

**GCSE (9-1)**

*Examiners' report*

# **CLASSICAL GREEK**

**J292**

For first teaching in 2016

**J292/06 Summer 2019 series**

Version 1

# Contents

Introduction .....3

Paper 6 series overview .....4

Question 1 .....5

Question 2 .....5

Question 3 .....5

Question 4 .....6

Question 5 .....7

Question 6 .....9

Question 7 .....11

Question 8 .....12


Question 9 .....12

Question 10 .....13

Question 11 .....14

Question 12 .....16

Question 13 .....17



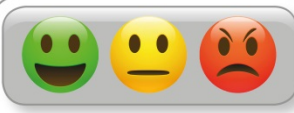
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## Introduction

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 6 series overview

The quality of the responses to the 2019 Literature and Culture paper was generally high, and candidates showed that in the course of their preparation for the examination they had developed a number of valuable skills, including the ability to respond coherently to evidence from the ancient world and to support their ideas with well-chosen references to source material, even evidence that had previously been unseen. The candidates had clearly been well prepared for the examination and demonstrated a broad knowledge of valuable sources to which they could refer.

Candidates showed a good level of understanding of both the 'Women in Ancient Greece' and 'Athenian Society' topics and were able to apply this to short answer questions as well as to more lengthy responses. Many answers included some reference to the provenance and validity of the sources under consideration, and in general the examiners would like to see more of such criticality in future.

Most candidates used an appropriate level of detail in their answers and used an accurate, mature style of writing to explain their points as one would expect from a strong cohort. Although at times some candidates seemed too inclined to focus on the narrative, AO2-Level elements in their extended responses, the majority made significant effort to analyse and evaluate the points they made and were able to explain the relevance of certain quotations in light of the questions under discussion, thus securing the AO3 marks available.

Although they were not expected to spend time crafting introductions and conclusions to 6- and 8-mark questions in the limited time available, it was noticeable that candidates who made a point, supported it with an example from a source and explained its relevance to the question tended to score more highly than those who did not use this traditional, so-called PEEL (Point, Evidence, Explanation, Link) technique. The majority of candidates included an introduction and conclusion in final 12-mark essay where possible which helped the examiners to see their train of thought.

The candidates' responses flagged up a few misconceptions which have been explained as part of this report – given the complexity of Athenian democracy and citizenship, such problems are unsurprising.

### Question 1

1 Study Source A.

'Hetairai we keep for pleasure.'

What was a hetaira?

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

This question was answered very well by all candidates, and the examiners accepted a range of responses.

### Question 2

2 What does this source show about the duties that a husband performed?

Make **two** points.

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

..... [2]

The vast majority of candidates responded well to this question and made careful use of the source to focus on an Athenian husband's responsibilities. Responses that included points such as *'getting married'* were not accepted as this should be obvious from the use of the word *'husband'* in the question, and comments such as *'he does not have to remain faithful'* did not gain marks as they did not fully answer the question.

Some particularly strong responses included brief explanations for each duty, such as *'he proves the legitimacy of his son by presenting him to his phratry and deme'* or *'he had a responsibility towards the women of the house'* although this was not required to secure the full 2 marks.

### Question 3

3 Study Source B.

'And you married her when she was a mere child.'

Roughly how old would a bride have been when she got married?

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

The examiners were flexible with the approximate ages of girls when they married as there were no formally established age limits.

### Question 4

4 'Is there anyone with whom you talk less?'

'There are few or none, I confess.'

Why might an Athenian husband and his wife have not known each other particularly well?

Give **three** reasons.

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

[3]

This question was answered well, and most candidates focused on reasons for the distance in a newly married couple's relationship such as the fact that men and women had very different roles (men were generally expected to spend most of their time out of the home, while typically women were to stay inside) or that their marriage had been arranged and as a result the couple would not have known each other well at all. Other candidates mentioned the significant age difference between husband and wife or the expectation that women would remain reticent around men – many cited the '*Lysistrata*' source that indicated that a wife could face abuse for speaking out about her political views.

Responses that commented on couples living in different *demes* or different parts of Attica were not accepted as the question focused on husbands and wives sharing a house after they had married.

## Question 5

### 5 Study Source C.

In his speech to his new wife, how does the husband emphasise the positive aspects of their future life together?

Include specific references to Source C in your answer.

.....

.....

..... [6]

This question tended to be well answered and it was encouraging to see the quality of the responses – candidates were able to make good use of the source and clearly understood that there could be many positives about marriage in ancient Athens despite the fact that life differed so greatly from what we consider to be normal in 21<sup>st</sup> century Britain.

The question also proved to be an effective discriminator: the candidates who attained the highest marks were those who made good use of Source C as specified in the question. The Exemplars 1 and 2 below demonstrate effective approaches to the question as they support the candidates' points with quotations from the text and then explain what the quotations prove.

### Exemplar 1

The husband emphasises the positives of their future life by repeating the word "common". This creates a sense that their life will be shared and that neither spouse will feel isolated. It provides comfort. The husband also creates a semantic field of positivity by using words such as "blessing", "counsel" and "support". This emphasises how the future is full of good things such as support, children and discussion. The husband also talks about "when we are old", "proves the better partner". This shows partnership, commitment and dedication to their shared future; this presenting it in a positive way. [6]

## Exemplar 2

He addresses her fairly affectionately, as 'dear wife', showing that he hopes to build a positive relationship with her.

He emphasises that he married her not for lack of options, but because she 'would be the best partner for house and children', telling her that he believes they will work well together. He describes many things they own as 'common', meaning 'shared', and highlights that everything they do they will do together, and perhaps suggesting that they will be each others' equals. [6]

Thus, good responses highlight certain repeated words or concepts that stress the positive future lying ahead of the married couple, focusing on the speaker's use of language and choice of words.

Exemplar 3 below shows the need for clear and precise quotation when supporting a point. The response also lacks sufficient explanation of the quotations used.

## Exemplar 3

The husband emphasises the positive aspects of their life together by starting the speech with a rhetorical question, 'Have you ever... of all men'. He then uses the word 'best' several times to place emphasis on the positive aspects. He shows that the marriage is blessed by referring to her parent, 'your parents for you', those ~~him~~ 'of all men' and by referring to God, as Athenians were religious 'If at some future time God grants us children'. He shows the life will be good together by showing he cares about her, shown in the use and repetition of the word 'common', showing it is for both of them, and by showing that she can, hypothetically be 'the ~~f~~ better partner. [6]



### Question 6

6\* 'Life in 5th century BC Athens was easier for a woman than for a man.'

How far do you agree with this statement?

You should use sources in the Insert **and** include details from other sources you have studied.

.....

.....

.....

..... [8]

**Key point call out**

- Quote directly or closely paraphrase details from sources in the Insert **and** refer clearly to other evidence studied
- Try to make it clear where the other evidence came from (i.e. author, painter etc)

Question 6 provoked some excellent discussions, reflecting candidates' high level of understanding of the ancient world and the ways in which it contrasts with modern Britain. There is no one correct way of responding to this question: while some answers focused almost exclusively on the role of women, many other responses compared it with the responsibilities of men. Some candidates found it difficult to decide on one particular viewpoint but argued both sides convincingly.

Strong responses often recognised that citizen women's lives would have been unchallenging and lacking in danger by contrast to citizen men's (who may have faced warfare or hard physical labour outdoors). However, many candidates recognised that the lack of status, rights and freedom could pose serious challenges for women.

In keeping with the requirements of the question, the highest marks were awarded to responses that made detailed use of sources (both those in the insert **and** other sources studied). To fully meet the Level 4 requirement for AO3, candidates were expected to evaluate their points.

An extract from Sample Response 4 shows a candidate making points about the relatively easy lives that some women led. The candidate supports the points with 3 examples from a range of sources they had studied, adding explanatory phrases to link the evidence back to the original point:

## Exemplar 4

On the one hand, life in 5th century BC Athens was easy for a woman. They didn't have to work like men or deal with affairs of the state. For example, in Lysias 1, the husband tells his wife that "war will be the responsibility of men", suggesting a woman's life was much easier. Furthermore, source A shows that a man "gives his daughters... in marriage" showing that it was easy for them to find a partner: a male had to discuss marriage with the bride's father which would be much less easy. Source C shows that some wives would get "common property" and "common fund" ~~and~~ with their husbands, showing they could benefit from their husband's wealth without doing anything. Multiple sources have shown women spinning, for example on makeup boxes, with their maidservants, showing they would engage in social, relaxing activities.

Sample Response 5 makes useful reference to different sources and includes valuable factual information. However, the points lack sufficient explanation and the candidate has not linked them clearly enough to the question, as shown in the extract below:


## Exemplar 5

A Women had very little freedom as the defence speech by Lysias shows, they could only go out at funerals but the rest of the time were stuck indoors. Despite having little education women had lots of responsibility in the 'oikos' (home). Xenophon's 'Oikonomikas' lists the jobs they had to do, from looking after sick slaves to doing finances. At birth girls were more likely to die from exposure and got smaller portions.

Although they are not expected to include introductions or conclusions to 8-mark extended answers, many candidates do so. Sample Response 4 includes a conclusion to clarify the candidate's response to the question, making it clear that generalising can prove difficult:

Exemplar 4

In conclusion, life was not easier for a woman. Although they did not have to work and some were treated well, many were made to feel powerless, unable to express their views and occasionally stuck in unhappy abusive relationships.

	<p><b>Misconception</b></p>	<p>One common mistake was to assume that Athenian men spent all their time engaging in different forms of practical democracy such as</p> <ul style="list-style-type: none"> <li>• attending meetings of the Ekklesia</li> <li>• participating in the Boule's decision-making processes</li> <li>• acting as jurors in the law courts</li> </ul> <p>Although Athenian men would have been involved in all of these activities at certain points in their lives, most of their time would have been spent on their farms growing food to eat and sell.</p>
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Question 7

7 Study Source D.

What were ostraka like this used for in ancient Athens?

Make **one** point.

.....

..... [1]

The question was answered well and responses ranged from the political – ‘a means of averting a risk to democracy’ – to the more practical ‘on which to write the names of those to be ostracised’; either of which were acceptable.

### Question 8

8 Why are these artefacts particularly useful to archaeologists and historians?

Make **two** points.

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

[2]

The examiners were pleased to see that many candidates recognised the archaeological value of ostraka as a means of evidence – responses included reference to the numbers of ostraka found, the handwriting shown on them, the names they revealed and the fact that the potsherds used might crack but could not rot. It is encouraging to see candidates recognise the value of artefacts as well as the written word in providing evidence for the ancient world.

### Question 9

9 Study Source E.

'... edging this way and that to avoid the red rope.'

What was the importance of the 'red rope'?

Make **two** points.

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

[2]

Most candidates showed a good understanding of the practical working of the Ekklesia and were aware of both the way in which the 'red rope' was used and, more significantly, what it signified. A few candidates thought that it was designed to prevent certain people from entering the Assembly or in some way separating groups of people, which is not the case.

### Question 10


10 Do you think that meetings of the Ekklesia were an efficient way of making decisions?

Make **three** points.

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

[3]

Question 10 elicited an excellent range of answers. It was good to see the candidates arguing both sides of this argument, often in the same response, suggesting that democracy can be a flawed system despite its many advantages. Some answers revealed a rather shaky grasp of the Athenian system of democracy – weaker responses clearly relied on their understanding of contemporary British politics rather than what is believed to have taken place in the 5<sup>th</sup> century BC.

	<b>Misconception</b>	Particular areas of confusion included: <ul style="list-style-type: none"> <li>• The differences between the Ekklesia (Assembly) and the Dikasteria (Law courts)</li> <li>• Who was allowed to attend the Ekklesia and how many people might have attended meetings</li> <li>• How voting was done at the Ekklesia</li> <li>• Who made up the Boule (Council) and how it worked</li> </ul>
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## Question 11

## 11 Study Source F.

How does Theseus show pride in the Athenians' democratic system of government?

In your answer you should include discussion of Euripides' use of language.

.....

.....

.....

..... [6]

The question specifies the need to respond to the extract's use of language – the candidates who achieved full marks were able to demonstrate good literary criticism techniques.

Sample Response 6 focuses effectively on Euripides' linguistic style, quoting in detail within the body of the answer to illustrate the points. In each section of the response the candidate explains the effect that the chosen quotations have on the sense and power of the passage:

## Exemplar 6

Euripides uses short declarative bold statements to make an impact, creating an atmosphere of pride and almost boasting: "They do not allow the rich supremacy" "The poor have equal rights" "to look for a dictator-see". These sharp summaries of policies create a sense of pride as they are designed for maximum impact and to be impressive, shaming the person saying them is impressed by them too.

Euripides also makes Theseus use a semantic field of equality, to show his pride in the democracy of Athens: "equal chance", "same case", "political equality" [6]

This creates an atmosphere of total equality but is constantly reinforced to portray Theseus' pride at the democracy. Euripides continues on, ~~being~~ solving large problems with democracy. The mention of "justice", "defeats the great", "~~this~~ liberty" and "political equality" are high impact to convey just how democratic Athens is - giving the ~~re~~ audience a sense of grand magnitude. Thus, conveying Theseus' deep pride ~~is~~ of democracy.

Weaker responses often tried to simply explain what Theseus was saying in their own words, which does not fully answer the question. They also showed a tendency to over-generalise without thinking about what they already know of the Athenian way of life. In the case of Sample Response 7, the candidate says that 'every person is equal before the law' without acknowledging the widespread and fully accepted use of slavery or the way in which women were often treated. Although the candidate in this instance makes good use of quotations, the response lacks detailed literary criticism:

#### Exemplar 7

Theseus shows pride in the Athenians' democratic system of government by saying "the weak and wealthy have an equal chance of justice". This illustrates that every person is equal before the law and that the Athenians strive to find justice and thus is something that Theseus should show pride in. He also states that "the little man with right on his side defeats the great" remarking that the Athenians strive to find justice and that they are very proud that the truth is always found, so Theseus tells the Herald this, showing his pride in the democratic ~~sy~~ system of government. [6]

## Question 12

**12** What criticisms could be made against the direct democracy that Theseus describes?

Make **three** points, based on Source F.

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

**[3]**

Question 12 specifically asks candidates to refer to Source F in their answer, and it was important that they considered criticisms of Theseus' statements and the words of the herald which provide a range of anti-democratic ideas. The points made here do not need to reflect a candidate's own particular opinions.



## Question 13

13\* 'The success of Athens relied entirely on the work of the male citizens.'

To what extent do you agree?

Using the sources you have studied, give reasons for your answer.

In your answer:

- you should include references to a range of ancient sources;
- you may make limited use of the sources in the Insert;
- you may wish to include references to modern ways of life.

[12]

.....

.....

.....

The examiners were delighted by the standard of many of the responses to this essay question which showed a good understanding of the key issues surrounding gender and social politics in 5<sup>th</sup> century BC Athens. The essays that achieved the highest marks were those that made clear and frequent reference to the evidence provided by ancient sources, extrapolating the information they held.

Candidates answered the question in a variety of different ways, agreeing and disagreeing with the statement, often in the same response to make a balanced argument. Most started by explaining the crucial role that citizen men played in the development and management of Athens, but then added a discussion about the often undervalued contributions played by women, slaves and metics. Popular areas for discussion included the role played by citizen men in the Athenian army and political structures, the benefits that metics brought to the city and the range of tasks that slaves were expected to fulfil. Candidates often omitted to mention that the work of slaves and women was almost wholly unpaid, which would have been a significant advantage to the polis and its inhabitants. Some candidates discussed the Delian League and the Athenians' appropriation of its funds, maintaining that this was proof that Athenian citizen men were not wholly responsible for the growth in the city's power.

It can be difficult for candidates to know how to refer to sources that do not feature in the Insert, particularly if they cannot recall the name of the author or painter when they are under exam pressure. The examiners were aware of this problem, and credited unattributed references wherever possible, provided that they were clearly identifiable.

As with all extended answers in this paper, to be awarded high marks candidates were required to make points, support them with reference to source evidence and then explain the relevance of the sources to the points and ultimately to the question. An example of this technique can be seen clearly in an extract from the essay in Sample Response 8:

## Exemplar 8

Metis played a valuable part in society, foreign immigrants, inscriptions listing their occupations such as 'Demetrios, a carpenter... Kephorodorus, a builder' though only presented a limited view of their exact role and situation, suggest that they played a role supplying trades in the city, which could have contributed largely to its ~~great~~ success. These people also appear to have contributed economically to their city and being valued for this in Xenophon's 'Resourai' through a political speech to the Boule and so possibly skewed by persuasive purposes, he writes of their paying a Metis Tax, and providing services to the state at no expense, describing them as valuable, thus suggesting their appreciated economic role benefiting Athens.

Responses that were given lower marks tended to include unsubstantiated generalisations or lacked the analysis and reference to evidence that is required for 12 marks. Essays that referred to significant milestones in Athenian history and then pointed out that these events were performed by male citizens as a means of agreeing with the question tended to lack the depth of response expected. An example of this can be seen in Exemplars 9 and 10:

## Exemplar 9

One reason Athens was so successful was due to Cleisthenes creating a democracy. In ~~Aristo~~ Plutarch's written work it talks about how Cleisthenes ostracised one man for getting too much power. Therefore due to Cleisthenes, a male citizen, Athens became a democracy which was why it was such a successful city, as it was fair. This source is strong because he was a <sup>historian</sup> ~~so~~ <sup>no</sup> bias. (In addition in a source by Aristotle it states that Sparta was weakened due the large roles women had in society and how he frowns upon it. This suggests that Athens is so successful

Exemplar 10


One of the greatest features of Athens was its introduction of a democratic system of governing. This was introduced by Cleisthenes. Euripides stated, 'that's political equality.' The democracy consisted of Athenian citizens and so there is no doubt that its success had no bearing on females.

The success of Democracy was partly due to the process of ostracising anyone whom threatened it. Aristotle tells us how it is a way of ensuring that no-one has too much political power. Again ostracism was thought up by males and so must be credited to them.

On the other hand you could argue that women should hold a ~~big~~ portion of credit for the success. These women ran the

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Comments about a source's provenance are highly relevant in 12-mark essay responses, and candidates are encouraged to consider the validity of the evidence they cite: simply stating that a source came from the time or was written by a historian does not provide sufficient criticality.

	<p><b>Misconception</b></p>	<p>A woman was an Athenian citizen if both her parents were Athenian citizens.</p> <p>Her citizen status did not entitle her to the same political, legal and societal freedoms and privileges as her male counterparts, but she enjoyed all the advantages of being a female Athenian citizen nonetheless, particularly within the realms of marriage, the household and religious practice.</p>
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