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Examiners' report

CLASSICAL GREEK

J292
For first teaching in 2016

J292/01 Summer 2019 series

Version 1

Contents

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.

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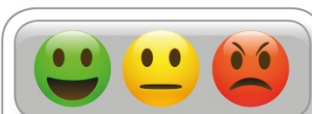
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Paper 1 series overview

This paper is designed to test language understanding and is worth 50% of the overall GCSE. To do well on this paper candidates needed to have a thorough knowledge of the defined vocabulary lists, a good knowledge of grammar and syntax and to be able to understand how Greek words are derived into English. Candidates who did well on this paper exhibited a strong knowledge of constructions and were able to deal well with participles and irregular verbs and had a good knowledge of principal parts of verbs. Candidates who did less well on this paper often became confused between words which look similar and sometimes tried to make their own stories up rather than sticking to their grammatical knowledge. Candidates used their knowledge appropriately to deal with the comprehension questions and should aim to use the wording of questions as an aid. The translation question caused the most difficulties but candidates who stuck to their grammatical knowledge managed to navigate it even when obviously finding it tricky. There was no evidence that any candidate struggled to finish the examination within the allotted time; indeed, many candidates had time to write out a neater version of their translation and some attempted both of the optional sections instead of just one. Most candidates answered the grammar questions rather than the English to Greek sentences, although some candidates did attempt both. Candidates must be reminded to read the introduction to the passages and also read other details provided. Common problems were: mixing up words, which look alike; for example: 'men/brave' and 'city/citizen', also where candidates knew the story there were some who relied on that knowledge rather than concentrating on what the Greek text actually said.

Section A overview

Section A appeared to be accessible with almost all candidates attempting all of the questions. Candidates found this section easier than Section B overall. Section A tests different skills and candidates do need to think carefully as they answer. There is an optional question in Section A with candidates answering grammar questions or English into Greek sentences. Some candidates had time to do both options.

Candidates who performed well tended to:

- have a greater knowledge of the defined vocabulary lists
- pay attention to agreements between nouns and verbs
- have prepared thoroughly for the grammar questions or the English to Latin sentences.

Candidates who did less well tended to:

- find it difficult to apply what they had learnt to the new contexts
- were unable to think of suitable derivations
- not show enough accuracy in grammatical agreement

Question 1

Passage 1

Prometheus creates the first men and evil is brought into the world.

ὁ <u>Προμηθεὺς</u> καὶ ὁ <u>Ἐπιμηθεὺς</u> οἱ τοῦ <u>Ἰαπετοῦ</u> υἱοὶ ἦσαν. οἱ δὲ θεοὶ ἐκέλευσαν

τὸν <u>Προμηθέα</u> ποιεῖν ἀνθρώπους ἐκ <u>πηλοῦ</u>. ἐκεῖνος δὲ τοῦτο ποίησας ἐδίδαξεν

αὐτοὺς πλεῖν τε καὶ <u>κατασκευάζειν</u> οἰκίας καὶ ὑψηλὰ ἱερὰ.

ὁ μέντοι Ζεύς, ἵνα μὴ οἱ ἄνθρωποι ἰσχυρότεροι γίγνωνται, εἶπεν ὅτι οὐκ ἔξεστιν

αὐτοῖς ἔχειν πῦρ. ὥστε ὁ <u>Προμηθεὺς</u> εἰς τὸν οὐρανὸν λάθρα ἐλθὼν αὐτό   5

ἔκλεψεν.

ἐπεὶ δὲ οἱ θεοὶ ἔμαθον τὰ γενόμενα ἔπεμψαν τῷ <u>Ἐπιμηθεῖ</u> καλήν τινα γυναικά,

<u>Πανδώραν</u> ὀνόματι, <u>θήκην</u> μεγάλην ἔχουσαν. ὁ οὖν <u>Ἐπιμηθεύς</u>, πιστεύων τῇ

γυναικί, <u>ἀνέῳξε</u> τὴν <u>θήκην</u>. εὐθὺς δὲ πλεῖστα κακὰ ἔφυγεν καὶ δία τοῦτο οἱ νῦν

πόλεμον καὶ νόσον πάσχουσιν.   10

Names

Προμηθεύς, Προμηθέως, ὁ	Prometheus
Ἐπιμηθεύς, Ἐπιμηθέως, ὁ	Epimetheus
Ἰαπετός, Ἰαπετοῦ, ὁ	Iapetus
Πανδώρα, Πανδώρας, ἡ	Pandora

Words

πηλός, πηλοῦ, ὁ	mud, clay
κατασκευάζω	I build
θήκη, θήκης, ἡ	box
ἀνοίγω, aor. ἀνέῳξα	I open

1   ὁ <u>Προμηθεὺς</u> καὶ ὁ <u>Ἐπιμηθεὺς</u> οἱ τοῦ <u>Ἰαπετοῦ</u> υἱοὶ ἦσαν (line 1): how were Prometheus and Epimetheus related?

.... **[1]**

This question was very well-answered although it was not answered by some candidates who may have missed the fact that it was at the bottom of the page. Candidates should be advised to make sure that they have answered all the questions.

Question 2

2 οἱ δὲ θεοὶ ἐκέλευσαν τὸν <u>Προμηθέα</u> ποιεῖν ἀνθρώπους ἐκ <u>πηλοῦ</u> (lines 1–2): who ordered Prometheus to create men?

.... [1]

Almost all candidates answered this question correctly.

Question 3

3 ἐκεῖνος δὲ τοῦτο ποιήσας ἐδίδαξεν αὐτοὺς πλεῖν τε καὶ <u>κατασκευάζειν</u> οἰκίας καὶ ὑψηλὰ ἱερὰ (lines 2–3): what did Prometheus teach the newly-created men?

....

....

.... [4]

Most candidates answered this question correctly but some omitted 'to sail', others mistranslated ὑψηλὰ as wooden or sacred.

Exemplar 1 scored 3 marks out of 4 for 'to build houses and high temples'. There is an omission of 'to sail' and so it cannot achieve full marks.

Exemplar 1

..........Prometheus taught the newly-created men to both to build houses and high temples.. [4]

Question 4

4 ὁ μέντοι Ζεύς, ἵνα μὴ οἱ ἄνθρωποι ἰσχυρότεροι γίγνωνται, εἶπεν ὅτι οὐκ ἔξεστιν αὐτοῖς ἔχειν πῦρ (lines 4–5): why did Zeus say that men were not allowed to have fire?

....

.... [2]

Most candidates answered this question correctly but some erroneously translated γίγνωνται as 'they knew'. Some also missed the comparative in ἰσχυρότεροι.

Question 5

5 ὥστε ὁ <u>Προμηθεὺς</u> εἰς τὸν οὐρανὸν λάθρα ἐλθὼν αὐτό ἔκλεψεν (lines 5–6): what **two** things did Prometheus do as a result?

- ....

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

Most candidates answered this question correctly but some translated τὸν οὐρανὸν as 'hell' or 'the mountain'. Others omitted 'secretly' as part of their answer or struggled with the meaning of ἐλθὼν.

Question 6

6 ἐπεὶ δὲ οἱ θεοὶ ἔμαθον τὰ γενόμενα ἔπεμψαν τῷ <u>Ἐπιμηθεῖ</u> καλήν τινα γυναικά, <u>Πανδώραν</u> ὀνόματι, <u>θήκην</u> μεγάλην ἔχουσαν (lines 7–8): when did the gods send Pandora to Epimetheus?

....

.... **[2]**

This question was answered well and it was pleasing to see candidates dealing with τὰ γενόμενα so well.

Question 7

7 ὁ οὖν <u>Ἐπιμηθεύς</u>, πιστεύων τῇ γυναικί, <u>ἀνέῳξε</u> τὴν <u>θήκην</u> (lines 8–9): why did Epimetheus open the box?

.... **[2]**

Most candidates answered this question correctly. Some erroneously translated τῇ γυναικί as 'the girl'.

Question 8

8 εὐθὺς δὲ πλεῖστα κακὰ ἔφυγεν και δία τοῦτο οἱ νῦν πόλεμον και νόσον πάσχουσιν (lines 9–10): what do men now suffer as a result of Epimetheus' actions?

....

.... **[2]**

Although well-answered, candidates are advised to consider the whole of the lemma before answering.

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:	γυναικά
English Word:	*misogynist*
Meaning of English Word:	*a person who hates women*
Greek Word:	ἀνθρώπους
English Word:	....
Meaning of English Word:	.... **[2]**
Greek Word:	πῦρ
English Word:	....
Meaning of English Word:	.... **[2]**

Most candidates dealt with both derivatives well. Popular answers were anthropology, anthropomorphism, pyrotechnics and pyromaniac. Some candidates did not find a correct derivative for πῦρ. In correct answers of this included 'pure', 'purpose' and 'purgatory'.

Question 10 (a)

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

ἐπεὶ δὲ οἱ θεοὶ ἔμαθον τὰ γενόμενα ἔπεμψαν τῷ <u>Ἐπιμηθεῖ</u> καλήν τινα γυναικά, <u>Πανδώραν</u> ὀνόματι, <u>θήκην</u> μεγάλην ἔχουσαν. ὁ οὖν <u>Ἐπιμηθεύς</u>, πιστεύων τῇ γυναικί, <u>ἀνέῳξε</u> τὴν <u>θήκην</u>. εὐθὺς δὲ πλεῖστα κακὰ ἔφυγεν καὶ δία τοῦτο οἱ νῦν πόλεμον καὶ νόσον πάσχουσιν.

Names

Ἐπιμηθεύς, Ἐπιμηθέως, ὁ	Epimetheus
Πανδώρα, Πανδώρας, ἡ	Pandora

Words

θήκη, θήκης, ἡ	box
ἀνοίγω, aor. ἀνέῳξα	I open

(a) Identify the **case** of θεοὶ (line 1).

.... [1]

Most candidates answered this question correctly.

Question 10 (b)

(b) Identify the **tense** and **person** of ἔπεμψαν (line 1).

.... [2]

Most candidates answered this question correctly. Candidates should remember there is no need to include extra information (for example, weak/strong or singular/plural) which can harm their answer.

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

.... [2]

Question 10 (c)

Most candidates answered this question correctly. However, it is surprising that a few candidates could not provide either the case or gender of καλὴν correctly.

Question 10 (d)

(d) Identify the **case** of τῇ (line 2).

.... [1]

Most candidates answered this question correctly.

Question 10 (e)

(e) Pick out an **adverb** in line 3.

.... **[1]**

This question proved more challenging for a number of candidates. ἀνέῳξε, δὲ, πλεῖστα, and κακὰ were all misidentified as an adverb.

Question 10 (f)

(f) Identify the **tense** of ἔφυγεν (line 3) **and** explain why the singular form is used here.

....

.... **[2]**

Most candidates were able to correctly identify the tense of ἔφυγεν although some thought that it was the imperfect tense. The majority of candidates were unable to explain why the verb was singular. Many gave lengthy explanations including: that πλεῖστα κακὰ was collective and that Epimetheus was a single person which meant in both cases that the verb was singular. Some candidates seemed to have some understanding why the verb was singular but didn't actually state that the noun was neuter.

Exemplar 2 shows a candidate who has got the wrong tense of the verb ἔφυγεν. The candidate goes on to state something which is not too far away from the required answer but did not include the crucial detail that the gender of the noun was neuter.

Exemplar 2

imperfect , and it's singular because nomnitive nouns. always take singular verbs, even when plural. [2]

Question 10 (g)

(g) Identify a word in the **nominative masculine plural** form in line 3.

.... **[1]**

Most candidates answered this question correctly but some answered τοῦτο.

Question 11 (a)

11 Translate the following English sentences into Greek.

   (a) We hear the beautiful voice.

     ....

     .... **[3]**

Many candidates who had already answered Question 10 also attempted Question 11 which was pleasing to see. This was generally answered very well. Common errors were the omission of the definite article and φωνην being misspelt with an omicron instead of an omega.

Question 11 (b)

   (b) The young man was bearing the danger.

     ....

     .... **[3]**

This was generally answered very well. Common errors here were the use of the wrong verb, the wrong person of the verb and incorrect nouns for 'danger'.

Question 11 (c)

   (c) The goddesses ordered the messengers to wait.

     ....

     .... **[4]**

This was generally answered very well. Common errors here were that the word 'goddesses' was translated as singular and ἀγγελους was misspelt.

Section B overview

Section B was more difficult than Section A with slightly more difficult comprehension questions and a suitably challenging translation passage which most candidates tackled well.

Candidates who performed well tended to:

- Have a strong understanding of the more challenging constructions
- Have a good knowledge of particles.

Candidates who did less well:

- Lost marks for omissions – sometimes for individual words, sometimes for entire sections. Candidates should be reminded to check that they have translated every word in the translation passage.
- Struggled with irregular verbs and tenses of participles.

Question 12

The people of Mytilene, a city on the Greek island of Lesbos, decide to leave the Athenian alliance.

οἱ δὲ <u>Μυτιληναῖοι</u> πολὺν χρόνον σύμμαχοι ἦσαν τῶν Ἀθηναίων. ὠργίσθησαν
μέντοι ἀναγκαζόμενοι ἀεὶ παρέχειν ναῦς καὶ χρήματα αὐτοῖς. βουλόμενοι οὖν
λίπειν τὴν <u>συμμαχίαν</u> καὶ εἰδότες ὅτι δεήσει μάχεσθαι παρεσκεύασαν πάντα
εἰς μάχην.

καὶ τούτων ἐν ταῖς Ἀθήναις ἀγγελθέντων, ἔδοξεν τοῖς πολίταις ἐκπέμψαι   5
μεγάλην στρατίαν πολλὰ ὅπλα ἔχουσαν. ἀφικόμενοι δὲ δι' ὀλίγου ἤρξαντο
<u>πολιορκεῖν</u> τὴν πόλιν.

οἱ οὖν <u>Μυτιληναῖοι</u>, νῦν οὐδένα σῖτον ἔχοντες, ᾔτησαν τοὺς Λακεδαιμονίους,
οἳ πολέμιοι τῶν Ἀθηναίων τότε ἦσαν, βοηθεῖν ἑαυτοῖς. οἱ δὲ Λακεδαιμόνιοι
ναυτικὸν συλλέξαντες ἔμελλον πρῶτον μὲν προσβαλεῖν ταῖς Ἀθήναις, ὕστερον   10
δὲ λύσειν τοὺς <u>Μυτιληναίους</u>. ἀλλὰ οὕτω βραδέως ἔπλευσαν ὥστε ἀφίκοντο
τῆς πόλεως ἤδη αἱρεθείσης.

Names

Μυτιληναῖοι, Μυτιληναίων, οἱ	the Mytileneans, people of Mytilene

Words

συμμαχία, συμμαχίας, ἡ	alliance
πολιορκέω	I besiege

12   οἱ δὲ <u>Μυτιληναῖοι</u> πολὺν χρόνον σύμμαχοι ἦσαν τῶν Ἀθηναίων (line 1): how long had the
     Mytileneans been allies of the Athenians?

     .... [1]

Most candidates answered this question correctly. Some answered 'for many years'. Candidates should
be reminded to take their answer directly from the text.

Question 13

13   ὠργίσθησαν μέντοι ἀναγκάζομενοι ἀεὶ παρέχειν ναῦς καὶ χρήματα αὐτοῖς (lines 1–2): why were the Mytileneans angry?

....

....

.... **[4]**

Many candidates answered this question correctly. Some omitted ἀναγκάζομενοι. Some translated παρέχειν as 'to produce'. Candidates should be reminded to note how many marks are given for each question and to make sure that they have included sufficient elements to their answer.

Question 14

14   βούλομενοι οὖν λίπειν τὴν <u>συμμαχίαν</u> καὶ εἰδότες ὅτι δεήσει μάχεσθαι παρεσκεύασαν πάντα εἰς μάχην (lines 2–4): why did the Mytileneans make every preparation for war? Give **two** reasons.

- ....

....

- ....

.... **[4]**

Many candidates answered this question correctly. Some omitted both verbs 'wishing' and 'knowing'. Some omitted βούλομενοι or mistranslated it as 'planning'. εἰδότες caused problems for many candidates while many also struggled to recognise δεήσει.

In Exemplar 3 the first bullet point is fully correct and is credited with 2 marks. The second bullet point contains a common error on the verb εἰδότες (seeing/they saw is incorrect) followed by a correct answer and so this question would be given 3 marks out of 4.

Exemplar 3

- ...they were wishing* to leave the alliance..........................
............................./they saw.....................................
- ...they were seeing^ that ~~that~~ it would be ......
necessary to fight... **[4]**

Question 15

15 καὶ τούτων ἐν ταῖς Ἀθήναις ἀγγελθέντων, ἔδοξεν τοῖς πολίταις ἔκπεμψαι μεγάλην στρατίαν πολλὰ ὅπλα ἔχουσαν (lines 5–6): what did the citizens decide to do after the news was announced?

....

.... **[3]**

Candidates should be reminded to read questions carefully as they can often, as here, give a steer. Some translated ἔκπεμψαι as 'to send away'. Others, struggling to cope with ἔδοξεν thought that the citizens were being sent.

Question 16

16 ἀφικόμενοι δὲ δι' ὀλίγου ἤρξαντο <u>πολιορκεῖν</u> τὴν πόλιν (lines 6–7): write down **and** translate the **Greek** phrase which shows how quickly the Athenians began to besiege Mytilene. **[2]**

Greek phrase	English translation

Most candidates answered this question correctly. Some translated δι' ὀλίγου as 'as soon as'. This can be perceived in Exemplar 4.

Exemplar 4

Greek phrase	English translation
αφικομενοι δι' δλιγον δὲ	ως 'as soon as they arrived'

Question 17 (a)

17 οἱ οὖν <u>Μυτιληναῖοι</u>, νῦν οὐδένα σῖτον ἔχοντες, ᾔτησαν τοὺς Λακεδαιμονίους, οἳ πολέμιοι τῶν Ἀθηναίων τότε ἦσαν, βοηθεῖν ἑαυτοῖς (lines 8–9):

(a) what did the Mytileneans ask the Spartans to do?

.... **[1]**

This question was answered correctly by the vast majority of candidates. Those who got it wrong normally incorrectly thought βοηθεῖν was something to do with 'shouting'.

Question 17 (b)

(b) what led them to do this?

....

.... **[1]**

Errors on this question stemmed from a lack of realisation that οὐδένα was an adjective agreeing with σῖτον.

Question 18

18 οἱ δὲ Λακεδαιμόνιοι ναυτικὸν συλλέξαντες ἔμελλον πρῶτον μὲν προσβαλεῖν ταῖς Ἀθήναις, ὕστερον δὲ λύσειν τοὺς Μυτιληναίους (lines 9–11): after they had collected their fleet, what **two** things did the Spartans intend to do?

• ....

• .... **[2]**

Many candidates lost a mark here for 'the Athenians' rather than 'Athens'. Some translated προσβαλεῖν as 'to invade' rather than 'to attack'.

Question 19

19 ἀλλὰ οὕτω βραδέως ἔπλευσαν ὥστε ἀφίκοντο τῆς πόλεως ἤδη αἱρεθείσης (lines 11–12): when did the Spartans finally arrive?

....

.... **[2]**

This was well-answered, despite the tricky aorist participle. Candidates were penalised unless they made it clear that the city had already been captured before the Spartans arrived.

Question 20

After crushing the revolt in Mytilene, the Athenians decide what to do next.

ἐπεὶ οἱ Ἀθηναῖοι ἐκάλεσαν τὴν ἐκκλησίαν, ὁ <u>Κλέων</u>, ἡγεμὼν τοῦ δήμου τότε ὤν,
πρῶτος ἔλεξεν· "δεῖ ἡμᾶς ἀποκτείναντας πάντας τοὺς ἄνδρας <u>ἀνδραποδίζειν</u>
τάς τε γυναῖκας καὶ τοὺς παῖδας. ταῦτα γὰρ ἰδοῦσαι αἱ ἄλλαι πόλεις οὐδέποτε
ποιήσουσι τὰ αὐτά."

ἔπειτα δὲ ὁ <u>Διόδοτος</u> ἀπεκρίνατο τάδε· "μή, ὦ πολῖται, ἀκούσητε τοῦ <u>Κλέωνος</u>,   5
ὃς κακῶς ὑμᾶς πείθειν πειρᾶται. ἐὰν γὰρ τοὺς <u>Μυτιληναίους</u> κολάσωμεν, ἆρα
νομίζετε τοὺς ἡμετέρους συμμάχους ἐθελήσειν μένειν μεθ' ἡμῶν;" ἀλλὰ <u>ὅμως</u>
οἱ Ἀθηναῖοι ἔπεμψαν στρατηγοὺς κατὰ θάλασσαν ὡς πράξοντας τοὺς τοῦ
<u>Κλέωνος</u> λόγους.

<u>τῇ ὑστεραίᾳ</u> μέντοι <u>μεταγνόντες</u> ἐκέλευσαν ἄλλο πλοῖον διώξαι τὸ πρῶτον. καὶ   10
τοῖς ναύταις χρήματα ἔδοσαν ἵνα θᾶσσον πλέωσιν. εὐτυχῶς δὲ <u>κατέλαβον</u> τὸ
πλοῖον· εἰ γὰρ μὴ ἀφίκοντο <u>εἰς καιρὸν</u>, οἱ <u>Μυτιληναῖοι</u> δεινὰ ἔπαθον ἄν.

Names

Κλέων, Κλέωνος, ὁ — Cleon
Διόδοτος, Διοδότου, ὁ — Diodotus
Μυτιληναῖοι, Μυτιληναίων, οἱ — the Mytileneans, people of Mytilene

Words

ἀνδραποδίζω — I enslave
ὅμως — nevertheless
τῇ ὑστεραίᾳ — on the next day
μεταγιγνώσκω, aor. μετέγνων — I change my mind
καταλαμβάνω — I catch up, overtake
εἰς καιρόν — in time

20   Translate the rest of the story into good English.   **[50]**

Section (i)

Most candidates translated this section well. The most common errors were to translate ἐπεὶ as 'then', ἐκάλεσαν as 'ordered' and to omit τότε altogether.

Section (ii)

Most candidates translated this section well, particularly if they understood the initial construction with the impersonal verb δεῖ. Some common errors in this section were to transpose ἀποκτείναντας and ἀνδραποδίζειν resulting in a translation of 'to enslave the men and to kill the women and children'. Many candidates also omitted τε…καὶ.

Section (iii)

This section was challenging for all but the best candidates with a considerable number of students not able to make any sense of it. Students did not connect ἰδοῦσαι and ἄλλαι with πόλεις resulting in translations such as 'seeing that the women in the city' or similar. ἰδοῦσαι was also frequently mistranslated as 'knowing/having known'. τὰ αὐτά was also often mistranslated as 'these things' or 'these things themselves'.

Exemplar 5 is a response of a candidate who found this section of the translation passage difficult. Despite knowing a number of the vocabulary items this answer is not part correct and does not meet the threshold for 2/5. It meets the criteria for 1/5 in isolated knowledge of vocabulary and having no continuous sense.

Exemplar 5

> For having ~~seen~~ known these things, the other women will never manage the things ~~~~ ~~~~ of the city themselves.

Section (iv)

It was pleasing to see candidates bounce back positively after the previous difficult section. The most common errors were the failure to recognise the negative command and to deal appropriately with the genitive case after ἀκούσητε.

Section (v)

This was a tricky section with difficulties found in the relative clause and in not recognising κακῶς as an adverb (with subsequent translation trying to fit it in elsewhere). Although the conditional clause was generally dealt with very well, some candidates omitted ἐὰν which altered the sense of the latter part of the section. There were also regular vocabulary errors with ὑμᾶς, πείθειν, πειρᾶται and κολάσωμεν.

Section (vi)

Most candidates translated this section well. Some did not know the meaning of ἡμετέρους or recognise the future tense in ἐθελήσειν. The elision of μεθ' ἡμῶν was dealt with well by the majority of candidates.

Section (vii)

Many candidates translated this section well. A common error was not recognising ὡς πράξοντας as a purpose clause. κατὰ θάλασσαν is an idiom given on the defined vocabulary list and so it was a surprise to see some candidates struggle with it.

Section (viii)

Many candidates translated this section well. Some did not recognise that ἄλλο πλοῖον agreed or that they were singular in number. Many also didn't recognise διῶξαι as an infinitive.

Section (ix)

The irregular verb ἔδοσαν caused problems and perhaps led to other mistakes such as τοῖς ναύταις being translated as nominative. θᾶσσον was the key discriminator in the section with many erroneous mistranslations offered.

Section (x)

Most candidates translated this section accurately. There were a few tense errors in the conditional clause such as 'if they did not arrive'. Some candidates did not recognise ἔπαθον.

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For further details of this qualification please visit the subject webpage.

Review of results

If any of your students' results are not as expected, you may wish to consider one of our review of results services. For full information about the options available visit the OCR website. If university places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications.

activeresults

Review students' exam performance with our free online results analysis tool. Available for GCSE, A Level and Cambridge Nationals.

It allows you to:

- review and run analysis reports on exam performance

- analyse results at question and/or topic level*

- compare your centre with OCR national averages

- identify trends across the centre

- facilitate effective planning and delivery of courses

- identify areas of the curriculum where students excel or struggle

- help pinpoint strengths and weaknesses of students and teaching departments.

*To find out which reports are available for a specific subject, please visit ocr.org.uk/administration/support-and-tools/active-results/

Find out more at ocr.org.uk/activeresults

CPD Training

Attend one of our popular CPD courses to hear exam feedback directly from a senior assessor or drop in to an online Q&A session.

Please find details for all our courses on the relevant subject page on our website.

www.ocr.org.uk

The small print