

GCE

Classical Greek

H444/02: Prose composition or comprehension

A Level

Mark Scheme for June 2025

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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.

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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% 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, email or via the RM Assessor messaging system.
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.*)

Multiple-Choice Question Responses

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.
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. **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
	Blank page: this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response
	Noted but no credit given
	Specific improvement to be rewarded with a style mark
	Division between sections of translation
	Unclear
	Benefit of doubt
	Repeated identical error (ie the same incorrect knowledge); unpenalised; or consequential error clearly resulting from a previous error; not to be re-penalised
	Major error, necessarily resulting in a reduced maximum mark for the section
	Incorrect: resulting in a reduced or no mark
	Not fully correct: possibly resulting in a reduced mark
	Omission
	Point credited, or translation (perhaps differing from the examples in the mark scheme) that has been accepted

Question			Answer	Mark	Guidance
1			The things (which) that man/Aristophanes (actually) did.	1	<i>For all comprehension questions, ensure that the wording of the response answers the question, and/or presents the relevant information clearly.</i>
2	(a)		To send (1) someone to Sicily (1).	2	
2	(b)		Aristophanes pledged himself (1) and went with Eunomus (1).	2	Accept 'pledged that he would go' and annotate with BOD
2	(c)		He was a friend and guest of Dionysius (1) who had carried out (1) very many beneficial acts (1) for your people / the population of Athens (1).	3	Accept any three of four. Do not accept 'stranger', but allow 'guest-friend' and annotate with BOD
3			To persuade Dionysius (1) to become an enemy towards the Spartans/Lacedaimonians (1) but a friend and ally to the/your/their city (Athens) (1).	3	
4	(a)		(Because of many dangers existing from) the sea (1) and the enemy (1).	2	
4	(b)		(They persuaded) Dionysius not to send (1) the triremes which (at that time) (1) he had prepared for the Spartans (1).	3	Accept 'provided'

Guidance on applying the marking grids for translation into English

The general principle in assessing each section should be the proportion (out of 5) of sense achieved.

One approach for each section is given. Acceptable alternatives will be illustrated during Standardisation, but examiners should assess on its own merits any approach that satisfactorily conveys the meaning of the Greek – the crucial consideration being the extent to which every Greek word is satisfactorily rendered in some way in the English.

The determination of what a “slight” error is only necessary when it is the only error in a section; this distinction will then determine whether a mark of 5 or 4 is appropriate. Where marks of 4, 3, 2, 1 and 0 are applicable, the overall proportion of meaning conveyed in the section is the only consideration. The term “major” error has been used here to determine an error which is more serious than a “slight” error.

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.

It is likely that some of the errors below may be regarded as “major” if they appear in a relatively short and straightforward section, whereas in longer or more complex sections they are more likely to be a “slight” error.

The sort of errors that we would generally expect to be considered as “slight” errors would be:

- a single mistake in the translation of a verb, for example incorrect person or tense
- vocabulary errors that do not substantially alter the meaning
- omission of particles that does not substantially alter the meaning (although in certain cases the omission of a particle may not count as an error at all, most especially with $\mu\epsilon\nu\ldots \delta\epsilon$)

The sort of errors that we would generally expect to be considered as “major” errors would be:

- more than one slight error in any one verb
- vocabulary errors that substantially alter the meaning
- omission of a word or words, including alteration of active to passive if the agent is not expressed
- missed constructions
- alteration in word order that affects the sense

The final decisions on what constitutes a ‘slight’ and ‘major’ error 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.

Marks	Description
5	Accurate translation with one slight error allowed
4	Mostly correct
3	More than half right
2	Less than half right
1	Little recognisable relation to the Greek
0	No response worthy of credit

Question			Answer	Mark	Guidance
5			The passage has been divided into 2 sections, each worth 5 marks. Award up to 5 marks per translated section according to the 5-mark marking grid found above.	10	The below are intended as examples of “slight” and more serious “major” errors, others may be identified at standardisation.
			μετὰ δὲ ταῦτα ἐπειδὴ οἱ πρέσβεις ἦκον ἐκ Κύπρου ἐπὶ τὴν βοήθειαν, ὁ Ἀριστοφάνης οὐδὲν ἐξέλιπε προθυμίας <u>σπεύδων</u>. After this, when the ambassadors came from Cyprus for help, Aristophanes left out no enthusiasm (in) acting eagerly.		Accept ‘to seek help’ or similar Accept any rendering of οὐδὲν ἐξέλιπε προθυμίας which conveys the sense, eg ‘spared no enthusiasm’.

Question			Answer	Mark	Guidance
			ὕμεις δὲ δέκα τριήρεις αὐτοῖς ἔδοτε καὶ τᾶλλα ἐψηφίσασθε, ἀργυρίου δ' εἰς τὸν ἀπόστολον ἠπόρουν. And you gave them ten triremes and you voted (to give them) (the) other things/materials, but they lacked ('were at a loss for') money/silver for the expedition.		Accept 'voted for/in favour of other things'
6			(For) they came/had come with little money (1) but they needed a lot of money in addition (1). For they had hired (1) (crew) for the ships and light-armed soldiers/targeteers (1), and they were purchasing/trying to purchase weapons (1).	4	Accept any four. If in doubt regarding the exact English wording, assess the level of comprehension (hence full translation given on the left.) Do not accept 'more things' for πολλῶν Accept 'hired' or 'were hiring'.
7	(a)		The day before (1) he set sail (1).	2	
7	(b)		Money (1), whatever he had/there was (1).	2	Accept 'silver'. Accept 'as much as'/'all'.
7	(c)		As wages/payment/fees/reward (1) for the light-armed soldiers (1).	1	Accept any one.
8	(a)		Future (active) (indicative) 2 nd person plural.	1	
8	(b)		Aorist (active) infinitive.	1	

Question			Answer	Mark	Guidance
9	(a)		πείθω	1	
9	(b)		παρασκευάζω/παρασκεύαζομαι	1	
9	(c)		προσδέω/προσδέομαι	1	
10	(a)		Dative (1) : dative of advantage / meaning ‘to/of/for’ after/following ‘friend [and/or] ally’ (1).	2	Accept translation without explanation, such as ‘Dative: ally to your city’. Accept ‘Dative of possession, “the city’s ally”’, but not ‘dative of possession’ with no (or contradictory) translation. Accept ‘Indirect object, ‘ally to the city’’, but not “indirect object’ with no (or contradictory) translation In all these questions, if explanation and translation are fully contradictory, mark as incorrect.
10	(b)		Accusative (1) : object of verb παρεσκεύασατο ‘prepared’ / object in relative clause (1).	2	Accept translation literal/accurate enough to convey understanding of the grammar: ‘not to send triremes which he (had) prepared at that time’ (1). If explanation and translation are contradictory, mark as incorrect.

Question			Answer	Mark	Guidance
10	(c)		Genitive (1) : partitive after οὐδέν / 'nothing of enthusiasm' / 'no enthusiasm' (1).	2	Accept translation literal/accurate enough to convey understanding of the grammar: 'he left out nothing of enthusiasm' (1). Check for repeated error of vocabulary in προθυμίας from question 5. If explanation and translation are contradictory, mark as incorrect.
11	(a)		Perfect (active) participle (1), genitive agreeing with Eunomus (which is genitive after preposition 'with') (1).	2	Accept translation literal/accurate enough to convey understanding of the grammar: '(he went with) Eunomus, ...who had done/performed' (1). If explanation and translation are contradictory, mark as incorrect.
11	(b)		Present (active) infinitive (1), in indirect statement (impersonal/nominative infinitive).	2	Accept translation literal/accurate enough to convey understanding of the grammar: 'he said that money was lacking' / 'he said that he was needing' (1). If explanation and translation are contradictory, mark as incorrect.

Section B: Prose Composition

Guidance on applying the marking grids for translating into Classical Greek

The passage has been divided into 9 sections each worth 5 marks. Award up to 5 marks per translated section according to the 5-mark marking grid for translation into Classical Greek.

The general principle in assessing each section should be the proportion (out of 5) of sense achieved.

There are many acceptable ways of turning a piece of English into correct Greek. One approach for each sentence is given, with occasional alternatives. Further acceptable alternatives will be illustrated at Standardisation, but examiners will need to assess on its own merits any approach that satisfactorily conveys the meaning of the English.

The determination of what a “slight” error is only necessary when it is the only error in a section; this distinction will then determine whether a mark of 5 or 4 is appropriate. Where marks of 4, 3, 2, 1 and 0 are applicable, the overall proportion of meaning conveyed in the section is the only consideration. The term “major” error has been used here to determine an error which is more serious than a “slight” error.

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.

It is likely that some of the errors below may be regarded as “major” if they appear in a relatively short and straightforward section, whereas in longer or more complex sections they are more likely to be a “slight” error.

Examiners should remember that more things can go wrong in Greek prose than in Latin prose, and that therefore in order for the assessment to be comparable in both subjects it is necessary to work from the marking grid rather than by “counting up errors”.

Accents are not expected, but breathings are. **Do not, however, penalise repeated omitted breathings, omitted elision or omitted nu before a vowel.**

Marks	Description
5	Accurate translation with one slight error allowed
4	Mostly correct
3	More than half right
2	Less than half right
1	Little recognisable relation to the English; or little meaning conveyed
0	No response or no response worthy of credit

The sort of errors that we would generally expect to be considered as “slight” errors would be:

- a single mistake in a word
- the omission of an uninflected word
- omission or incorrect use of a breathing (to be penalised only once in the passage)
- omission of a connecting particle would constitute a slight error, apart from in the first sentence

The sort of errors that we would generally expect to be considered as “major” errors would be:

- more than one mistake in a word
- the omission of an inflected word

The final decisions on what constitutes a ‘slight’ and ‘major’ error has been made and communicated to assessors via the standardisation process (after full consideration of candidates’ responses) and these decisions are exemplified in the final mark scheme for examiners and centres.

Additional marks for style

Additional marks (to a maximum of 5) should be awarded for individual instances of stylish Greek writing. Style marks may be awarded for such features as:

- Attempts at connection and subordination
- particularly imaginative, creative or felicitous choice of vocabulary; thoughtful use of word-order (including the “genitive sandwich”)
- employment of apt particles beyond the obvious
- subordination of main verbs into participles (usually a maximum of one mark for this per passage)
- appropriate use of genitive absolute

Exemplification of frequently used examples of ‘stylish’ use of Greek will be made and communicated to assessors via the standardisation process (after full consideration of candidates’ responses) and these will be captured in the final mark scheme for examiners and centres.

Identical examples of the same style point (eg repetition of the same particle or idiom) should not be credited twice, but examiners should err on the side of generosity if the context means that complex morphology or word order has been achieved in a significantly different way. The restriction is only intended to avoid awarding the rubber-stamping of a stock style technique.

For indirect statement accept ὅτι + indicative even after νομίζω and other verbs of knowing and perceiving. Participles after such verbs should be rewarded with consideration for style marks.

Question			Answer	Mark	Guidance
					Annotate any creditable style points with + , and enter the total under 12 (x) to a maximum of 5. If two style points are awarded for the same word or words (eg for good vocabulary and a special construction), indicate the number of points awarded with the same number of annotations. Annotate potential style points that are unsuccessful with SEEN. Annotate accepted alternatives that might not be obvious (eg a tense that is not strictly correct) with  and add appropriate annotation.
12	(i)		Once upon a time Hermocrates was a ruler in Syracuse. He had a daughter called Callirhoe, καὶ ποθ' ὁ Ἑρμοκράτης ἦν ἄρχων ἐν ταῖς Συρακούσαις. ὁ δ' Ἑρμοκράτης εἶχε θυγατέρα, Καλλιρρόην ὀνοματι,		+ for style points: Initial connection Connection of these clauses with participle or relative clause possessive with dative 'there was a daughter to' use of στρατηγός as alternative to 'ruler' Slight error: missing connection in second sentence
12	(ii)		who <u>fell in love</u> with a young man. She was admired by everyone ἢ ἡρώσθη νεανίου. ἡ δὲ (Καλλιρρόη) ὑπὸ πάντων ἐθαυμάζετο		+ for style points: Connection of these clauses with participle or relative clause

Question			Answer	Mark	Guidance
12	(iii)		because they thought that she was as beautiful as Aphrodite. ὅτι ἐνόμιζον αὐτὴν εἶναι (οὕτω) καλὴν ὥσπερ τὴν Ἀφροδίτην / νομιζομένη εἶναι οὕτω καλὴ ὥσπερ ἡ Ἀφροδίτη.		+ for style points: Participle for the causal clause with nom. + infin. construction For indirect statement accept ὅτι + indicative even after νομίζω Inclusion of ‘herself’ after Aphrodite for emphasis (αὐτήν / αὐτή) Accept: ὡς
12	(iv)		At that time, when there was a festival to this goddess in the city, almost all the women went to her temple. τότε δ’ ὅτε ἦν ἐορτὴ ταύτῃ τῇ θεᾷ / θεῶ ἐν τῇ πόλει, πᾶσαι σχεδόν αἱ γυναῖκες ἦλθον εἰς τὸ ἱερόν.		+ for style points: Use of genitive absolute at start Vocabulary choice of τὸν νεῶν for temple
12	(v)		The girl’s mother led her there to honour the goddess, and they took many gifts from home. ἡ τῆς κορῆς οὖν μήτηρ αὐτὴν ἡγάγεν ἐκεῖσε ἵνα τὴν θεᾶν τιμᾷ/τιμησεῖ(ν), καὶ ἐκ τῆς οἰκίας πολλὰ δῶρα ἔλαβον.		+ for style points: Use of genitive sandwich for ‘The girl’s mother’; possible μέν...δέ construction with next sentence; use of participle to replace ‘and they took’ οἰκοθεν ‘from home’

Question			Answer	Mark	Guidance
12	(vi)		A certain Chaereas, whose father was an enemy of Hermocrates, happened to be going home τις δὲ Χαιρέας, οὗ ὁ πατήρ ἦν ἐχθρὸς τῷ Ἑρμοκράτει, ἔτυχεν οἴκαδε ἐλθών		+ for style points: Use of precise verb for 'go', e.g. 'walk' (βαδίζω) Accept genitive τοῦ Ἑρμοκράτους.
12	(vii)		when he saw her unexpectedly; immediately a passion arose in both of them. ἐπεὶ αὐτῆς ἀπροσδοκῆτως ἦσθετο. καὶ εὐθὺς ἔρως (αὐτοῖς) ἀμφοτέροις ἐγένετο.		+ for style points: Variation of word used for 'when' in relation to elsewhere in passage connection by a participle for 'love' use of dual αὐτοῖν for 'both'. Accept any rendering of 'a passion arose in both of them' which conveys the sense, eg ἀλλήλους σφόδρα ἐφίλησαν.
12	(viii)		He hoped to marry her, and she wanted the same thing, secretly saying to Aphrodite ἤλπισεν οὖν αὐτὴν γαμεῖν καὶ αὐτὴ τὸ αὐτὸ ἠθέλησε, λάθρα λεγούσα τῇ Ἀφροδίτῃ (ταδε)		+ for style points: Possible μέν...δέ construction τὸ αὐτὸ ἔδοξε αὐτῇ Accept imperfect tense for 'hoped'.

Question			Answer	Mark	Guidance
12	(ix)		"Mistress, give me this man you have shown me as my husband." “ὦ δέσποινα, δός/δίδου μοι τοῦτον ἄνθρωπον ὃν ἔδειξας ὡς ἐμὸν ἄνδρα.”		+ for style points: Using pronoun 'this' to stand in for 'this man': δός μοι τοῦτον ὃν... Accept omission of 'my'. Slight error: incorrect imperative form if recognisably from an appropriate verb.

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