

GCSE (9-1)

Examiners' report

CLASSICAL GREEK

J292

For first teaching in 2016

J292/01 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 1 series overview

J292/01 (Language) is the compulsory component of GCSE (9–1) Classical Greek. It is worth 100 marks, representing 50% of the total marks for the GCSE. Greek Language is an externally assessed written examination testing AO1. This component focuses on:

- Translation
- Comprehension questions
- Either questions on syntax and accidence within the context of a narrative passage or translation of short English sentences into Classical Greek
- Derivation of English words from Classical Greek

Examiners considered this paper to be of a fair and appropriate standard, resulting in a good spread of marks. The standard of candidates' performance was high and there were a number of completely accurate scripts. Examiners felt that the paper was accessible to the full range of candidates, while differentiating very well, particularly in certain questions. There were very few examples of 'No Response', suggesting that candidates of all abilities were able to engage with the questions. Errors of exam technique were few. However, some candidates showed a tendency to provide alternative responses, using either brackets or an oblique stroke. An alternative incorrect piece of information is regarded as HA (a harmful addition), which negates an otherwise correct response.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • were able to spot superlative and comparative adjectives • provided all the necessary details in comprehension questions • recognised and accurately translated strong aorist verbs (e.g. εἶπεν, ἔπαθεν, ἔλαβεν, προσῆλθε) • chose the appropriate meaning of a word with several meanings on the Defined Vocabulary List (e.g. 'young' for νέος in Question 12) • gained 4 or 5 marks in most sections of the translation question • did well with the following: participles, conditionals, indirect statement, result clauses and purpose clauses. 	<ul style="list-style-type: none"> • did not have a strong understanding of participle forms • were confused by words which look a little similar • did not read the introduction to the passages and thus missed the overview which might have kept them on track • omitted words in the translation question • translated singular nouns as plural and vice versa • provided insufficient detail in comprehension questions which were worth more than 1 mark.

Section A overview

Comprehension questions (Questions 1–9) were fully accessible to all candidates. Candidates should look at the number of marks available and at the lines referenced in the lemma and provide sufficient details. This section contains the derivation question which centres had prepared candidates well for, although, this year candidates occasionally struggled to provide the correct meaning of the English derivation they had provided.

There is an option between some grammar questions (Question 10) and English to Greek sentences (Question 11) in Section A. The vast majority of candidates attempted the grammar questions and very few attempted only the English to Greek sentences (those who did had often also attempted the grammar questions). Some candidates did both and this is accepted. The highest mark of the two options is given.

Misconception



In the grammar section, when asked to pick out a word from the passage candidates should only quote Greek words. They should not provide the English and may be penalised if they do so and it is incorrect.

Assessment for learning



Centres should make sure candidates practice examination technique on the grammar questions. Occasionally candidates provide too much information in a response which can lead to a loss of marks due to harmful additions occurring.

Question 1

Read the passage.

Answer Questions 1–9.

The wife of Lycinus gets revenge on her husband.

ὁ Φιλόνεως καὶ ὁ Λυκῖνος φίλοι ἦσαν. ἡ δὲ τοῦ Λυκῖνου γυνή, Κρίτυλλα ὀνόματι, εἰς τοσοῦτον ἐμίσει τὸν ἄνδρα ὥστε ἤθελε φονεῦειν· πολλάκις γὰρ μεγάλη βία ἔβλαπτεν αὐτήν.

ἡ οὖν Κρίτυλλα, φίλη γενομένη τῆς τοῦ Φιλόνεω δούλης, ἡ τὸν δεσπότην ἐφίλει, εἶπεν δεινάς. 'ἐὰν βούλη τὸν Φιλόνεων φιλεῖν σε,' ἔφη 'δεῖ σε δοῦναι αὐτῷ φίλτρον, ἀλλὰ μὴ εἴπῃς τί ποιεῖς.' πείσασα μέντοι αὐτήν ἄλλοις ἡδέσι λόγοις ἔδωκεν οὐ φίλτρον ἀλλὰ φάρμακον.

5

ἡ δὲ δούλη παρεσκεύασε δεῖπνον μέγα τοῖς δυοῖν φίλοις. οἱ δὲ φαγόντες καὶ πολὺ πίνοντες ἀπέθανον, ὁ μὲν Φιλόνεως εὐθύς, ὁ δὲ Λυκῖνος μετὰ ὀλίγας ἡμέρας. καὶ ἡ Κρίτυλλα, καίπερ τῆς δούλης κολασθείσης, ἔπαθεν οὐδὲν κακόν.

10

Names

Φιλόνεως, Φιλόνεω, ὁ (acc. Φιλόνεων)	Philoneos
Λυκῖνος, Λυκῖνου, ὁ	Lycinus
Κρίτυλλα, Κριτύλλας, ἡ	Crytilla

Words

δούλη, δούλης, ἡ	slave-girl
φίλτρον, φίλτρον, τό	love-potion
φάρμακον, φαρμάκου, τό	poison

- 1 ὁ Φιλόνεως καὶ ὁ Λυκῖνος φίλοι ἦσαν. (line 1): how is the relationship between Philoneos and Lycinus described?

..... [1]

This question allowed a positive start for the majority of candidates. One occasional error was the response 'they were lovers' or similar.

Question 2 (a)

2 ἡ δὲ τοῦ Λυκίνου γυνή, Κρίτυλλα ὀνόματι, εἰς τοσοῦτον ἐμίσει τὸν ἄνδρα ὥστε ἤθελε φονεῦειν· πολλακίς γὰρ μεγάλη βία ἔβλαπτεν αὐτήν. (lines 1–3):

(a) what did Critylla want to do to Lycinus?

..... [1]

The vast majority of candidates gave the correct response to this question.

Question 2 (b)

(b) why did she hate him?

..... [3]

This question was often the first challenging question for candidates who should be reminded to provide appropriate detail in relation to the number of marks provided. The majority of candidates dealt well with the words ἔβλαπτεν αὐτήν but many struggled with the meaning of πολλακίς or with μεγάλη (often mistranslated as a superlative) and βία (often mistranslated as something to do with 'life').

Question 3

3 ἡ οὖν Κρίτυλλα φίλη γενομένη τῆς τοῦ Φιλόνεω δούλης, ἡ τὸν δεσπότην ἐφίλει, εἶπεν δεινῶς. (lines 4–5): how did Philoneos' slave-girl feel towards her master?

..... [1]

The vast majority of candidates responded correctly to this question. Some candidates incorrectly thought that she felt her master was terrible, misunderstanding δεινῶς.

Question 4

- 4 'ἐὰν βούλη τὸν Φιλόνεων φιλεῖν σε,' ἔφη 'δεῖ σε δοῦναι αὐτῷ φίλτρον, ἀλλὰ μὴ εἴπῃς τί ποιεῖς.' (lines 5–6): what did Critylla advise the slave-girl to do?

.....
 [3]

This question resulted in a good spread of marks from 1/3 to 3/3. The majority of candidates were able to gain a mark for understanding that the slave girl was advised to give her master a love-potion (δεῖ σε δοῦναι αὐτῷ φίλτρον). However, many then did not expand on this response. Translations of ἀλλὰ μὴ εἴπῃς were often dealt with well although centres would be advised to review different types of prohibitions. The phrase τί ποιεῖς caused particular problems with only the best candidates getting this correct. Common errors were a mistranslation of τί or the tense of ποιεῖς (e.g. what she had done).

Exemplar 1

If you want Philoneos to love you, it is necessary for you to give him a love-potion, but not tell a certain but for you to not say [3] anything who did

Exemplar 1 demonstrates that this candidate has gained 2 out of 3 marks for correctly noting that 'it is necessary for you to give him a love-potion' and 'to not say'. However, the candidate was not given the last mark due to an incorrect interpretation of τί ποιεῖς.

Question 5

- 5 πείσασα μέντοι αὐτὴν ἄλλοις ἡδέσι λόγοις ἔδωκεν οὐ φίλτρον ἀλλὰ φάρμακον. (lines 6–7): how did Critylla eventually persuade the slave-girl to do what she wanted?

.....
 [2]

Many candidates focused on ἔδωκεν οὐ φίλτρον ἀλλὰ φάρμακον at the end of the lemma, not comprehending πείσασα at the start of the lemma (and also mentioned in the question - 'persuade'). The majority of candidates did not provide sufficient detail to gain full marks.

Assessment for learning



Centres should impress on candidates that they should look at the whole lemma, as well as looking for any hints in the question which often translates some of the lemma as a support to candidates.

Question 6

6 ἡ δὲ δούλη παρεσκεύασε δεῖπνον μέγα τοῖς δυοῖν φίλοις. (line 8): what did the slave-girl do next?

.....
 [2]

A large majority of candidates answered this question correctly although a small proportion omitted the word μέγα which was needed to gain full marks.

Question 7

7 οἱ δὲ φαγόντες καὶ πολὺ πίνοντες ἀπέθανον, ὁ μὲν Φιλόνεως εὐθύς, ὁ δὲ Λυκῖνος μετὰ ὀλίγας ἡμέρας. (lines 8–9): when did Lycinus die?

..... [1]

This question was responded to correctly by the majority of candidates. However, there were candidates who thought that the response was to do with food and drink not noticing the plural participle endings and definite articles. The words ὁ Λυκῖνος offered a strong clue as to where to get the response.

Question 8

8 καὶ ἡ Κρίτυλλα, καίπερ τῆς δούλης κολασθείσης, ἔπαθεν οὐδὲν κακόν. (lines 9–10): how do we know that Critylla's plan was successful?

.....
 [2]

The minority of candidates did not know the meaning of ἔπαθεν but were able to gain 1 mark for οὐδὲν κακόν, although this phrase did not always translate straightforwardly into English.

Assessment for learning



This question contained one example where candidates were unable to recognise an aorist stem – ἔπαθεν. Centres should remind students that knowledge of aorist stems are needed and time should be spent on these, particularly strong aorist stems.

Question 9

- 9 For each of the Greek words below, give **one** English word which has been derived from the Greek word and give the meaning of the **English** word.

One has been done for you.

Greek Word:	ἐμίσει
English Word:	misanthrope
Meaning of English Word:	someone with a hatred of other people
Greek Word:	ἄνδρα
English Word:
Meaning of English Word:
	[2]
Greek Word:	πολὺ
English Word:
Meaning of English Word:
	[2]

This question proved challenging for many candidates. Some correctly provided the English words derived from the Greek words but could not provide their meanings correctly.

Frequent correct responses for ἄνδρα included: 'androgynous', 'android' and 'misandry'. Common errors usually focused on confusing with ἄνδρα with ἄνθρωπος (e.g. 'anthropology').

Frequent correct responses for πολὺ included: 'polymer', 'polygon' and 'polytheism'. Common errors usually focused on confusing with πολὺ with πόλις (e.g. 'politics'). Although other common errors included 'pollution' and 'plural'.

Question 10 (a)

10 Answer the following questions based on part of the story you have already read.

ὁ Φιλόνεως καὶ ὁ Λυκῖνος φίλοι ἦσαν. ἡ δὲ τοῦ Λυκίνου γυνή, Κρίτυλλα ὀνόματι, εἰς τοσοῦτον ἐμίσει τὸν ἄνδρα ὥστε ἠθελε φονεῦειν· πολλάκις γὰρ μεγάλη βία ἔβλαπτεν αὐτήν. ἡ οὖν Κρίτυλλα, φίλη γενομένη τῆς τοῦ Φιλόνεω δούλης, ἡ τὸν δεσπότην ἐφίλει, εἶπεν δεινῶς.

Names

Φιλόνεως, Φιλόνεω, ὁ (acc. Φιλόνεων)	Philoneos
Λυκῖνος, Λυκίνου, ὁ	Lycinus
Κρίτυλλα, Κριτύλλας, ἡ	Crytilla

Words

δούλη, δούλης, ἡ	slave-girl
------------------	------------

(a) Identify the **tense** of ἦσαν (line 1).

..... [1]

The majority of candidates recognised that this was a past tense – although many incorrectly chose ‘aorist’ as the response. Very few candidates simply put ‘past tense’ which was not given.

Question 10 (b)

(b) Pick out a **nominative** word in line 1.

..... [1]

Candidates responded well to this question.

Question 10 (c)

(c) Identify the **case** and **gender** of τοῦ (line 1).

..... [2]

The majority of candidates were able to answer the case correctly but some were unsure as to the gender. Candidates should be reminded that the words selected in these questions also appear in a passage above which should be reviewed as it can help to answer the grammar questions.

Question 10 (d)

(d) Pick out a **preposition** in line 2.

..... [1]

This was responded to correctly by the vast majority of candidates. The most common error was including the phrase εἰς τοσοῦτον which was not accepted.

Question 10 (e)

(e) Identify the **tense** of ἤθελε (line 2).

..... [1]

The majority of candidates recognised that this was a past tense – although candidates incorrectly chose 'aorist' as the response rather than 'imperfect'.

Question 10 (f)

(f) Pick out an **adverb** in line 2.

..... [1]

This was responded to correctly by the vast majority of candidates.

Question 10 (g)

(g) Identify the **tense** and **person** of εἶπεν (line 4).

..... [2]

Considering difficulties with recognition of tense in Questions 10(a) and 10(e), this part of the question was responded to well. The majority of candidates recognised that the person was third person – although some obtained a harmful addition for adding that it was third person **plural**.

Exemplar 2

past - aorist - , third person plural:

Exemplar 2 demonstrates the candidate has put 'past' which is not penalised as the candidate correctly then chooses 'aorist'. If the candidate had only put 'past' then it would not have been given a mark. The candidate then correctly chose 'third person' but then also included 'plural' which was considered to be a harmful addition, thus negating the mark. The question does not require candidates to identify the number of εἶπεν.

Question 10 (h)

(h) Identify the **part of speech** of δεινῶς (line 4).

..... [1]

Candidates found this question challenging and there were a wide range of incorrect responses provided including: 'adjective', 'participle' and 'genitive absolute'.

Question 11 (a)

11 Translate the following English sentences into Greek.

(a) The wine is not in the country.

.....
 [4]

The majority of candidates were able to provide a correct translation. Some errors included the incorrect gender of 'the wine' – το οἶνος, incorrect case of 'in the country' – την χωρην, and incorrect preposition of 'in' – εις.

Question 11 (b)

(b) You were running into danger.

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

This question was generally responded to well but some candidates misspelt κινδυνον. Others used the wrong preposition – εν for 'into', or misspelt the verb 'you were running' either putting it in the third person or making it aorist rather than imperfect.

Assessment for learning



Verbs in these sentences are not always third person, and therefore first and second person endings in all the relevant tenses should also be practised.

Question 11 (c)

(c) The horse ate the stone.

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

This was the most accurately answered of all of the English into Greek sentences. It was encouraging that the majority of candidates knew the aorist εφαγε. One common error was to see the definite article for λιθον to be put as neuter.

Section B overview

Section B is a more challenging section with 20 marks available for more difficult comprehension questions and 50 marks available for a continuous translation question.

Question 12

Read the passage.

Answer Questions 12–19.

After a traumatic childhood, Aratus becomes one of the most powerful men in Greece.

ὁ Ἄρατος, νέος παῖς ὢν, ᾤκει ἐν τῇ Σικυῶνι. ἐπεὶ δὲ τύραννός τις αἰσχιστος ἀρχὴν ἔλαβεν, τὰ τε χρήματα αὐτοῦ ἠρέθη καὶ ὁ πατὴρ ἀπέθανεν. ὁ Ἄρατος μέντοι εὐτυχῶς σωθεὶς οἷός τ' ἦν ἐκφυγεῖν ἐκ τῆς πολέως.

ἀλλὰ νεανίας γενόμενος καὶ δεξάμενος ἐπιστολὴν ἀπὸ τῶν ἐν τῇ Σικυῶνι φίλων ἔμαθεν ὅτι ἔτι πάσχουσι δεινά καὶ ὑπέσχετο βοηθήσειν αὐτοῖς. ταχέως οὖν ἀφικόμενος εἰς τὴν πόλιν συνέλεξεν ἄνδρας τινάς, οἱ καὶ αὐτοὶ ἐβούλοντο ἐλεύθεροι εἶναι. καὶ δι' ὀλίγου πλείονες πολῖται συνῆλθον ὡς ἐκβαλοῦντες τὸν τύραννον.

5

ὑστερον δὲ οἱ τε ἐν τῇ Σικυῶνι καὶ πολλοὶ ἄλλοι Ἕλληνες ἔπεισαν τὸν Ἄρατον ἄγειν ἑαυτοὺς ἐπὶ τοὺς Μακεδόνας ἐν πολέμῳ. ὁ δὲ τοσαύτας νίκας ἐνίκησε ὥστε ἡ πόλις ἔγενετο πολλῶ ἰσχυροτέρα ἢ πρότερον.

10

Names

Ἄρατος, Ἀράτου, ὁ
Σικυῶν, Σικυῶνος, ἡ
Μακεδόνες, Μακεδόνων, οἱ

Aratus
Sicyon (a city in Greece)
the Macedonians

Words

συνέρχομαι (aor. συνῆλθον)
τύραννος, τυράννου, ὁ

I gather, I come together
tyrant

12 ὁ Ἄρατος, νέος παῖς ὢν, ᾤκει ἐν τῇ Σικυῶνι. (line 1): when did Aratus live in Sicyon?

..... [1]

The majority of candidates were able to recognise that Aratus was a child when he lived in Sicyon but either omitted or were not able to correctly translate νέος. Many candidates translated it as 'new' or 'newborn'.

Assessment for learning



Candidates should be reminded to learn and translate the most appropriate meaning of words provided in the Definitive Vocabulary List.

Question 13 (a)

13 ἐπεὶ δὲ τύραννός τις αἰσχιστος ἀρχὴν ἔλαβεν, τὰ τε χρήματα αὐτοῦ ἠρέθη καὶ ὁ πατὴρ ἀπέθανεν. (lines 1–2):

(a) what **two** things happened to him when a tyrant took power?

- 1
- 2 **[4]**

This question had the potential to be challenging but was dealt with well by the majority of candidates. Most were able to translate ἠρέθη accurately although there were candidates who thought that he had 'lost his money' rather than it being taken. The minority of candidates also omitted the pronoun αὐτοῦ which was needed for the first mark.

Question 13 (b)

(b) write down **and** translate the **Greek** word which describes what the tyrant was like. **[2]**

Greek word	English translation

The majority of candidates were able to select αἰσχιστος correctly but few candidates were able to translate it accurately, either missing out the superlative or translating it incorrectly.

Question 14

- 14 ὁ Ἄρατος μέντοι εὐτυχῶς σωθεὶς οἷός τ' ἦν ἐκφυγεῖν ἐκ τῆς πολέως. (lines 2–3): despite the tyrant's actions, what was Aratus able to do?

..... [1]

The minority of candidates mistook ἐκφεύγω with φεύγω while other candidates omitted to translate the keywords ἐκ τῆς πολέως accurately.

Key point call out

Candidates are encouraged to look carefully at compound verb pairings (e.g. ἐκφεύγω / φεύγω). Indeed, compound verbs generally caused some difficulties on this paper (e.g. προσβάλοι in Question 20(iii) and προσῆλθε in Question 20(vii)).

Question 15 (a)

- 15 ἀλλὰ νεανιάς γενόμενος καὶ δεξάμενος ἐπιστολὴν ἀπὸ τῶν ἐν τῇ Σικυῶνι φίλων ἔμαθεν ὅτι ἔτι πάσχουσι δεινά καὶ ὑπέσχετο βοηθήσειν αὐτοῖς. (lines 4–5):

- (a) what did Aratus learn from the letter he received from his friends?

..... [2]

This was translated well although the majority of candidates missed the important nuance that 'they were still suffering'.

Question 15 (b)

- (b) what did he promise to do as a result?

..... [1]

The majority of candidates responded to this question correctly.

Question 16

- 16 ταχέως οὖν ἀφικόμενος εἰς τὴν πόλιν συνέλεξεν ἄνδρας τινάς, οἱ καὶ αὐτοὶ ἐβούλοντο ἐλεύθεροι εἶναι. (lines 5–6): why did a few men join him when he arrived in Sicyon?

..... [2]

The minority of candidates were confused by ἐβούλοντο, mistranslating it as 'they planned'. Other issues were to do with mistranslating the adjective ἐλεύθεροι.

Question 17

- 17 καὶ δι' ὀλίγου πλείονες πολῖται συνήλθον ὡς ἐκβαλοῦντες τὸν τύραννον. (lines 6–7): who soon gathered to drive out the tyrant?

..... [1]

The comparative πλείονες caused problems for the majority of candidates with omissions or mistranslation such as 'rich citizens/sailing citizens'.

Key point – words in the defined vocabulary list can appear in different forms

Centres should be reminded that words in the Defined Vocabulary List can appear in different forms. Details are found within the specification. Comparatives (such as πλείονες) here in Question 17 and superlatives (such as αἰσχιστος in Question 13) were not dealt with well by many candidates.

Question 18

- 18 ὕστερον δὲ οἱ τε ἐν τῇ Σικυῶνι καὶ πολλοὶ ἄλλοι Ἕλληνες ἔπεισαν τὸν Ἄρατον ἄγειν ἑαυτοὺς ἐπὶ τοὺς Μακεδόνας ἐν πολέμῳ. (lines 8–9): what did the people of Sicyon and many other Greeks now persuade Aratus to do?

.....
 [2]

This question was answered well by the majority of candidates. There were some errors surrounding mistranslation of ἐν πολέμῳ as 'into/in the city'.

Question 19

19 ὁ δὲ τοσαύτας νίκας ἐνίκησε ὥστε ἡ πόλις ἔγενετο πολλῶ ἰσχυρότερα ἢ πρότερον. (lines 9–10):
how does this show that Aratus was very successful?

.....

.....

.....

..... [4]

This question proved challenging for candidates. Incorrect responses included these common errors:

- ἐνίκησε: **They** won'
- τοσαύτας νίκας: 'victory of such a kind'; 'such a great victory'
- Omission of πολλῶ
- Mistranslation of πρότερον.

Question 20

Read the rest of the story.

Aratus makes an alliance with the Macedonians in order to defeat the Spartan King Cleomenes, who himself approaches the Egyptians for help. Cleomenes is eventually defeated by Aratus and flees to Egypt, where he meets an unhappy end.

ὁ Ἄρατος ἤδη ἐβουλετο μάχεσθαι πρὸς τοὺς Μακεδόνας, ἀλλὰ ὁ Κλεομένης, ὁ τῶν Λακεδαιμονίων βασιλεύς, ἀεὶ ἐνίκα αὐτὸν ἐν μικραῖς μάχαις. ὁ οὖν Ἄρατος ἤτησε τοὺς Μακεδόνας πέμπειν στρατιώτας ἵνα προσβάλῃ τοῖς Λακεδαιμονίοις.

ὁ δὲ Κλεομένης, γνοὺς ὅτι δεῖ καὶ ἑαυτὸν ἔχειν ξένους ὡς συμμάχους, ἤρετο τὸν Πτολεμαῖον, τὸν τῆς Αἰγύπτου ἄρχοντα, εἰ παρέξει ὄπλα καὶ ἵππους. ὁ δὲ γελάσας εἶπεν, 'τοῦτο ποιήσω, ἐὰν πέμψῃς μοι τὴν γυναῖκα ἣν μάλιστα φιλεῖς.' ὁ μὲν οὖν Κλεομένης δακρῶν πρὸς τὴν μητέρα προσῆλθε, ἣ δὲ ἀνδρείως ἀπεκρίνατο, 'ἐγὼ πορεύσομαι ὅποι οἶά τ' εἰμί βοῆθαι τοῖς Λακεδαιμονίοις.'

5

ὁ δὲ Κλεομένης, ἐπεὶ τέλος ὑπὸ τοῦ Ἀράτου ἐνίκηθη, ἐπλευσε πρὸς τὴν Αἴγυπτον, νομίζων ἐκεῖ ἀσφαλῆς ἔσεσθαι. ὁ μὲντοι Πτολεμαῖος, αἰσθόμενος τὸν Κλεομένη οὐκέτι χρησιμὸν ὄντα, ἐκέλευσεν τοὺς φύλακας ἀποκτεῖναι αὐτὸν πρὸ τῆς μητρὸς.

10

Names

Ἄρατος, Ἀράτου, ὁ
Μακεδόνες, Μακεδόνων, οἱ
Κλεομένης, Κλεομένους, ὁ
Πτολεμαῖος, Πτολεμαίου, ὁ
Αἴγυπτος, Αἰγύπτου, ἡ

Aratus
the Macedonians
Cleomenes
Ptolemy
Egypt

Words

ὅποι
οὐκέτι

(to) wherever
no longer

20 Translate the rest of the story into good English.

[50]

.....

20(i) This short section allowed candidates to score well and start the translation section positively. There were candidates who were unclear about the meaning of ἤδη and some were confused about the idiom μάχεσθαι πρὸς translating it as 'to fight towards'.

20(ii) This section was attempted with success by the majority of candidates. Where errors occurred, they were to do with candidates struggling to fit αὐτὸν into their translations.

20(iii) The majority of candidates were unclear of the meaning of the verb ἤτησε and also erroneously linked τοὺς Μακεδόνας with στρατιώτας, with common incorrect translations such as: '...ordered to send the Macedonian soldiers'. Some candidates also mistranslated στρατιώτας as 'army'.

20(iv) The majority of candidates managed to deal correctly with the participle γνούς. Most candidates were able to translate δεῖ accurately and dealt well with ξένους ὡς συμμαχούς. Common errors were the omission or mistranslation of καὶ as 'and' and omission of ἑαυτὸν.

20(v) The majority of candidates translated this section well with the verb ἤρετο dealt with well. The most common error was to mistranslate παρέξει as 'he could provide'. Some candidates translated ἵππους as 'cavalry' or 'cavalrymen'.

20(vi) γελάσας was not well known with the majority of candidates confusing it with γέρων with mistranslation of the first part of this section often: 'The man said'. The conditional clause was dealt with very well on the whole although some candidates were unsure of their verb endings mistranslating as: 'If I send you the woman I especially love' or similar.

20(vii) This was a challenging section. The minority of candidates confused ἀνδρείως with ἀνηρ and others the form of ἦλθον with ἔθελω. τὴν μητέρα also posed problems for the majority of candidates. The most common mistake in this section was to miss the contrast between ὁ μὲν and ἡ δὲ with common translations of ἡ δὲ ἀνδρείως ἀπεκρίνατο as 'but he replied bravely'.

20(viii) The majority of candidates were able to translate this section correctly. Errors included the failure to recognise the future tense of πορεύσομαι or to mistranslate it as 'I will try'. Candidates struggled with οἷά τ' εἰμί βοήθειν, many making it a purpose clause erroneously.

20(ix) This longer section was responded to well by the majority of candidates. Where errors occurred they included:

- ἐπεὶ τέλος ὑπὸ τοῦ Ἀράτου ἐνικήθη: omission of ἐπεὶ τέλος in translations such as 'having been defeated by Aratus'
- ἔπλευσε: 'went'
- νομίζων ἐκεῖ ἀσφαλῆς ἔσεσθαι: omission of ἐκεῖ or mistranslation as 'thinking it would be safe there'

20(x) This final section was translated accurately by the majority of candidates. Errors included mistranslation of αἰσθόμενος, χρήσιμόν and the preposition πρὸς.

Exemplar 3

But Cleomenes ^(understanding) understood that it was necessary
to have strangers as allies and that ~~it was~~

Exemplar 3 shows omission of *καὶ* and omission of *ἑαυτὸν*; this was a common example of scoring 3/5 on this question.

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