

GCSE (9-1)

Examiners' report

CLASSICAL GREEK

J292

For first teaching in 2016

J292/04 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.

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Paper 4 series overview

Overall, the standard was high, and candidates knew their text well. Many of the responses which revealed candidates' knowledge, understanding and engagement with the text were a pleasure to mark.

Candidates who did well on this paper exhibited a close familiarity and engagement with the text. Candidates who did less well were less familiar with the text and did not always pay close attention to the questions themselves.

- Candidates are asked not to squeeze responses onto blank sections of the paper. If a response requires more space, candidates should use the extra paper.
- Candidates should remember to pay close attention to the words or lines relevant to the specific question asked and not go outside these parameters. Candidates sometimes lost marks by referencing sections of text which were not included in individual questions.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • had revised the text and knew its content well • had regard for the specific wording of each question • engaged with the text and the characters within the text • interpreted and responded to the title of the 10-mark essay question. 	<ul style="list-style-type: none"> • were less familiar with the set text • did not pay regard to the specific wording of each question • showed little engagement with the text or the characters within the text • answered the 10-mark essay question with less regard for what the title was asking.

Question 1 (a)

1 Read the passage and answer the questions.

ἤϊωθεν δὲ γέροντας ἐπὶ πλέονας καλέσαντες
 ξεῖνον ἐνὶ μεγάροις ξεινίσσομεν ἠδὲ θεοῖσιν
 ῥέξομεν ἱερὰ καλά, ἔπειτα δὲ καὶ περὶ πομπῆς
 μνησόμεθ', ὥς χ' ὁ ξεῖνος ἄνευθε πόνου καὶ ἀνίης
 πομπῆ ὑφ' ἡμετέρῃ ἦν πατρίδα γαῖαν ἵκηται
 χαίρων καρπαλίμως, εἰ καὶ μάλα τηλόθεν ἐστί,
 μηδέ τι μεσσηγύς γε κακὸν καὶ πῆμα πάθησι
 πρὶν γε τὸν ἧς γαίης ἐπιβήμεναι.'

5

Homer, *Odyssey* 7, lines 189–196

(a) ἤϊωθεν δὲ ... ἱερὰ καλά (lines 1–3): what does Alcinous say the Phaeacians should do at dawn?

.....

.....

.....

..... [3]

Candidates responded well to this question. ἱερὰ was rendered in a variety of ways, some of them too distant from the correct meaning.

Question 1 (b)

(b) ἔπειτα δὲ ... μνησόμεθ' (lines 3–4): in what way does Alcinous want to help Odysseus?

.....

..... [1]

Candidates responded well to this question.

Question 1 (c)

(c) ὥς χ' ὁ ξείνος ... ἐπιβήμεναι (lines 4–8): how does Alcinous emphasise that he wants to be as helpful as possible?

You should make **two** points, each supported by close reference to the Greek.

1

2

[4]

Candidates responded well to this question although weaker responses simply gave Greek quotation plus English translation without elaboration or explanation, as if the translation were explanation enough.

Elsewhere, responses suggested some candidates thought a style point was a sufficient response when a fuller response and explanation is required alongside the Greek and English. Centres are reminded that this 4-mark question (with no translation given in the question paper) does **not** require a style point.

Question 1c. TIP for the 4-marker



Less Greek is (usually) more. Candidates who quoted extensive chunks of Greek often lost a mark because their English translation was unwieldy and inaccurate. Candidates should practise quoting only what is relevant. One or two words of Greek (plus translation and comment) are often sufficient for each point made.

Question 2 (a)

2 Read the passage and answer the questions.

‘Ἀλκίνο’, ἄλλο τί τοι μελέτω φρεσίν· οὐ γὰρ ἐγώ γε
 ἀθανάτοισιν ἕοικα, τοὶ οὐρανὸν εὐρὺν ἔχουσιν,
 οὐ δέμας οὐδὲ φυήν, ἀλλὰ θνητοῖσι βροτοῖσιν.
 οὓς τινας ὑμεῖς ἴστε μάλιστ’ ὀχέοντας οἴζυν
 ἀνθρώπων, τοῖσιν κεν ἐν ἄλγεσιν ἰωσαίμην.’ 5

Homer, *Odyssey* 7, lines 208–212

(a) Ἀλκίνο’ ... θνητοῖσι βροτοῖσιν (lines 1–3): what personal quality do you think Odysseus is trying to show? Give a reason for your answer.

.....

.....

.....

..... [2]

This was an AO3 question and the demand for a personal quality caused difficulty due to its subjective nature. The majority of candidates struggled with the idea of a personal quality. ‘mortality’ or ‘humanity’ were common (but unsuccessful) responses.

Question 2 (b)

(b) οὓς τινας ... ἰωσαίμην (lines 4–5): what comparison does Odysseus make here?

.....

.....

.....

..... [2]

Candidates responded well to this question, although the omission of μάλιστα and ἐν ἄλγεσιν caught out some candidates.

Question 3 (a)

3 Read the passage and answer the questions.

ἔξεινε, τὸ μὲν σε πρῶτον ἐγὼν εἰρήσομαι αὐτή·
τίς πόθεν εἰς ἀνδρῶν; τίς τοι τάδε εἶματ' ἔδωκεν;
οὐ δὴ φῆς ἐπὶ πόντον ἀλώμενος ἐνθάδ' ἰκέσθαι;

Homer, *Odyssey* 7, lines 237–239

(a) Who is speaking in these lines?

..... [1]

Candidates responded well to this question.

Question 3 (b)

(b) Write down **three** questions the speaker asks.

- 1
-
- 2
-
- 3
-

[3]

Candidates responded well to this question. There were four points to make and candidates needed to find only three.

Assessment for learning



Candidates should note that if the question does not ask for Greek, then Greek is not required in the response.

Question 4*

4* Read the passage and answer the question.

Ὀδυγίη τις νῆσος ἀπόπροθεν εἰν ἀλί κεῖται,
 ἔνθα μὲν Ἄτλαντος θυγάτηρ, δολόεσσα Καλυψώ
 ναίει ἐϋπλόκαμος, δεινὴ θεός· οὐδέ τις αὐτῇ
 μίσηται οὔτε θεῶν οὔτε θνητῶν ἀνθρώπων.
 ἀλλ' ἐμὲ τὸν δύστηνον ἐφέστιον ἤγαγε δαίμων 5
 οἶον, ἐπεὶ μοι νῆα θοὴν ἀργῆτι κεραυνῶ
 Ζεὺς ἔλσας ἐκέασσε μέσῳ ἐνὶ οἴνοπι πόντῳ.
 ἔνθ' ἄλλοι μὲν πάντες ἀπέφθιθεν ἐσθλοὶ ἑταῖροι,
 αὐτὰρ ἐγὼ τρόπιν ἀγκὰς ἐλών νεὸς ἀμφιελίσσης
 ἐννήμαρ φερόμην. 10

Homer, *Odyssey* 7, lines 244–253

How does Odysseus create a negative impression of Calypso and Zeus in these lines?

In your answer you may wish to consider:

- the description of Calypso and her reputation
- the suffering caused by Zeus

You must refer to the **Greek** and discuss Homer's use of language.

[8]

Candidates had plenty to say about Calypso and Zeus and there were many excellent responses. These were a pleasure to read and mark. Candidates should be aware that reference to a single epithet is rarely enough for a style point, and in this question there was the possibility of discussing more than a single adjective to describe Calypso's nature.

Examiners noticed an increasing tendency among candidates to use 'juxtaposition' when they mean 'contrast'. Some responses talked about 'nobody' but omitted τις. There was misunderstanding of δαίμων as if it referred to Zeus (it does not). There were some creative interpretations of the reasons for the colour of the οἴνοπι πόντῳ, and unconvincing arguments that the 'wine-coloured sea represented the blood of Odysseus' dead comrades'.

The best responses referred to both Calypso and Zeus with two well-developed points for each divinity, using detailed examples from the Greek and enhancing their points with two different stylistic devices.

Question 4. TIP regarding alliteration



Candidates should make sure that any response discussing assonance or alliteration is valid and supports the point they make. Weak, general responses of 'alliteration being emphatic' are unlikely to score highly. For the line ἔνθ' ἄλλοι μὲν πάντες ἀπέφθιθεν ἐσθλοὶ ἑταῖροι, weak arguments included 'the repeated th- sound imitates a choking sob to convey the great emotional distress Zeus has caused Odysseus'; and 'the e- and a- vowels represent Odysseus' wailing'.

Exemplar 1

Homer introduces Calypso by first describing her lineage - she is "the daughter of Atlas", or "Ἄτλαντος θυγάτηρ", which tells us that she is divinely descended and powerful. We are then given a telling epithet "δολόεσσα" ("cunning") before Homer finally reveals Calypso's name, which has been delayed until the end of the line. This means that we have an impression of her as powerful and "cunning" before even discovering her name. This first impression is augmented by the phrase afterwards, "δεινὴ θεός", meaning "terrible goddess", a very powerful negative description.

In Exemplar 1, the candidate has produced a good paragraph that contains Greek quotation, English translation, sensible comment and a valid style point. The quotations are specific and targeted (no ellipsis) and the translations are accurate. The comment provides a relevant and sensible response to the question asked and the style point discusses the effect brought about by the delaying of Calypso's name.

Question 5 (a)

5 Read the passage and answer the questions.

ἑπτὰ δὲ καὶ δέκα μὲν πλέον ἡματα ποντοπορεύων,
 ὀκτωκαιδεκάτη δ' ἐφάνη ὄρεα σκιάεντα
 γαίης ὑμετέρης, γήθησε δέ μοι φίλον ἦτορ
 δυσμόρφῳ· ἦ γὰρ μέλλον ἔτι ξυνέσεσθαι οἴζυϊ
 πολλῇ, τὴν μοι ἐπῶρσε Ποσειδάων ἐνοσίχθων,
 ὅς μοι ἐφορμήσας ἀνέμους κατέδησε κελεύθου,
 ὠρινεν δὲ θάλασσαν ἀθέσφατον, οὐδέ τι κῦμα
 εἶα ἐπὶ σχεδίης ἀδινὰ στενάχοντα φέρεσθαι.

5

Homer, *Odyssey* 7, lines 267–274

(a) ἑπτὰ ... δυσμόρφῳ (lines 1–4): why do you think Odysseus was happy to see the mountains? Refer to the **Greek** in your answer.

.....

.....

..... [2]

The minority of candidates incorrectly chose quotations that focused on Odysseus' joy rather than the reason behind it. Evidence from the text should be accurately quoted. A candidate offering a translation of 'seventeen days', would need to quote ἡματα as well as ἑπτὰ καὶ δέκα.

Question 5 (b)

(b) ἡ γὰρ μέλλον ... φέρεσθαι (lines 4–8): translate these lines into English.

.....

.....

.....

.....

..... [5]

This was a potentially challenging translation, which was generally well responded to. Occasionally, candidates directed examiners to a 'better translation on additional paper' but without crossing out their original piece. Problems arose when the two versions varied.

The similarity between lines 2, 3 and 4 (especially the verb meanings) caused trouble for some candidates who occasionally jumped half a line without realising. When translating particles or participles, candidates should be careful to avoid producing a series of statements with no connections. Common errors included the omission of words such as ἔτι, την, μοι (twice), ὅς and the mishandling in context of the participle ἐφορμήσας.

Question 6

6 Read the passage and answer the question.

ἄμφιπόλους δ' ἐπὶ θινὶ τεῆς ἐνόησα θυγατρὸς
 παιζούσας, ἐν δ' αὐτῇ ἔην εἰκυῖα θεῆσι.
 τὴν ἰκέτευσ'· ἢ δ' οὐ τι νοήματος ἤμβροτεν ἐσθλοῦ,
 ὡς οὐκ ἂν ἔλποιο νεώτερον ἀντιάσαντα
 ἐρξέμεν· αἰεὶ γάρ τε νεώτεροι ἀφραδέουσιν.'

5

Translation:

'I noticed the maids of your daughter playing on the shore, and she herself was among them looking like a goddess. I supplicated her; she did not lack good sense in any way, not as you might expect that a younger person might act on meeting someone; for younger people are always thoughtless.'

Homer, *Odyssey* 7, lines 290–294

How does Odysseus emphasise that Nausicaa was an outstanding young woman?

You should make **two** points, each supported by close reference to the Greek.

1

.....

.....

2

.....

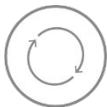
.....

[4]

Candidates found this a harder question than Question 1(c) (also worth 4 marks) in spite of the attached translation. There was more ellipsis given in these responses than in Question 1(c). Responses that did not include accurate Greek/English were unlikely to score highly.

A style point is required for the 4-mark question with attached translation. Correct reference and discussion of the simile, or of the repeated negative are examples of suitable style points.

Assessment for learning. Question 6.



This 4-mark question has a translation attached to it so a style point **is** required.

Question 7 (a)

7 Read the passage and answer the questions.

ἤ μοι σῖτον δῶκεν ἄλις ἠδ' αἶθοπα οἶνον
καὶ λοῦσ' ἐν ποταμῷ καὶ μοι τάδε εἶματ' ἔδωκε.
ταῦτά τοι ἀχνύμενός περ ἀληθείην κατέλεξα.'

Homer, *Odyssey* 7, lines 295–297

(a) ἤ μοι ... τάδε εἶματ' ἔδωκε (lines 1–2): how did Nausicaa help Odysseus?

.....
.....
..... [3]

The majority of candidates gained 3 marks here.

Question 7 (b)

(b) ταῦτά τοι ... κατέλεξα (line 3): pick out and translate a **Greek** word which shows that Odysseus found his experiences difficult to relate.

Greek word:
English translation:

[2]

Candidates who responded well to this question knew the text well.

Question 8*

8* 'Homer presents Odysseus as a great hero.'

From the section of *Odyssey* Book 7 you have read, how far do you agree with this statement?

You should support your answer with a range of references to the texts you have read, and you may include passages printed on the question paper. **[10]**

There was plenty to say about Odysseus as a hero. Question 4 had already prepared the way, the hostility or negativity of Calypso and Zeus fitted nicely into an essay about Odysseus' heroism. For this reason, candidates should consider the question and not just give examples of things that happened in the text and expect these to be examples of heroism. Being polite to one's hosts is not necessarily a heroic attribute unless the candidate works hard to make it so. A brief introduction which explores the title is often a useful idea. Some candidates had undefined thoughts about what they considered a hero to be and simply wrote about a series of events as heroic. This approach doubtless weakened some essays.

The best candidates offered balance in their responses, and many were able to argue Odysseus' various actions and feelings on either or both sides of the argument. These candidates had clearly planned their response and made four or five strong arguments supported by a number of examples from the text.

Other candidates struggled to identify the characteristics of a Homeric hero or discussed admirable characteristics rather than heroic traits. Some references were too vague ('Odysseus talks a lot about his suffering'), or simply described Odysseus as a character, or else re-told his story. Weaker responses tended to offer multiple points from the text, but points which were poorly analysed. Candidates should remember to engage with the question and link their textual references to an argument for or against the essay title.

Exemplar 2

Homer presents Odysseus as a great hero by describing the perils at sea he faced. He survives ~~a~~ multiple storms, one of which killed all his other five comrades the second of which split his boat in half. He survives ten days clutching to the keel of his ship alone before reaching Ogygia and then survives another eighteen at sea to get to the land of the Phaeacians. These long periods of time alone at sea show he is a hero.

In Exemplar 2, the candidate responds clearly to the question asked. The opening sentence relates to the question, then several examples are given from the text before the candidate again relates back to the question. Arguably, a more sophisticated response could have been developed to offer more than one point, but this is a perfectly good response.

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