

**GCSE (9-1)**

**Examiners' report**

**LATIN**

**J282**

For first teaching in 2016

**J282/01 Summer 2024 series**

# Contents

Introduction .....	4
Paper 1 series overview .....	5
Section A overview .....	7
Question 1 .....	7
Question 2 (a) .....	7
Question 2 (b) .....	7
Question 3 (a) .....	8
Question 3 (b) .....	8
Question 4 .....	8
Question 5 .....	9
Question 6 .....	9
Question 7 .....	10
Question 8 .....	10
Question 9 .....	10
Question 10 .....	11
Question 11 (a) .....	13
Question 11 (b) .....	13
Question 11 (c) .....	13
Question 11 (d) .....	14
Question 11 (e) .....	14
Question 11 (f) .....	14
Question 11 (g) .....	15
Question 11 (h) .....	15
Question 12 (a) .....	15
Question 12 (b) .....	16
Question 12 (c) .....	16
Section B overview .....	17
Question 13 .....	17
Question 14 .....	17
Question 15 .....	18
Question 16 .....	18
Question 17 .....	18
Question 18 (a) .....	19
Question 18 (b) .....	19

Question 19 .....20

Question 20 .....20

Question 21 .....21

## 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

J282/01 (Language) is the compulsory component of GCSE (9-1) Latin. It is worth 100 marks, representing half of the total marks for the GCSE. Latin 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 Latin
- Derivation of English words from Latin.

Examiners considered this paper to be of a fair and appropriate standard, resulting in a good spread of marks. The majority of candidates' performance was generally high and it was pleasing to see a number of completely accurate scripts. Examiners also commented on the number of candidates who achieved full marks (or close to full marks) on the grammar questions. There were very few marks below 50.

Examiners felt that the paper was accessible to the full range of candidates, while differentiating very well, particularly in certain questions. Both the translation question and the comprehension questions revealed a sound understanding of the two storylines, in the majority of cases. There were very few examples of 'No Response', suggesting that candidates of all abilities were able to engage with the questions.

Examiners were pleased to note that errors of exam technique were relatively few. However, as has been noted in previous reports, 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.

### Key point call out: do not offer alternative responses

In Question 2(b), for instance, the response: 'She ordered Cupid to destroy/kill Psyche' would be given 1/2 marks, because the alternative response 'to kill' is incorrect.

Candidates should therefore be advised against offering alternative responses.

The majority of candidates managed the time allowance of an hour and a half very well, and appeared to have had sufficient time to complete the paper. A good number chose to produce a rough draft, followed by a neat copy, of the translation question, and a minority attempted both Question 11 and Question 12. The number of corrections elsewhere in scripts suggested that candidates had plenty of time to check their work. Examiners noted, however, that correct responses were often changed to incorrect responses. Any alterations need to be clear and unambiguous, and the rough version of the translation should be crossed out.

The majority of candidates performed well on this paper, and examiners would like to congratulate both the candidates and their teachers.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> <li>• spotted superlative adjectives (e.g. tristissimam in Question 8)</li> <li>• recognised the difference between similar Latin words (e.g. Romanus and Romae in Question 19)</li> <li>• included all the necessary details in comprehension questions (e.g. ingentes in Question 19 and hoc modo in Question 16)</li> <li>• offered clear explanations in Question 11(e) and Question 11(f)</li> <li>• showed understanding of the use of the subjunctive in Question 11(h)</li> <li>• scored 4 or 5 marks in most sections of the translation question</li> <li>• demonstrated a good knowledge of the DVL and Latin accidence and syntax throughout the paper</li> <li>• did well with the following: participles (including ablative absolutes), indirect statements, and active/passive/deponent verbs</li> <li>• offered clear and correct meanings in Question 10</li> <li>• made use of the information provided by the glossaries (e.g. gender of the characters)</li> <li>• did not omit 'little' words in Question 21, such as olim, tamen, saepe</li> <li>• translated tenses accurately in Question 21.</li> </ul>	<ul style="list-style-type: none"> <li>• gave incorrect alternatives to an otherwise correct response</li> <li>• gave incorrect derivatives in Question 10 (e.g. 'undecided' for una)</li> <li>• translated the Latin words in Question 10, instead of giving a derivative</li> <li>• were unsure of certain parts of speech in the questions on syntax and accidence</li> <li>• gave partially correct responses (e.g. 'He was praised' in Question 19(a)), which was not accepted because of the omission of omnes</li> <li>• omitted words in the translation question (e.g. tamen and ei)</li> <li>• scored 1 mark (isolated knowledge of vocabulary only) or 2 marks (part correct, but overall sense lacking/unclear) in the translation question</li> <li>• confused words in both the translation and comprehension questions (e.g. paucae confused with pulchrae in Question 21(i))</li> <li>• translated singular nouns as plural and vice versa.</li> </ul>

## Section A overview

### Question 1

- 1 *rex, qui filiam, Psyche nomine, habebat* (line 1): how were the king and Psyche related?

..... [1]

A straightforward start to the examination, this question was correctly answered by the majority of candidates, although some confused *filiam* with *filium*.

### Question 2 (a)

- 2  
(a) *nonnulli etiam dicebant Psyche pulchriorem Venere esse* (line 2): what did some people say about Psyche?

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

Most candidates scored full marks on this question, despite the comparative adjective followed by the ablative of comparison. Those who didn't generally wrote 'She was as beautiful as Venus', which scored 1/2.

### Question 2 (b)

- (b) *Venus, magna ira superata, filium suum Cupidinem iussit Psyche delere* (line 3): what did Venus do as a result of her anger at hearing this?

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

This was generally well answered. Occasionally *iussit* was incorrectly translated as 'sent', and some candidates rendered *delere* as 'to kill'.

### Question 3 (a)

3 *Cupido tamen, quod puellam amabat, eam in loco secreto celare constituit* (lines 3–4):

(a) why did Cupid disobey Venus?

..... [1]

Although the Latin is straightforward, some candidates lost the mark by writing 'He loved her', which was not accepted, as 'her' would seem to refer to Venus.

### Question 3 (b)

(b) what did he decide to do to protect Psyche?

..... [1]

This was a straightforward test of vocabulary, as only *eam...celare* was required for the mark.

### Question 4

4 *ibi Psychem nocte invisabat ne ipsa sciret quis esset* (lines 4–5): what did Cupid do to make sure that Psyche did not know who he was?

..... [1]

Again, a relatively simple question mainly involving the meaning of *nocte*, as the other two words are both glossed. Consequently, this question was answered correctly by almost all candidates.



## Question 5

- 5 *Psyche, face incensa, Cupidini appropinquavit ut vultum eius spectaret* (line 6): what **two** things did Psyche do in order to look at Cupid's face?

1 .....

2 .....

[2]

This was a more demanding question, as it tested both an ablative absolute and a verb which is followed by the dative case. Marks were mostly lost by not including the detail of *incensa* and by making Cupid the subject of *appropinquavit*.

### Assessment for learning



It would be worthwhile for teachers to spend some time in class looking at the glossaries on past papers, and pointing out to their students just how much information can be found there: for this question, the glossary makes it clear that *Cupido* is nominative, since the first form of a glossed noun is always nominative singular, and therefore *Cupidini* must be a different case.

## Question 6

- 6 '*tandem intellego te deum amoris esse*' (line 7): what did Psyche finally realise?

.....

..... [1]

Another more challenging question for some candidates: the genitive singular *amoris* was often turned into a verb, resulting in responses such as 'She loved a god'.

## Question 7

7 *nam timebat ne a Venere puniretur* (line 8): why did Cupid run away?

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

This question was generally answered very well, with most candidates managing the fearing clause and the passive *puniretur*. A few candidates did not score full marks either by omitting *timebat* or by making Cupid feminine and writing 'She was afraid'.

### Assessment for learning



Once again, practice in looking at the glossed words would be helpful, this time to ascertain Cupid's gender.

## Question 8

8 *ubi tamen cognovit puellam tristissimam esse* (line 9): how did Psyche feel when Cupid left her?

..... [1]

This question was almost always answered correctly, the only issue being a failure to spot the superlative form of the adjective *tristissimam*.

## Question 9

9 *Iovi persuasit ut eam deam faceret* (line 9): how does this show that things ended well for Psyche?

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

This was a good discriminator, particularly in terms of the first mark. As with Question 5, a good number of candidates thought that Jupiter was doing the persuading, not recognising that *Iovi* is not in the nominative case.

## Question 10

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

One has been done for you.

**Latin Word:** *nomine*

**English Word:** nominate

**Meaning of English Word:** to put forward someone's name

**Latin Word:** *una*

**English Word:** .....

**Meaning of English Word:** ..... [2]

**Latin Word:** *incensa*

**English Word:** .....

**Meaning of English Word:** ..... [2]

This question is designed to be accessible to candidates of all abilities, and most scored at least 2 marks.

For the first word *una*, 'unicycle', 'unique' and 'unanimous' were the most common responses, and candidates appeared to have no difficulty in defining these words. 'Incense' and 'incendiary' were the most popular choices for *incensa*, but some clearly struggled with giving the meaning. Examiners were prepared to give benefit of the doubt (BOD) when they felt that the definition was close enough. Occasionally examiners came across candidates who simply translated the Latin word as the derivative, which did not gain any marks. Others seemed to have been trained to think of an English word beginning in the same way as the Latin, which often does work, but some caution needs to be taken.

An example of an incorrect derivative can be seen in Exemplar 1. As the Mark Scheme states, 'Incorrect derivation cannot score a mark for a correct meaning of the English word' – so only the derivative of *una* and its meaning can be awarded.

## Exemplar 1

<b>Latin Word:</b>	<i>nomine</i>
<b>English Word:</b>	nominate
<b>Meaning of English Word:</b>	to put forward someone's name
<b>Latin Word:</b>	<i>una</i>
<b>English Word:</b>	<i>unique</i>
<b>Meaning of English Word:</b>	<i>only one of a kind</i> [2]
<b>Latin Word:</b>	<i>incensa</i>
<b>English Word:</b>	<i>ignite</i>
<b>Meaning of English Word:</b>	<i>to light something on fire</i> [2]

## Assessment for learning



Sometimes candidates give incorrect derivatives which simply start with the same two or three letters as the Latin (e.g. 'unimportant' for *una*). It may be laborious for teachers to go through the DVL with their students, working out appropriate derivatives which have a link to the meaning of the Latin, but that would ensure full marks in this question, which is designed to be one of the most accessible on the paper.

## OCR support



Teachers are reminded that Bloomsbury have published a Pocket GCSE Latin Etymological Lexicon, which provides derivatives for the words on the DVL.

## Question 11 (a)

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

erat olim in Graecia rex, qui filiam, Psychen nomine, habebat. haec puella tam pulchra erat ut omnes eam laudarent. nonnulli etiam dicebant Psychen pulchriorem Venere esse.

itaque Venus, magna ira superata, filium suum Cupidinem iussit Psychen delere. Cupido tamen, quod puellam amabat, eam in loco secreto celare constituit. ibi Psychen nocte invisabat ne ipsa sciret quis esset.

5

**Names**

*Graecia, Graeciae* (f)

Greece

*Psyche, Psyches* (f) (acc. *Psychen*)

Psyche

*Venus, Veneris* (f)

Venus (the goddess of love)

*Cupido, Cupidinis* (m)

Cupid

**Words**

*secretus, secreta, secretum*

secret, remote

*inviso, invisere, invisī, invisus*

I go to see, visit

(a) *habebat* (line 1): identify the **tense** of this verb.

..... [1]

This question was generally well answered, although a few candidates gave the response 'Past', which was not accepted.

## Question 11 (b)

(b) Pick out a **pronoun** in line 2.

..... [1]

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

## Question 11 (c)

(c) Pick out an **adjective** in line 3.

..... [1]

Most candidates scored the 1 mark available here, but examiners were surprised to see how often '*ira*' was given as the answer.

## Assessment for learning



Teachers are advised to make sure that their students are familiar with the names of parts of speech.

### Question 11 (d)

(d) Identify an example of the **perfect** tense in line 3.

..... [1]

This was well answered by most candidates.

### Question 11 (e)

(e) *in loco secreto* (line 4): identify the **case** of *loco* **and** explain why this case is used here.

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

The majority of candidates were able to identify the correct case but some candidates struggled with the explanation. Other candidates gave a correct explanation but then lost the mark by adding incorrect information such as 'It is part of an ablative absolute'. In such cases, the second mark was lost because this was considered to be a harmful addition.

### Question 11 (f)

(f) *eam in loco secreto celare constituit* (line 4): identify the **form** of *celare* **and** explain why it is used here.

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

The majority of candidates scored the first mark for 'infinitive' (there is no need to add the tense or voice), but the explanation proved more challenging for some, who struggled to see the connection between *celare* and *constituit* or stated that this was an accusative and infinitive construction.

## Question 11 (g)

(g) *ibi Psyche nocte invisibat* (lines 4–5): identify the **case** of *nocte*.

..... [1]

This proved to be a surprisingly good discriminator, with some otherwise strong candidates losing the mark, most often giving the answer 'dative'.

## Question 11 (h)

(h) *ne ipsa sciret* (line 5): explain why *sciret* is in the **subjunctive** mood.

..... [1]

This was one of the best differentiators on the paper, with only the strongest candidates responding with 'purpose clause'. The most common incorrect responses were 'result clause' or 'fearing clause'.

### Assessment for learning



The question on the use of the subjunctive mood continues to be one of the most challenging questions on the paper, and teachers are advised to review regularly in class the six uses of the subjunctive at GCSE.

## Question 12 (a)

12 Translate the following English sentences into Latin.

(a) We sent help to many slave-girls.

.....

..... [4]

This was considered to be the most challenging of the sentences, with many candidates spelling *auxilium* as *auxillium*. Other candidates struggled with 'sent', recognising the perfect tense and the first person plural ending *-imus*, but not working out the perfect stem, which resulted in many examples of *missimus*.

## Question 12 (b)

(b) At last the boys were quiet.

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

This was the most accessible of the English to Latin sentences, with the majority of candidates gaining at least 2 marks for *tandem* and *pueri*. Once again, the verb was the main stumbling block, with a good number of candidates apparently unfamiliar with *tacere*.

## Question 12 (c)

(c) You are holding a gift, master.

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

Most candidates gained the mark for *donum*, but only the strongest realised that 'master' had to be in the vocative case. Pleasingly, the majority worked out that the verb had to be second person singular, but did not always render the Latin correctly.



## Section B overview

### Question 13

- 13 *Lucullus erat imperator Romanus. omnes eum propter victorias in Asia laudabant. tam fortis erat ut etiam Mithridatem, regem Ponti, in nonnullis proeliis superaret* (lines 1–2): how do these lines show that Lucullus was a successful commander?

.....

.....

..... [3]

This was an excellent discriminator; many candidates combined the first two points into one and omitted the required detail, producing responses such as 'He was admired for his victories', which scored no marks, as *omnes* is missing from the first point and *in Asia* from the second.

Some candidates also struggled with the second half of the lemma, often taking *nonnullis* to mean 'no' and failing to spot the accusative *Mithridatem*, resulting in responses such as 'Mithridates overcame him in no battles'.

#### Key point: check that all details are included

Candidates are advised to check that they include all relevant details in their responses to comprehension questions. As a guide, they should note the number of marks and answer lines available for each question. If in doubt, aim to include all the relevant information in the lemma.

### Question 14

- 14 *Graece enim bene loquebatur et legere adeo amabat ut plurimos libros domi haberet* (lines 3–4): give **three** examples of Lucullus' learning.

1 .....

2 .....

3 ..... [3]

Almost all candidates scored at least 1 mark, usually for the third point. Mistakes in the first point included omission of either *Graece* or *bene*, and a number of candidates were unfamiliar with *legere*, which was sometimes translated as 'to write' or 'to learn'.

## Question 15

- 15 *Romam tandem revocatus vitam militis relinquere constituit* (line 5): what did Lucullus decide to do when he returned to Rome?

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

This question was generally answered well, with most scoring the first mark for *relinquere*, although *vitam militis* caused problems for some, who didn't recognise the case of *militis*.

## Question 16

- 16 '*laboribus multorum annorum confectus*,' *sibi dixit*, '*hoc modo vivere non diutius possum*' (lines 5–6): what **two** reasons does Lucullus give for making this decision?

1 .....  
 2 ..... [2]

This was one of the best discriminators on the paper, with only the very strongest candidates recognising that the perfect passive participle referred to Lucullus being worn out, rather than Lucullus finishing work.

The second point was handled more successfully, and most candidates realised that *hoc modo* had to be included. Very few understood the comparative adverb *diutius*, but that was not required by the Mark Scheme.

**Key point: Choose the most appropriate meaning when a word carries more than one meaning**

Candidates need to be aware of all the possible meanings listed in the DVL, so that they can choose the most appropriate one in the context.

## Question 17

- 17 '*itaque nunc est tempus pace praemiisque victoriae frui*' (lines 6–7): what did Lucullus plan to do in his retirement?

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

Another good discriminator: *pace* was often omitted and many candidates were misled by *praemiisque victoriae*, translating the phrase as 'rewards and victory' and failing to observe the position of *-que* and the case of *victoriae*.

## Question 18 (a)

**18** *Lucullus, multis donis in Asia acceptis, omnia quae volebat emere iam poterat* (line 8):

**(a)** what further evidence of Lucullus' success in Asia are we given here?

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

Most candidates scored full marks on this question.

## Question 18 (b)

**(b)** what was he able to do as a result?

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

This question was usually answered well, with most candidates scoring at least the first mark for *emere* and many gaining the second mark too, since the Mark Scheme accepted several ways of translating *omnia quae volebat*.

## Question 19

- 19 *ingentes villas in omnibus partibus Italiae aedificavit; servis imperavit ut hortos pulchros Romae facerent* (lines 8–9): what did Lucullus' wealth enable him to do?

.....

.....

.....

..... [4]

In order to gain full marks here, responses had to show great attention to detail. As a result, relatively few candidates scored the full 4 marks. Common errors included: omission of *ingentes*; omission of *in omnibus partibus*; *servis* translated as 'servants'; *Romae* translated as 'Roman'; failure to recognise the plurals *villas* and *hortos*.

Exemplar 2 illustrates what happens when such detail is missing: the first point is correct, but the remaining three contain mistakes or omissions. As a result only 1 mark was awarded.

### Exemplar 2

He built a huge villas in parts of Italy;  
his slaves made beautiful Roman gardens

## Question 20

- 20 *pretiosum cibum vinumque emebat ad optimas cenas faciendas* (line 10): for what purpose did Lucullus buy expensive food and wine?

..... [1]

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

## Question 21

21 Translate **Passage 3** into English.

[50]

The translation was considered by examiners to be very fair, providing an appropriate level of challenge. Despite one or two more demanding sections, candidates were normally able to get back on track in the next section. Examiners were impressed by the overall standard of translations, with many candidates making very few or no errors. Lower ability candidates also seemed to find the question accessible, and usually managed to score high marks in at least one or two sections.

Section (i): This was quite a challenging start to the passage. Candidates who scored well on this question recognised that the subject of the main clause was *paucae fabulae* and were familiar with the meaning of the adjective *paucae*. They also handled the passive verb *scriptae sunt* correctly and made sure that there was some coordination between the main clause and the relative clause, if *e quibus duae* was not translated as 'two of which'.

Less strong candidates confused *paucae* with *pulchrae* or *parvae* and often translated *fabulae* as singular. In addition, *modo* was frequently omitted, and *Luculli* was made the subject of the main verb, resulting in translations such as 'Lucullus wrote a small story about his life'. In the relative clause *narrantur* was sometimes confused with *nuntiantur*, or translated as a first person singular verb. As a result, some candidates achieved only 1 mark for knowledge of vocabulary, even though they often went on to cope well with other sections.

Section (ii): The majority of candidates handled this section well, even though not all candidates were familiar with *quidam*. Other errors included the omission of *olim* and *villam* occasionally translated as 'village' or 'town'.

### Key point: check for omissions

Candidates are encouraged to check that they have translated every word in the passage. With the passage printed above the space for the answer, it is an easy matter to look at the answer and tick each of the Latin words translated.

Section (iii): Many candidates coped well with the indirect statement, but lost a mark for not knowing the meaning of *quamquam*. On the other hand, those who didn't know the meaning of *putabat* tended not to recognise the indirect statement. There was also sometimes some confusion about who asked whom, with responses suggesting that Pompeius did something and Lucullus asked him.

### Assessment for learning



Practice identifying the main clause would be useful. Here, if the concessive clause is omitted, we are left with *Pompeius Lucillum rogavit*, which is a straightforward subject, object, verb sentence.

Section (iv): This was a more challenging section for some candidates, with not everyone recognising the tense of *aedificavisset* or the meaning of *num*, which was often confused with *nam* or *nonne* (see Exemplar 3). In addition, the second person singular *vis* was regularly omitted or mistranslated, and only the strongest candidates were familiar with the meaning of *tali*.

Section (v): This section was a very good discriminator. The major problem was *ut facit hirundo*, which only the strongest candidates were able to translate correctly, as can be seen in Exemplar 3. *ut* followed by the indicative seemed to be something with which relatively few candidates were familiar. As a consequence, it was usually translated as 'in order to', which then led to responses such as 'in order to make a swallow', thereby ignoring the nominative case of *hirundo*, which is glossed in any case.

Other errors included the omission or mistranslation of *tamen* and *ei*. Even if the rest of the section contained no other errors, these two inconsequential errors would bring the mark down to 4/5.

### Key point: don't try to force a square peg into a round hole!

It is likely that many candidates recognised the case of *hirundo* because of how it is listed in the glossed words. Their belief that *ut* must mean 'in order to', however, caused them to produce an inaccurate translation of the phrase *ut facit hirundo*, which involved ignoring the word endings and the sense in the context.

### Assessment for learning



Candidates often jump to the conclusion that *ut* must introduce a purpose clause and mean 'in order to'. Teachers could perhaps pick out examples from past papers to draw their students' attention to alternative constructions using *ut*.

Section (vi): This was one of the most accessible sections of the translation and it was pleasing to see that many candidates gave a perfect translation. Common mistakes, however, included making *invitabat* passive, which led to the omission of *eos*, *cenas* translated as singular and the omission or mistranslation of *saepe* (see Exemplar 3).

### Exemplar 3

(iv)

..... why he built the house in the middle of the field:.....  
 .....  
 "Surely you want to live in such a house in the winter?" he  
 said:.....

(v)

Lucullus however responded to him "I, in order to make  
 swallows, always escape to the other house in the winter!" /

(vi)

Lucullus, who was having many friends, was inviting them to  
 many  
~~on~~ extravagant dinners.

### Key point call out: 'little' words cost marks

In Exemplar 3, *saepe* has been translated as 'many', but otherwise the section is correct. Nevertheless, this more serious error brings the mark down to 4 out of 5. Candidates are therefore encouraged to make a list of such words and to revise them regularly.

Section (vii): This section was responded to very well, and many candidates scored 4 or 5 marks. The most common error was the handling of *cum eis*, which was either translated as 'to them' or turned into a *cum* clause.

Section (viii): Most candidates understood the gist of this section and scored at least 3/5. The main issues were not knowing the meaning of *solus*, failing to spot the superlative *minima* and omission of *ei*.

Section (ix): Another accessible section of the translation, with the main issues being failure to recognise the present participle *videns*, the meaning of *quid* and the tense of *facis*.

Section (x): The translation ended with a more challenging section: the tense and meaning of *nescisne* were understood by only the strongest candidates; *cum Lucullo* was sometimes confused with a *cum* clause; the indirect statement was often not recognised; *hodie* was sometimes omitted or mistranslated.

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