

**GCSE (9-1)**

*Examiners' report*

# **CLASSICAL GREEK**

**J292**

For first teaching in 2016

## **J292/04 Summer 2019 series**

Version 1

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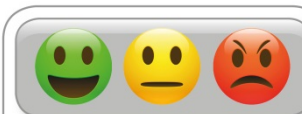
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## Introduction

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. 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 can be downloaded from OCR.

## Paper 4 series overview

The overall standard on this paper was very good. Most candidates knew the text well and showed a sound knowledge on the short-answer questions. The 8-mark and 10-mark questions also produced some excellent work, and the best candidates were able to offer a range of language and/or literary points, especially in the 10-mark essay where candidates were required to select and interpret various episodes relating to the theme of romance. However, some candidates did not know the text thoroughly and this led to inaccurate and often bland answers, especially on the 8-mark and 10-mark questions. Some candidates found it difficult to make language points effectively, and it was a pity to see, occasionally, otherwise strong candidates denied a Level 4 mark on Question 8 simply because they included no language points. Similarly, marks can be lost by failing to include a translation (or accurate paraphrase) with each piece of Greek quoted.

## Question 1 (a)

1 Read the passage and answer the questions.

αὐτίκα δ' Ἡώς ἦλθεν εὐθρονος, ἣ μιν ἔγειρε  
 Ναυσικάαν εὐπεπλον· ἄφαρ δ' ἀπεθαύμασ' ὄνειρον,  
 βῆ δ' ἵμεναι διὰ δώμαθ', ἵν' ἀγγείλῃε τοκεῦσι,  
 πατρὶ φίλῳ καὶ μητρὶ· κινήσατο δ' ἔνδον ἐόντας·

Homer, *Odyssey* 6, lines 48–51

(a) αὐτίκα ... εὐπεπλον (lines 1–2): what did Dawn do upon her arrival?

.....  
 ..... [1]

Almost all candidates answered correctly, although 'Dawn awoke her' was not acceptable (see Mark Scheme).

## Question 1 (b)

(b) βῆ δ' ἵμεναι ... ἐόντας (lines 3–4): why did Nausicaa make her way through the house?

.....  
 .....  
 ..... [2]

Answers such as 'to announce it to her parents' achieved full marks, but candidates should be encouraged to contextualise (especially pronouns) to make the overall sense clear. Nevertheless, candidates should not be under the impression that full sentences are always required, particularly for questions worth only 1 or 2 marks.

## Question 2

2 Read the passage and answer the question.

ὥς ἔφατ'· αἶδετο γὰρ θαλερὸν γάμον ἐξονομῆναι  
πατρὶ φίλῳ· ὁ δὲ πάντα νόει καὶ ἀμείβετο μύθῳ·  
‘οὔτε τοι ἡμιόνων φθονέω, τέκος, οὔτε τευ ἄλλου.  
ἔρχευ· ἀτὰρ τοι δμῶες ἐφοπλίσσουσιν ἀπήνην  
ὑψηλὴν εὐκυκλον, ὑπερτερίη ἀραρυῖαν.’

5

Homer, *Odyssey* 6, lines 66–70

Translate this passage into English.

.....

.....

.....

.....

.....

.....

..... [5]

Most translations were fluent and accurate. Occasionally marks were lost through omissions, most commonly φίλῳ, ἔρχευ, ἀτὰρ, τοι (line 4). ὥς ἔφατ' was also sometimes omitted, and an incorrect verb tense (φθονέω, ἐφοπλίσσουσιν) counted as an inconsequential error.

## Question 3 (a)

3 Read the passage and answer the questions.

καὶ τὴν μὲν κατέθηκεν εὐξέστῳ ἐπ' ἀπήνην,  
μήτηρ δ' ἐν κίστῃ ἐτίθει μενοεικέ' ἐδωδὴν  
παντοίην, ἐν δ' ὄψα τίθει, ἐν δ' οἶνον ἔχευεν  
ἄσκῳ ἐν αἰγείῳ· κούρη δ' ἐπεβήσετ' ἀπήνης.  
δῶκεν δὲ χρυσέῃ ἐν ληκύθῳ ὕγρον ἔλαιον,  
ἥρος χυτλώσαιοτ' σὺν ἀμφιπόλοισι γυναιξίν.

5

Homer, *Odyssey* 6, lines 75–80

(a) καὶ τὴν ... ἐπ' ἀπήνην (line 1): what did Nausicaa put in the wagon?

.....

..... [1]

'garment', singular, appeared more than once, which did not get the mark, and a few guessed 'food', but for most candidates this was a very straightforward question.

## Question 3 (b)

- (b) μήτηρ ... γυναιξίν (lines 2–6): how does Homer emphasise the number and quality of the supplies which Nausicaa's mother prepares?

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

[4]

A few candidates only tackled one element of 'number and quality'. There was a tendency to list the various picnic items without saying how the language generated emphasis. Answers should try to focus on a key word or phrase rather than writing out a whole line/sentence, and references giving only the first and last words (e.g. 'μήτηρ ... παντοίην') should be avoided as the key Greek word/phrase may not be quoted in the answer at all. A number of candidates referred to the repetition of ἐν (lines 3–4) but did not include any context, thus missing out on full marks for a potentially good point.

## Exemplar 1

~~Homer~~ Homer describes three things (a tricolon) that her mother gives her: "ὄψα" (hot food), "οἶνον" (wine) and "ἕρπον ἐλαίου" (liquid olive oil). This emphasises just how many things she gave Nausicaa.

Homer also says that she gave her <sup>liquid</sup> olive oil in a golden flask ("δωκεν δὲ χρυσοῦ ἐν λυκαυθῶ ἕρπον ἐλαίου"). The choice of the word "χρυσό" (golden) shows the extent to which her mother ensured her supplies were of the best quality.

Exemplar 1 illustrates good answer technique. The 1<sup>st</sup> bullet point identifies three items specifically and accurately, in both Greek and English, and then links to the question. The 2<sup>nd</sup> bullet point gives a translation of the relevant sentence to provide context, highlights the key word in both Greek and English (thus it was unnecessary to write out the whole sentence in Greek), and then links the point to the question.

## Exemplar 2

- Her Mother put foods of all different sorts in ~~the~~ a basket  
"ἡ μήτηρ δ' ἐν δ' ὡπατίθαι" ~~and~~  
and she poured wine into a  
goat skin wineskin - "ἐν δ' οὖνον ~~ἐκ~~  
ἐκ ἐλαίου σκῶ ἐν αἰγείῳ"

Exemplar 2 illustrates weak response technique. Although the opening English sentence quotes a potentially relevant section of the passage, the accompanying Greek is inaccurate (in copying out the text, the candidate has jumped from line 2 to line 3), too long, and omits the key Greek word (παντοίην). The second part of the answer contains accurate English and Greek, but the quotation is again too long, and no specific word/phrase is highlighted. Neither point is directly linked to the question.

## Question 4 (a) (i)

4 Read the passage and answer the questions.

αἱ δ' ὅτε δὴ ποταμοῖο ῥόον περικαλλέ' ἴκοντο,  
ἐνθ' ἣ τοι πλυνοὶ ἦσαν ἐπηγετανοί, πολὺ δ' ὕδωρ  
καλὸν ὑπεκπρορρέει μάλα περ ῥυπόωντα καθῆραι,  
ἐνθ' αἶ γ' ἡμιόνους μὲν ὑπεκπροέλυσαν ἀπήνης.  
καὶ τὰς μὲν σεῦαν ποταμὸν πάρα δινήεντα  
τρώγειν ἄγρωστιν μελιγδέα· τὰ δ' ἀπ' ἀπήνης  
εἶματα χερσὶν ἔλοντο καὶ ἐσφόρεον μέλαν ὕδωρ,  
στεῖβον δ' ἐν βόθροισι θοῶς ἔριδα προφέρουσai.

5

Homer, *Odyssey* 6, lines 85–92

(a) αἱ δ' ὅτε ... μελιγδέα (lines 1–6):

(i) what did the maids do when they arrived at the washing place?

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

For this question (and the following question – see below) some candidates used the wrong line references and described the maids washing the clothes (lines 6–8) instead of the sending of the mules off to pasture (lines 1–6). Where multiple questions are set on a single passage, candidates would be well advised to mark off the different sections on the question paper.



## Question 4 (a) (ii)

(ii) what does Homer tell us about the water available for washing?

.....

.....

..... [2]

This proved to be a very straightforward question as lines 1–6 of the passage included a lot of information about ‘the water available for washing’. However, some candidates again took part of their answer from the wrong lines e.g. μέλαν – dark.

## Question 4 (b)

(b) ταὶ δ' ἀπ' ἀπήνης ... προφέρουσαι (lines 6–8):

what impression does Homer give of the maids here? Make **two** points.

- .....
  - .....
  - .....
- [2]

Most candidates referred to the maids being hardworking or competitive, but some went for a less obvious view which could only be credited if backed up by some evidence.

## Question 5

5\* Read the passage and answer the question.

ὥς εἰπὼν θάμνων ὑπεδύσετο δῖος Ὀδυσσεύς,  
 ἐκ πυκινῆς δ' ὕλης πτόρθον κλάσε χειρὶ παχείῃ  
 φύλλων, ὥς ῥύσασαιτο περὶ χροῖ μήδεα φωτός.  
 βῆ δ' ἴμεν ὥς τε λέων ὀρεσίτροφος ἀλκὶ πεποιθώς,  
 ὅς τ' εἴς' ὕόμενος καὶ ἀήμενος, ἐν δέ οἱ ὅσσε  
 δαίεται· αὐτὰρ ὁ βοῦσι μετέρχεται ἢ ὄϊεσσιν  
 ἦε μετ' ἀγροτέρως ἐλάφους· κέλεται δέ ἐ γαστήρ  
 μῆλων πειρήσοντα καὶ ἐς πυκινὸν δόμον ἐλθεῖν·

5

Homer, *Odyssey* 6, lines 127–134

How does Homer convey the frightening appearance and behaviour of Odysseus in this passage?

In your answer you may wish to consider:

- his emergence from the bushes
- the simile

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

[8]

Most candidates showed a detailed and accurate knowledge of this passage, although even the best answers occasionally lost marks by failing to include language points. The case for δῖος (god-like) as an epithet indicating Odysseus' frightening appearance was often argued weakly, and the enjambement of φύλλων (line 3) yielded little worthwhile analysis. δαίεται (line 6) was a more fruitful example of enjambement, but its effectiveness was undermined by those candidates who described the 'blazing eyes' as belonging to Odysseus rather than to the lion. Such errors with simile analysis are not uncommon, and the potential even for extreme misunderstanding ("Odysseus is thinking about eating a sheep") should not be underestimated. It should be noted that precise technical terms are not required. The 'over-running of a line' would be perfectly acceptable for 'enjambement', and in any case technical terms are often misunderstood and misapplied; 'tricolon' was the main culprit on this paper. Much was made of Odysseus' frightening strength in lines 2–3 (ἐκ πυκινῆς ... φύλλων), although the phrase ἀλκὶ πεποιθώς (trusting in its strength) was often underused. Weaker answers tended to lose sight of the question, especially when discussing Odysseus' nakedness in line 3, and drifted into a narrative summary of the passage.

## Exemplar 3

He is also presented as ~~so~~ frightening  
 as we see his strength as Homer  
 writes - he broke off a sapling off  
 of the thick <sup>branch</sup> ~~tree~~ with his hand - ἐκ  
 πυκινῆς ὕλης πτόρθον κλάσε χειρὶ  
 παχείῃ φύλλων.

Exemplar 3 illustrates weak response technique. The Greek extract (inaccurately translated/paraphrased) does not pick out any key word(s), and the link between Odysseus' actions and the 'frightening appearance and behaviour' of the question is hardly explained/developed at all. Candidates should also be encouraged to look for an appropriate language/style point alongside each 'content' point. Here, a reference to the vocabulary in line 2 of the passage (e.g. πυκινῆς, κλάσσε, παχείη) could have been used to show how Odysseus' savage/animal strength (= 'frightening behaviour') is emphasised.

## Question 6

6 Read the passage and answer the question.

σμερδαλέος δ' αὐτῇσι φάνη κεκακωμένος ἄλμη,  
 τρέσσαν δ' ἄλλυδις ἄλλη ἐπ' ἡϊόνας προύχουσας·  
 οἷη δ' Ἀλκινόου θυγάτηρ μένε· τῇ γὰρ Ἀθήνη  
 θάρσος ἐνὶ φρεσὶ θῆκε καὶ ἐκ δέος εἴλετο γυίων.

Translation:

*Terrifying, he appeared to them caked in sea-salt,  
 and they fled in panic, all in different directions, along the jutting shore;  
 only the daughter of Alcinous remained; for Athene  
 placed courage in her heart and removed the fear from her limbs.*

Homer, *Odyssey* 6, lines 137–140

How does Homer make this passage dramatic?

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

- .....
- .....

[4]

As with Question 3(b) above, some candidates tended to side-track the question, quoting an example of dramatic content rather than explaining how or why it was dramatic i.e. not enough attention paid to the language of the passage. And yet there were several examples of emphatic language, e.g. σμερδαλέος ('terrifying') first word; κεκακωμένος ('caked') polysyllable (and onomatopoeia?); ἄλλυδις ἄλλη ('in different directions') alliteration; θάρσος ... γυίων (line 4) repetition of idea for emphasis.

## Exemplar 4

Homer emphasises the fear Odysseus instils in the maids through his emphatic placement of the adjective 'σμερδαλεος', meaning 'terrifying'. The powerful word choice, highlighted by the placement at the start of the line reflects how scary Odysseus looks, which creates drama.

Exemplar 4 illustrates good answer technique. The answer focuses on a single Greek word (σμερδαλεος), correctly translated (copied from the translation given in the question). σμερδαλεος is emphatic because of its position in the line and 'powerful word choice', and the sense 'terrifying' is linked to 'dramatic' in the question.

## Question 7 (a)

7 Read the passage and answer the questions.

'εἰ μὲν τις θεός ἐσσι, τοὶ οὐρανὸν εὐρὺν ἔχουσιν,  
 Ἀρτέμιδι σε ἐγὼ γε, Διὸς κόρη μέγαλοιο,  
 εἶδός τε μέγεθός τε φυὴν τ' ἄγχιστα εἶσκω·  
 εἰ δέ τις ἐσσι βροτῶν, τοὶ ἐπὶ χθονὶ ναιετάουσι,  
 τρισμακάρες μὲν σοί γε πατήρ καὶ πότνια μήτηρ, 5  
 τρισμακάρες δὲ κασίγνητοι· μάλα πού σφισι θυμὸς  
 αἰὲν εὐφροσύνησιν ἰαίνεται εἵνεκα σεῖο,  
 λευσσόντων τοιόνδε θάλος χορὸν εἰσοιχνεῦσαν.  
 κεῖνος δ' αὖ περὶ κῆρι μακάρτατος ἔξοχον ἄλλων,  
 ὃς κέ σ' ἐέδνοισι βρίσας οἶκόνδ' ἀγάγῃται.' 10

Homer, *Odyssey* 6, lines 150–159

- (a) εἰ μὲν ... εἶσκω (lines 1–3): what effect do you think these lines are meant to have on Nausicaa? Explain your answer with reference to the Greek.

.....

.....

.....

..... [2]

Most candidates realised that Odysseus was using 'flattery' here, but too often the 2<sup>nd</sup> mark was lost because no reference was made to the Greek.

## Question 7 (b)

(b) εἰ δέ ... εἰσοιχνεῦσαν (lines 4–8): what does Odysseus say about Nausicaa's mortal family?

.....

.....

.....

.....

..... [4]

Most answers about Nausicaa's mortal family were full and accurate. A few stopped short of line 8 (λευσσόντων ... εἰσοιχνεῦσαν), thus losing a mark. 'such a sprout' was a curious choice of expression for τοιόνδε θάλος, occurring more than once.

## Question 7 (c)

(c) κεῖνος ... ἀγάγηται (lines 9–10).

Pick out and translate the **Greek word** which gives Odysseus' opinion of Nausicaa's future husband.

Greek word: .....

English translation: .....

[2]

Answered very well; almost all candidates managed to translate μακάριστος in the superlative.

## Question 8

8\* To what extent does Homer suggest that there could be a romantic relationship between Odysseus and Nausicaa?

You should support your answer with a range of references to the section of *Odyssey* 6 you have read, and you may include passages printed on the question paper. [10]

Although perhaps less straightforward than usual, this essay question seemed to provide an opportunity for candidates to produce some excellent answers. As well as noting the mention of marriage both at the beginning and at the end of the text, many argued the motives of Athene (in arranging the meeting between Nausicaa and Odysseus) both for and against a romantic relationship. The many references to Nausicaa's attractive qualities were nicely analysed, and a number of candidates saw parallels in the way the two lead characters were presented (e.g. both were likened to gods, both were shown as manipulative) and thus concluded that Homer could be setting them up as an obvious match. Some candidates however shot themselves in the foot by stating that Nausicaa went to the wash-pools specifically looking to meet a future husband. There was a tendency for some candidates to drift away from the text and talk about Odysseus being married to Penelope and his past affairs with Circe and Calypso, perhaps thinking, mistakenly, that this wider knowledge would gain extra marks.

## Exemplar 5

Homer suggests strongly that there could be a romantic relationship between the two: both are compared to gods and both are from noble families. Nausicaa is clearly looking for marriage and Odysseus seems to think highly of her. The gods also seem to favour the match.

Homer shows Nausicaa to be looking for marriage. She says she was ashamed to mention blooming marriage to her dear father. However, this suggests she is very much intending to marry and the next man we meet is Odysseus, implying that they could be a potential couple.

Odysseus definitely seems to like Nausicaa. He says that the man who prevails with bride gifts and <sup>leads</sup> her to his house is the most blessed beyond all other men in his heart. This shows how highly he thinks of Nausicaa and suggests he would be delighted to be the man to marry her. Moreover, he suggests that she is so ~~very~~ special that the man would bring her bride gifts not the other way round which was customary.

This exemplar illustrates some features that contribute to a strong response. The opening paragraph is a clear, concise introduction indicating the various elements to be discussed; this suggests a planned, organised approach to answering the question. The next two paragraphs deal directly with the topic of marriage, firstly from Nausicaa's perspective and then from Odysseus'. In each case there is, importantly, a detailed and accurate reference to the text that is developed to show how the evidence might be used to answer the question.

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