

GCSE

Classical Greek

J292/01: Language

General Certificate of Secondary Education

Mark Scheme for June 2025

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

© OCR 2025

MARKING INSTRUCTIONS

PREPARATION FOR MARKING RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training: OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. There is a NR (**No Response**) option. Award NR (No Response):
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
 - OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
	Correct
	Incorrect
	Omission
	More serious error in translation
	Inconsequential error in translation
	Benefit of doubt
	Harmful addition
	Construction error
	Repeated error
Highlight	Consequential error

12. Subject Specific Marking Instructions

Mark scheme for unseen translation

The classification below should be seen only as a general guide, the intention of which is to maintain standards year on year. Lead Markers should consider each instance on its own merits in the context of the passage and the section.

The mark scheme awards marks for the proportion of sense communicated. If a candidate has communicated the 'gist' of a sentence (e.g. they know who has done what to whom) they will score 5, 4 or 3 marks. If they have not understood the basic sense of the sentence, they will score a maximum of 2. A completely correct translation with no omissions or errors will always score 5. The key judgment for a candidate who has demonstrated understanding of the overall meaning of the sentence is whether they should score 5, 4 or 3. This will depend on the gravity of their errors/omissions and may depend on the number of words in the sentence to be translated or the difficulty of the Greek and is usually decided at standardisation after a judgment has been formed about the performance of candidates.

A word containing more than one error should be treated as a maximum of one serious error. Repeated and consequential vocabulary errors should not be penalised.

ὁ οὖν Βρασίδας ταῦτα ὑποσχόμενος ἔπεισε τοὺς πολίτας, καὶ οὕτως ἔλαβε τὴν Ἀμφίπολιν.

Brasidas therefore by promising these things persuaded the citizens, and in this way he captured Amphipolis.

(i) 'Brasidas by promising these things persuaded the citizens, and in this way he captured Amphipolis' - omission of οὖν ('therefore') is an inconsequential error, so 5 marks out of 5

(ii) 'Brasidas therefore by promising these things was persuading the citizens, and in this way he was capturing Amphipolis' - imperfect for aorist twice over makes two inconsequential errors, so 4 marks out of 5

(iii) 'Brasidas therefore by preventing these things persuaded the citizens, and in this way he captured Amphipolis' - 'preventing' for 'promising' is a vocabulary error giving wrong sense, so 4 marks out of 5

(iv) 'Brasidas therefore provided these things to persuade the citizens, and this man captured Amphipolis' - 'provided' is a vocabulary error giving wrong sense, 'to persuade' tries to make an indicative verb into a purpose clause, and the adverb 'in this way' is mistaken for a pronoun - making several more serious errors, yet with the overall sense still clear, so 3 marks out of 5

(v) 'Brasidas did not provide such things to send to the citizens, so in this way he captured Amphipolis' - numerous vocabulary errors (confusion of similar words) giving wrong sense, but part is correct, so 2 marks out of 5

(vi) 'Brasidas did not reply these things to many people, and Amphipolis took nothing' - isolated knowledge of vocabulary but no continuous sense, so 1 mark out of 5

The sort of errors that we would generally expect to be considered 'more serious' would be:

- case (normal use wrongly rendered, or e.g. confusion of different types of time expression)
- tense (except where slippage between different past tenses is justified or required in English, e.g. Greek imperfect as simple past, Greek aorist as pluperfect)
- construction (not recognised/not correctly rendered)
- sentence structure (writing a sentence with no main clause, or several unconnected)

The categorisation of 'inconsequential' and 'more serious' errors might vary within a paper, depending on the length of the sentence for translation (e.g. the omission of a word in a five word sentence might be judged more serious than a similar omission in a twelve word sentence) and might vary between papers. The final decisions on what constitute 'inconsequential' and 'more serious errors' will be made and communicated to assessors via the standardisation process (after full consideration of candidates' responses) and these decisions will be captured in the final mark scheme for examiners and centres.

5	Perfectly accurate with no errors or omissions, or one inconsequential error.
4	Essentially correct but two inconsequential errors or one more serious error.
3	Overall meaning clear, but more serious errors or omissions.
2	Part correct but with overall sense lacking/unclear.
1	No continuous sense; isolated knowledge of vocabulary only.

0 = No response or no response worthy of credit.

Question			Answer	Mark	Guidance
1			(A) small city	1	Allow 'towards' 'town' = BOD 'Near a small city' = HA
2			He lived there (1) He was an old man (1) He was able to see the future (1)	2	Any two answers required. Allow 'he was old' Allow 'foresee'. Do not allow 'know/speak/tell'
3			He taught people/men/mankind (1) many things about the future (1)	2	Allow 'told', 'had taught' Allow 'much/a lot' Allow 'of the future' 'Because he had taught the people about the future' = 1/2 'He taught <u>all</u> the people about the future' = 1/2 'He taught all about the future' = 0/2
4			Prevent <u>him</u> (1) (from) eating and drinking (1)	2	Allow 'hinder/stop/obstruct' 'Order him to eat and drink' = 1/2 'To eat and drink themselves' = 1/2
5			Tell <u>them</u> (1) where they will find the golden fleece (1)	2	Allow 'say <u>to them</u> ' Allow 'where to find', 'where they could find' 'Tell them where the Golden Fleece was/is' = 2/2
6			They hid (1) and waited secretly (1)	2	Allow 'stay/wait' 'They hid + object' = 1/1 'Remained hiding in secret' = 2/2
7	(a)		Immediately	1	Allow all synonyms

Question			Answer	Mark	Guidance
7	(b)		The sky	1	Allow 'heaven(s)/skies'
8			The Harpies/they promised (1) never again (1) to hurt/harm him (1)	3	'Never tried to harm Phineus again' = 2/3 'Never again harmed Phineas' = 2/3
9			Gerontocracy (1) Rule by old men (1) Perinatal (1) Relating to the time immediately before and after (around) birth (1)	4	Credit any reasonable answer. The answers provided are just examples of correct responses. Allow 'geriatric' Gerontology = the <u>study</u> of old people

Question			Answer	Mark	Guidance	
10	(a)		Genitive (1) used after ἀπὸ (1)	2	Do not allow 'genitive after preposition'. Allow translations of ἀπὸ.	
10	(b)		οἱ, Ἀργοναῦται, κρυψάμενοι	1		
10	(c)		Aorist (1), third person (1)	2	Ignore 'weak/strong' Plural not needed Singular = HA	
10	(d)		εὐθὺς	1	With added mistranslation = HA	
10	(e)		Imperfect	1		
10	(f)		εἰς, μετὰ	1	With added mistranslation = HA	
10	(g)		Accusative (1) used after εἰς (1)	2		
11	(a)		πολλοὶ (1) πολῖται (1) ἀνδρείως (1) ἔπεσον (1)	4	Allow use of imperfect Credit adjective for correct agreement if noun is incorrect	Word order flexible throughout. Article + noun combinations must have both parts correct. Accept any translation using correct Greek even if vocabulary outside of Restricted Vocabulary List.
11	(b)		ἀρα (1) τοὺς λίθους (1) ἐκρυψαν (1);	3	Credit candidates who omit ἀρα but include a Greek question mark (;)	
11	(c)		εἰ (1) ἰσχυρὰ (1) θεὰ (1)	3	Credit adjective for correct agreement if noun is incorrect	

Question			Answer	Mark	Guidance
12			Save (1) his/the country (1)	2	Allow 'land'
13			He won (1) (a) few victories (1)	2	Allow 'they won' Allow 'conquered/beat' Allow 'battles' Insist on plural 'victories' Do not allow 'little/small/some' 'They were/he was defeated with/in few battles' = 1/2
14			He was struck (1) by a big stone (1) He was taken/captured (1) (as a) prisoner (of war) (1)	4	Allow 'harmed/injured/wounded' Allow 'huge/great' Allow 'was made/became' Insist on singular 'prisoner (of war)' 'A great stone hit him' = 2/2 'A big stone was thrown at him' = 2/2
15			Throw <u>them</u> down a cliff/into a pit	1	Do not insist on both 'down a cliff' and 'into a pit' Do not allow 'him' Allow 'hit them down a cliff/into a pit' Allow 'throw them off/from a cliff'
16			ὕψηλός (1) high (1)	2	Allow 'tall/lofty/steep'
17	(a)		Escape	1	Do not allow 'flee/run away'

Question			Answer	Mark	Guidance
17	(b)		Sat (1) alone (1) for three days (1)	3	Allow 'on his own' Do not allow 'only'
18	(a)		(On) the fourth day	1	Allow 'during the fourth day' Allow 'on the fourth'
18	(b)		To see (1) how (1) it had come into the pit (1)	3	Allow 'where' Allow 'come in' (without mention of the pit) 'went out into' = HA 'To see how to leave/go out of the pit' = 2/3 'To see the way into the pit' = 2/3
19			Using/with his hands	1	Allow 'perceived/noticed/saw the light'
20	(i)		ἔπειτα δὲ ὁ Ἀριστομένης ἀνδρείως ἀνεχώρησεν εἰς τὰ ὄρη. Then Aristomenes bravely withdrew into the mountains.	5	ἔπειτα: 'when/since' = more serious error ἀνεχώρησεν: 'went away/back' = inconsequential error. 'travelled' = more serious error εἰς: Allow 'into/to/towards'. Mistranslation = inconsequential error ἀνδρείως: translated as adjective = more serious error ὄρη: 'mountain/hill' = inconsequential error

Question			Answer	Mark	Guidance
20	(ii)		ἐκεῖ δὲ ἐκέλευσε τοὺς ἐνοίκους <u>οἰκοδομεῖν</u> μεγάλα τεῖχη ἵνα ἀσφαλεῖς εἶεν. And there he ordered the inhabitants to build big walls in order to be safe	5	ἐκεῖ: 'here' = inconsequential error. Other mistranslation or omission = more serious error τεῖχη: 'wall' = inconsequential error ἵνα ἀσφαλεῖς εἶεν: Allow 'so that they might be safe'.
20	(iii)		δέκα μὲν οὖν ἔτη οἳ τ' ἦσαν <u>ἀμύνεσθαι</u> τοῖς Λακεδαιμονίοις. And so for ten years they were able to resist the Spartans.	5	οὖν: Allow 'so'. Omission or mistranslation = inconsequential error δέκα...ἔτη: 'After 10 years' = more serious error οἳ τ' ἦσαν: translated as 'he was able', 'it was possible' = inconsequential error
20	(iv)		τέλος δὲ οἱ πολέμιοι πολλοὺς στρατιώτας ἀπέκτειναν καὶ εἰς τὴν πόλιν εἰσῆλθον. But finally the enemy killed many soldiers and entered the city.	5	τέλος: Allow 'in the end' δὲ: omission of contrast = inconsequential error στρατιώτας: 'generals' = more serious error εἰς: Check 20(i) for repeated error

Question			Answer	Mark	Guidance
20	(v)		ὁ δὲ Ἀριστομένης πάντα τὸν δῆμον εἰς τὴν ἀγορὰν σύλλεξας ἐβόησεν τοῖς Λακεδαιμονίοις· And Aristomenes, having gathered all the people into the market place, he shouted to the Spartans.	5	δῆμον: ‘citizens’ = more serious error σύλλεξας: Allow ‘gathering’ Participle translated as main verb requires connection (otherwise more serious error) ἐβόησεν: ‘they shouted’ = more serious error σύλλεξας ἐβόησεν: ‘gathered...shouting’ = more serious error (reversing main verb & participle) Λακεδαιμονίοις – Check 20(iii) for repeated error
20	(vi)		ἤδη ἡμᾶς ἐνίκησατε. ἀλλὰ οὐδέποτε, δοῦλοι ὄντες, ὑμῖν πεισόμεθα. You have already beaten us. But never, being slaves, will we obey you.	5	ἤδη: Allow ‘(by) now’. Omission or mistranslation = more serious error ἡμᾶς ἐνίκησατε: Maximum of one more serious error δοῦλοι ὄντες, ὑμῖν πεισόμεθα: Allow ‘but we will never be slaves nor obey you’ πεισόμεθα: ‘persuade’ = more serious error

Question			Answer	Mark	Guidance
20	(vii)		ἐὰν ἡμᾶς λύσητε μηδὲ ἀδικήσητε τοὺς ἡμετέρους παῖδας, ἄπιμεν ἀπὸ τῆς πόλεως ἐν εἰρήνῃ. If you free us and do not wrong our children, we will go away from the city in peace.	5	ἡμᾶς λύσητε: Allow 'set us free' μηδὲ: Lack of connection = inconsequential error ἀδικήσητε: Allow 'injure, harm' ἡμετέρους: 'the/your children' = inconsequential error μηδὲ ἀδικήσητε τοὺς ἡμετέρους παῖδας: Allow 'without you doing harm to our children' ἄπιμεν: 'retreat' = inconsequential error τῆς πόλεως: Allow 'this city' ἄπιμεν ἀπὸ τῆς πόλεως ἐν εἰρήνῃ: 'we will leave the city in peace' = 2/5 ἐὰν ἡμᾶς λύσητε ...ἄπιμεν ἀπὸ τῆς πόλεως ἐν εἰρήνῃ: 'If you free us...we will leave the city in peace' = 3/5

Question			Answer	Mark	Guidance
20	(viii)		οἱ οὖν Λακεδαιμόνιοι πιστεύοντες τούτοις τοῖς λόγοις ἀπέπεμψαν αὐτούς. And so the Spartans, trusting these words, sent them away.		οὖν: Check 20(iii) for repeated error. Omission or mistranslation = inconsequential error Λακεδαιμόνιοι: Check 20(iii) for repeated error πιστεύοντες: 'being persuaded' = inconsequential error. 'having been persuaded' = more serious error τούτοις τοῖς λόγοις: 'the/those/such words' = inconsequential error ἀπέπεμψαν: 'sent them out' = inconsequential error αὐτούς: 'themselves' = more serious error

Question			Answer	Mark	Guidance
20	(ix)		ἐπεὶ δὲ ἐξέφυγον, καίπερ τῶν <u>Μεσσηνίων</u> αἰτούντων τὸν <u>Ἀριστομένη</u> ἄγειν ἑαυτοὺς πρὸς νέαν χώραν And when they escaped, although the Messenians were asking Aristomenes to lead them to a new country.		ἐπεὶ: 'then' = more serious error ἐξέφυγον: translated as imperfect = inconsequential error τῶν <u>Μεσσηνίων</u> αἰτούντων: Maximum one more serious error νέαν χώραν: 'the new country' = inconsequential error χώραν: 'earth' = inconsequential error τὸν <u>Ἀριστομένη</u> ἄγειν ἑαυτοὺς πρὸς νέαν χώραν: 'Aristomenes led them to a new country' = Construction error
20	(x)		οὐκ ἔφη ἐθέλειν φεύγειν ἀπὸ τῆς γῆς ἣν μάλιστα ἐφίλει. He said that he was not willing to flee from the land (which) he loved most of all.		οὐκ ἔφη: 'he denied/did not say/said not' = Construction error φεύγειν: 'escape' = inconsequential error γῆς: 'earth' = inconsequential error μάλιστα: Allow 'especially/the greatest/so much/so greatly'

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on

01223 553998

Alternatively, you can email us on

support@ocr.org.uk

For more information visit



ocr.org.uk/qualifications/resource-finder



ocr.org.uk



Twitter/ocrextams



/ocrextams



/company/ocr



/ocrextams



CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2025 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.