγμάτων (lines 10–12): translate these lines into English. Please write your translation on alternate lines. [10]

As every year, the translation was difficult and attainment ranged from very low to occasional full marks. Evidently a sizeable minority were not confident with the idiom τούτων ἐχόντων and became stuck in various types of 'having'. Many candidates confused παρὰ γνώμην with κατὰ γνώμην. The second part (κατέπλευσα...) was done better, although many candidates thought the initial word was a participle. Some had difficulty with the delayed ἔνεκα, although this is a common word order and many mistook ὑμετέρων (GCSE) for ὑστερων (AS).

## Question 6

6 πυθόμενοι δέ τινές ... βουλήν (lines 13–14): how was Andocides treated on his return? [4]

In this and the following question it was necessary to answer the question rather than just translate Andocides' speech; simple translation ('they sought me out...') could not be given full marks. The most common mistake was to miss the second mark, but also by not recognising παραχρημα. 'They sought my possessions' was a sensible guess, but the Greek would have needed to be plural. This sentence would be a good one to analyse with students (especially of Prose Composition) for its idiomatic subordination and omission of the repeated object.

## Question 7

7 κάγω — θόρυβος γὰρ δὴ ... ἱερῶν (lines 15–17): what was Andocides' reaction when he saw the situation? [3]

Here there were two words not widely recognised: προσπηδῶ and τῶν ἱερῶν. With the latter, as both noun 'temple' and adjective 'sacred' are experienced at GCSE, examiners judged that it was appropriate to expect recognition of the appropriate meaning here.

## Question 8 (a)

8 Which part of the verb are the following:

(a) παρεσκευασμένοι (line 5) [1]

Although 'participle' was universally offered, many candidates did not give the tense of the participle. Of those who did, most gave 'aorist'; this would have been παρασκευασμένοι.

## Question 8 (b)

(b) σωθῆναι (line 9)? [1]

Most candidates identified this correctly.

## Question 9 (a)

9 Give the first person singular present indicative of the following:

(a) κατειληφόντων (line 4) [1]

Various responses were given, with καθαιρέω and καταλείπω especially popular for obvious reasons. Both αίρέω and the correct root verb are familiar from GCSE.



## Question 9 (b)

(b) εισηχθη (line 8)

[1]

This was not widely recognised, although they should be familiar with the vocabulary and morphology from GCSE; εισέρχομαι was widely offered.

## Question 9 (c)

(c) πυθόμενοι (line 13)

[1]

Almost all candidates recognised the verb and were given the mark.

## Question 10 (a)

10 State and explain the case of the following words:

(a) τοῦ σώματος (line 1)

[2]

This was answered well. 'Following ἐφεισάμην' was enough to show understanding of the grammar.

## Question 10 (b)

(b) τοῖς ἀνδράσιν (line 7)

[2]

Candidates often seem to feel that the right response must include a technical term, but for such a canonical case meaning 'dative – 'to the men'' was perfectly adequate. 'Indirect object' was the right technical term, whereas 'dative of advantage' and 'possession' were not correct.

## Question 10 (c)

(c) ἦκοντα (line 13)

[2]

The immediate cause of the accusative case (which all candidates identified) was the agreement with με. Examiners also accepted further explanation of why με itself is accusative, which was in the main explained well.

## Question 11 (a)

11 Explain, using a translation if you think it is helpful, the grammar of the following words:

(a) οὐσαν (line 3)

[2]

Most candidates were on the right track here, but many could not be given the first mark because as in Question 8 the tense was required. Candidates should be aware that at A Level merely identifying οὐσαν as a participle is unlikely to be worth a mark in itself.

## Question 11 (b)

(b) τῶν τετρακοσίων (line 13)

[2]

Most candidates achieved both marks. A few offered simply 'of the Four Hundred' which wasn't adequate to explain the case – τινές and/or 'some' was essential.

## Section B overview

Once again this year, the standard of translation was very high, with many candidates achieving a mark over 40 and some at the very top of the scale. Examiners noted that as usual a solid command of GCSE grammar and syntax would serve well for most of the translation required – at least for a ‘basic’ version, which of course would, if free of errors, be marked highly. The passage offered plenty of opportunities for idiomatic subordination with participles; candidates responded accordingly. There were very few eccentric attempts at ‘stylish’ writing. Centres are thanked for responding to examiners’ feedback here, as the idiomatic quality of the Greek offered is now very good.

Use of the definite article and of αὐτός appeared more confident than last year; perhaps even following comments in the Examiners’ Report.

### Question 12

#### SECTION B

##### Prose Composition

**12** Translate this passage into Classical Greek prose.

You are reminded that marks will be awarded for the style of your translation.

**Please write your translation on alternate lines.**

**[50]**

As the mark scheme is finalised after examiners have read a wide range of scripts, the style points listed with + are largely taken from what candidates wrote. The mark scheme therefore is useful for inspiration for these. Candidates wanting to improve the idiomatic quality of their Greek would do well to try back-translating translated passages from English and comparing the results. In the exam itself, the Comprehension passage might offer inspiration too.

12i) As usual, the opening of the passage gave good opportunities to collect marks for style. χελώνη δέ τις would gain two marks immediately. The most common problem was with the syntax of εἶπε – often the birds and the suffering were in the accusative case.

12ii) It was important to use the reflexive ἐαυτήν here, otherwise, this section was done well.

12iii) Most candidates correctly used the genitive case after ἄκουω, and many made this a participle too. Tragic vocabulary was much in evidence for ‘misfortune’ and accepted, but τῶν κακῶν was perfectly adequate as well.

12iv) The direct speech was well handled, especially with the morphology, whether with a participle or future, of φέρω.

12v) Sensible proposals were given for ‘riches’. ‘All’ caused some difficulty. Trouble forming the correct ending (usually πάντας), coordinating with the article and settling on a word order all caused some marks to be lost.

12vi) ‘Taking her...’ was widely used to combine the verbs. The morphology of ὄνυξ caused some problems (even the accusative plural), although there was nothing very unusual about this noun.

12vii) The changes of subject here led to some confused syntax, and confidence with αὐτός was helpful. 'At the moment of her death' was an interesting challenge, with some clever use of ἄμα or μέλλω or straightforward present participles.

12viii) Candidates offered a range of vocabulary of justice here. 'Think about' required care and νομίζω required a preposition phrase.

12ix) Most candidates finished strongly here, with good formations of 'shows', of the future 'will die' and of 'they want'. Accusative infinitive was the most popular structure. It was very common to offer ἄνδρες rather than ἄνθρωποι (GCSE).

12x) The most popular mark was five, but with few candidates collecting more than six points over the passage. In the main, candidates are finding sensible and appropriate ways to write good Greek. As a reminder, clever syntax will only be rewarded if the morphology is correct to support it. Accuracy will always trump ambition.

### Exemplar 2

ὁ λόγος δηλοῖ τοὺς ἀνθρώπους, ἀποθανούντας εἰ  
<sup>πολλὰκις</sup>  
 πάντα  
 ἔχουσι ἃ βούλονται.

In this response the candidate has made a single slight error in \*ἀποθανούντας, but the participle structure works well. The candidate has added in words but there is no lack of clarity.

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