

GCE

Classical Greek

H444/03: Prose literature

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% (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, 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. For answers marked by levels of response: Not applicable in F501
- 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

6. Annotations

Annotation	Meaning
	Blank Page
	Benefit of Doubt
	Point whose relevance is debatable or which is hard to understand
	Incorrect answer; invalid point
	Major error
	Slight error
	Correct answer; valid point
	Omission mark
	Noted but no credit given
	Additional credit, e.g. for well-developed and/or detailed point
	Consequential error
	To divide sections of a translation, etc.
	AO1
	AO2
	AO3
	Candidate has mistranslated or shown misunderstanding of text (though point may still be valid)

7. Subject Specific Marking Instructions

Guidance on applying the marking grids for set text translation

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.

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” 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.

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 or meaning to the Greek

0 = No response or no response worthy of credit.

Guidance on applying the marking grids for the 15-mark extended response

This question focuses on candidates' ability to select relevant examples of content and language from the passage and to structure an answer around these examples to express relevant points. Therefore candidates will be assessed on the quality of the points made and the range and quality of the examples they have selected from the passage.

Examiners must use a **best-fit** approach to the marking grid. Where there are both strengths and weaknesses in a particular response, examiners must carefully consider which level is the best fit for the performance overall.

15-mark grid for the extended response question			AO3 = 15 marks = Critically analyse, evaluate and respond to literature
Level	Marks	Characteristics of performance	
5	13–15	very good engagement with the question expresses a range of perceptive points, with very good development, leading to convincing conclusions, based on a range of well selected, accurate and precise examples from the passage. <i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning.</i>	
4	10–12	good engagement with the question expresses a range of relevant points, with good development, leading to sound conclusions, based on well selected examples from the passage. <i>The response is logically structured, with a well-developed and clear line of reasoning.</i>	
3	7–9	some engagement with the question expresses reasonable points, with some development, leading to tenable conclusions, based on a selection of some examples from the passage. <i>The response presents a line of reasoning which is mostly relevant and has some structure.</i>	
2	4–6	limited engagement with the question expresses limited points, with little development, leading to a weak conclusion, which is occasionally supported by examples from the passage <i>The response presents a line of reasoning but may lack structure.</i>	
1	1–3	very limited engagement with the question expresses points which are of little relevance and supported with little evidence from the passage <i>The information is communicated in an unstructured way.</i>	

0 = No response or no response worthy of credit.

Question		Answer	Mark	Guidance
1	(a)	Any two : The Lydians were trying to burn the Milesians' crops (1) They had (accidentally) burned down the temple of Athena / a gust of wind blew the fire onto the temple of Athena (1) They had not yet rebuilt it / she would only answer when they rebuilt it (1)	AO2 2	
1	(b)	Assess against criteria in the 5-mark AO2 grid (see above). Μιλήσιοι δὲ τάδε προστιθεῖσι τούτοις, Περίανδρον τὸν Κυψέλου ἐόντα Θρασυβούλῳ τῷ τότε Μιλήτου τυραννεύοντι ξεῖνον ἐς τὰ μάλιστα, πυθόμενον τὸ χρηστήριον τὸ τῷ Ἀλυάττῃ γενόμενον, πέμψαντα ἄγγελον κατεῖπεῖν, ὅπως ἂν τι προειδῶς πρὸς τὸ παρεὸν βουλευῇται. Suggested translation: And the Milesians add the following to these events, that Periander the son of Cypselus, being a close friend of Thrasybulus, who was then tyrant of Miletus, and having learned the oracle which was given to Alyattes, having sent a messenger, reported (it to him), so that knowing it in advance he might be able to plan for the current circumstances.	AO2 5	The following examples are intended to exemplify what might constitute a 'slight' or 'major' error. Accept omission of δὲ τάδε as singular Individual slight errors: Individual major errors: κατεῖπεῖν translated as an infinitive πρὸς τὸ παρεὸν taken with προειδῶς Note that the translation given is only for guidance. Any accurate translation should be accepted, and marked in line with the grid.
1	(c)	He sent a herald to Miletus to ask for a truce (1) for as long as it took to rebuild the temple (1)	AO2 2	
1	(d)*	Assess against criteria in the 15-mark AO3 grid (see above).	AO3 15	Answers should be marked in line with the assessment grid for 15 mark questions.

Question		Answer	Mark	Guidance
		Answers should include an analysis of both the style and content of the passage. Elements which might be included are as follows: - the plan is to indicate to the herald and thus Alyattes that the Milesians are still prosperous despite their efforts to destroy all their crops (ταῦτα δὲ ἐποίεε ... ἀγγείλη Ἀλυάττη) - Thrasybulus therefore gathers food both from his own and other private stores (καὶ ἐωντοῦ καὶ ἰδιωτικός), showing a temporary sacrifice for a long term goal - he puts on a show of feasting and drinking for the herald (τότε πίνειν τε πάντας καὶ κώμῳ χρᾶσθαι ἐς ἀλλήλους) - he remains in control (ἐπεὶ αὐτὸς σημήνη) - brevity of τὰ δὴ καὶ ἐγένετο emphasises the easy success of the plan - promotion of ἐλπίζων highlights Alyattes' hope and expectation of poverty in Miletus - Alyattes' expectation of destitution and despair similarly emphasised by ἰσχυρὴν and superlative τὸ ἔσχατον κακοῦ; this contrasts with the apparent reality of what the herald saw (ἐν εὐπαθείῃσι) - Alyattes becomes persuaded of the opposite of what he believed (τοὺς ἐναντίους λόγους) through the deception - candidates may discuss the risks of the plan too, since if the deception was discovered, not only would Alyattes realise what was going on, but the Milesians would have used up a substantial amount of remaining supplies. They might argue that this was a plan of desperation.		Answers should focus on detail from the passage, and choose a range of examples from the set lines to exemplify the points being made.
1	(e)	The Lydians and Milesians became allies (1) Alyattes recovered from his illness because he rebuilt two temples (to Athena) (1)	AO2 2	Accept reference to piety

Question			Answer	Mark	Guidance
2	(a)		Speaking the truth (1) and giving back what one owes / has taken (1)	AO2 2	
2	(b)		He hands the argument over to Polemarchus (1) as he needs to attend to the sacrifice (1)	AO2 2	
2	(c)		The question is a play on the fact that Polemarchus was Cephalus' son and heir (1) as well as heir to the argument (1)	AO2 2	Allow candidates 1 mark for translating if they would otherwise score 0 (ie Polemarchus asked if he was to be his heir in everything of Cephalus (1)) Accept a range of answers that show understanding that Polemarch will inherit from Cephalus Note that translations do not agree as to whether the question is asked by Polemarchus or Socrates, so neither suggestion should be penalised.
2	(d)		Assess against criteria in the 5-mark AO2 grid (see above). λέγε δὴ, εἶπον ἐγώ, σὺ ὁ τοῦ λόγου κληρονόμος, τί φῆς τὸν Σιμωνίδην λέγοντα ὀρθῶς λέγειν περὶ δικαιοσύνης; ὅτι, ἢ δ' ὅς, τὸ τὰ ὀφειλόμενα ἐκάστῳ ἀποδιδόναι δίκαιόν ἐστι· τοῦτο λέγων δοκεῖ ἔμοιγε καλῶς λέγειν. Suggested translation: Then tell us, I said, you who are heir to the argument, what do you say that Simonides, speaking, says correctly about justice?	AO2 5	The following examples are intended to exemplify what might constitute a 'slight' or 'major' error. Individual slight errors: Omission of δὴ Individual major errors: All other omissions Accept treatment of ἔμοιγε as ἔμοι Note that the translation given is only for guidance. Any accurate translation should be accepted, and marked in line with the grid.

Question			Answer	Mark	Guidance
			That, he said, it is just to give back to each person what is owed; saying this he seems to me to speak well.		
2	(e)*		Assess against criteria in the 15-mark AO3 grid (see above). Answers should include an analysis of both the style and content of the passage. Elements which might be included are as follows: • Socrates starts by confirming what Simonides did not mean, referring back to the example of not returning weapons to someone who has gone mad (δῆλον ... ἀποδιδόναι) • He implies certainty in this example with language such as δῆλον and ὁπωροῦν/ὁπωστικοῦν making it difficult for Polemarchus to challenge • καίτοι implies confusion and a need to consider the definition further • Polemarchus therefore merely agrees (ναί, ἀληθῆ) and does not advance the discussion • Polemarchus' repetition of ἄλλο emphasises the extent to which Socrates is leading his thought process • Polemarchus develops the definition by suggesting friends 'owe' it to friends to do good by them (ἀγαθὸν), rather than simply giving things back, and not to do anything harmful • Socrates offers the example of not returning gold if this would be harmful (μὴ βλάψαι ... ἀποδιδούς) • Candidates might apply this logic to not returning weapons to a friend who has gone mad as this would	AO3 15	Answers should be marked in line with the assessment grid for 15 mark questions. Answers should focus on detail from the passage, and choose a range of examples from the set lines to exemplify the points being made.

Question			Answer	Mark	Guidance
			therefore cause the friend harm, so it resolves Socrates' previous objection • Further questioning by Socrates (τί δέ; τοῖς ἐχθροῖς ... ὀφειλόμενον;) to draw out an interpretation of Simonides' view on treatment of enemies • However the questioning can only really lead to one conclusion, which is that enemies are owed something bad (κακόν τι), a notion which is unlikely to sit well with a philosopher when considering a concept such as justice • Overall candidates might feel that Polemarchus agrees with Socrates too quickly and too enthusiastically (eg above and παντάπασιν), and should have considered the counter example and implications of Socrates' argument more carefully		

Question			Answer	Mark	Guidance
3	(a)		Solon has named others as more blessed / happier than Croesus (1) despite / disregarding his (current) prosperity (1)	AO2 2	Names not required for first mark. Accept for second point valid alternative development
3	(b)		Solon says that the divine is grudging/jealous (1) mankind can see/suffer many things it doesn't want to (1) especially as a person can live a long life / 70 years (1)	AO2 3	Accept 'he sets the limit of a life at 70 years'
3	(c)		Any four : There are 26,250 days in 70 years (1) Each day is very different from every other day (1) Therefore prosperity/circumstances can change quickly / nobody knows what their future will be like (1) Croesus is now a rich/powerful king / king of many people (1) but Solon cannot call him happy until he knows he ended his life well (1)	AO2 4	To score 4/4, answers must have the final point in bold.
3	(d)		Assess against criteria in the 5-mark AO2 grid (see above). οὐ γάρ τι ὁ μέγα πλούσιος μᾶλλον τοῦ ἐπ' ἡμέρην ἔχοντος ὀλβιώτερος ἐστί, εἰ μὴ οἱ τύχη ἐπίσποιτο πάντα καλὰ ἔχοντα εὖ τελευτῆσαι τὸν βίον. πολλοὶ μὲν γὰρ ζάπλουτοι ἀνθρώπων ἀνόλβιοι εἰσὶ, πολλοὶ δὲ μετρίως ἔχοντες βίου εὐτυχέες. Suggested translation: For he who is very rich is not more blessed than he who has enough for the day, unless fortune allows him to end his life well, having all good things. For many exceedingly wealthy men are unblessed, while many with only moderate means are fortunate.	AO2 5	The following examples are intended to exemplify what might constitute a 'slight' or 'major' error. Individual slight errors: Omission of τι Individual major errors: All other omissions 'the everyday man' Note that the translation given is only for guidance. Any accurate translation should be accepted, and marked in line with the grid.

Question			Answer	Mark	Guidance
3	(e)*		Assess against criteria in the 15-mark AO3 grid (see above). Answers should include an analysis of both the style and content of the passage. Elements which might be included are as follows: • having scorned the idea that the gods can change an individual's circumstances (a hubristic point of view), Croesus is threatened by divine retribution (ἐκ θεοῦ νέμεσις), suggesting there is no escape • the ἀ- prefix and superlative ὀλβιώτατον emphasise Croesus' excessive confidence • the consequence of the premonition in the dream is dramatically fast after Solon's departure (αὐτίκα), implying the anger of the gods towards him • building of tension with τῶν μελλόντων γενέσθαι κακῶν • the punishment will be worse as his son will be collateral damage (κατὰ τὸν παῖδα) • the punishment will be worse as he only has two sons, of whom the victim, Atys, is τῶν ἡλίκων μακροῦ τὰ πάντα πρῶτος (outstanding in every respect among his peers) • Croesus sees the death of Atys in his dream before it happens (τοῦτον δὴ ... βληθέντα), causing him distress (καταρρωδήσας)	AO3 15	Answers should be marked in line with the assessment grid for 15 mark questions. Answers should focus on detail from the passage, and choose a range of examples from the set lines to exemplify the points being made.

Question			Answer	Mark	Guidance
			- his panic is clear from his immediate decisions to arrange marriage for Atys and prevent him from fighting (ἄγεται ... ἐξέπεμπε) - this was particularly damaging for Atys' military training, since he was used to serving as a general (ἐωθότα δὲ στρατηγέειν) - he even takes measures to prevent accidents, the tricolon ἀκόντια δὲ καὶ δοράτα καὶ τὰ τοιαῦτα πάντα τοῖσι χρέωνται ἐς πόλεμον showing how much he hid out of harm's way - these actions also demonstrate that the dream was sufficiently vague to make him uncertain of the source of danger, meaning he would often be on edge with worry		

Question			Answer	Mark	Guidance
4	(a)		He was prevented by those sitting near him (1) as they wanted to hear out the argument / hear the argument to the end (1)	AO2 2	
4	(b)		Any three : He interjected the moment there was a pause (1) He was/gathered himself like a wild beast (1) He came for them / aggressive image of pouncing on them (1) He acted like he would tear them to pieces / violent imagery (1) Socrates and Polemarchus are frightened by his appearance/actions (1)	AO2 3	Allow any valid alternatives. Allow literary features for one mark each, eg double negative of οὐκέτι ἡσυχίαν ἦγεν (he no longer kept quiet)
4	(c)		Any four : He is rude about them / the approach, calling it nonsense / suggesting they are being foolish (1) He says they keep giving in to each other (1) He tells Socrates not to keep asking questions and criticising the answers / he says it's easier to ask questions than answer them (1) He suggests the approach is motivated by the wrong reasons / love of honour (1) He tells Socrates to give an answer / definition of justice himself (1)	AO2 4	Allow any valid alternatives.

Question		Answer	Mark	Guidance
4	(d)	Assess against criteria in the 5-mark AO2 grid (see above). καὶ ὅπως μοι μὴ ἔρεῖς ὅτι τὸ δέον ἐστὶν μὴδ' ὅτι τὸ ὠφέλιμον μὴδ' ὅτι τὸ λυσιτελοῦν μὴδ' ὅτι τὸ κερδαλέον μὴδ' ὅτι τὸ συμφέρον, ἀλλὰ σαφῶς μοι καὶ ἀκριβῶς λέγε ὅτι ἂν λέγῃς· ὡς ἐγὼ οὐκ ἀποδέξομαι ἐὰν ὕθλους τοιούτους λέγῃς. Suggested translation: And do not tell me that it is what is necessary, nor what is helpful, nor what is profitable, nor what is to one's advantage, nor what is useful, but tell me clearly and precisely what you are saying / what you mean; since I will not accept it if you speak such nonsense(s).	AO2 5	The following examples are intended to exemplify what might constitute a 'slight' or 'major' error. Individual slight errors: Individual major errors: Any omissions Accept 'whatever you are saying' Note that the translation given is only for guidance. Any accurate translation should be accepted, and marked in line with the grid.
4	(e)*	Assess against criteria in the 15-mark AO3 grid (see above). Answers should include an analysis of both the style and content of the passage. Elements which might be included are as follows: • Thrasymachus continues to be critical of Socrates' approach, which we could see as a deflection from a weak argument (eg βδελυρὸς γὰρ εἶ 'for you are disgusting') • he criticises Socrates for 'doing mischief' to arguments at their weakest point (ταύτη ... λόγον), implying that he uses implausible counter arguments	AO3 15	Answers should be marked in line with the assessment grid for 15 mark questions. Answers should focus on detail from the passage, and choose a range of examples from the set lines to exemplify the points being made.

Question	Answer	Mark	Guidance
	to make them appear absurd; this criticism could be seen as fair • Socrates denies such mischief, instead claiming to want to understand Thrasymachus' point (οὐδαμῶς ... λέγεις): candidates might feel a good argument should still withstand Socrates' approach • Thrasymachus attempts to show logic in his argument building from what they both already know, while implying that it should be obvious to Socrates (εἴτ' οὐκ οἶσθ') • Certain aspects of his argument seem rather obvious, for example the laws each kind of government makes (τίθεται ... τυραννικούς), which makes his argument seem either long-winded or logical (depending on interpretation) • This leads to the suggestion that law is generally made in the advantage of the ruling class, which therefore becomes 'just' for their subjects to obey • Candidates may discuss how far they agree with this, eg it makes sense for each kind of society to see justice differently according to its own values / someone might think there should be more of an absolute moral principle behind the concept of justice, rather than one dependent on location (significance of ἀπάσαις ταῖς πόλεσιν /πανταχοῦ) • Candidates may also use Socrates' later argument that rulers make mistakes in deciding what is to their advantage (τὸ τοῦ κρείττονος συμφέρον), as long as they are responding to the passage printed • use of language to suggest this is the only reasonable conclusion (τῷ ὀρθῶς λογιζομένῳ)		

Question			Answer	Mark	Guidance
5	(a)		As Antony was being carried to Cleopatra, Dercetaeus / one of his bodyguard took / hid his dagger (1) He ran to tell Octavian / was the first to tell Octavian about Antony's death (1) and showed him the bloodied sword (1)	AO2 3	The sword must be described as 'bloodied' for the third mark
5	(b)		Assess against criteria in the 5-mark AO2 grid (see above). ὁ δὲ ὡς ἤκουσεν, ἐνδοτέρω τῆς σκηνῆς ἀποστὰς ἀπεδάκρυσεν ἄνδρα κηδεστήν γεγνημένον καὶ συνάρχοντα καὶ πολλῶν ἀγώνων καὶ πραγμάτων κοινωνόν. εἶτα τὰς ἐπιστολάς λαβὼν καὶ τοὺς φίλους καλέσας ἀνεγίνωσκεν ὡς εὐγνώμονα γράφοντος αὐτοῦ καὶ δίκαια φορτικὸς ἦν καὶ ὑπερήφανος ἀεὶ περὶ τὰς ἀποκρίσεις ἐκεῖνος. Suggested translation: When he heard this, having withdrawn (further) into his tent, he wept for a man who had been his brother-in-law, and co-ruler, and partner in many conflicts and deeds. Then, having taken their letters, and having called their friends, he read them aloud to show that he wrote reasonable and just things, whereas Antony was always vulgar and arrogant in his answers.	AO2 5	The following examples are intended to exemplify what might constitute a 'slight' or 'major' error. Individual slight errors: Individual major errors: Second ὡς taken as when Note that the translation given is only for guidance. Any accurate translation should be accepted, and marked in line with the grid.
5	(c)		He was fearful for her goods/treasures (in her tomb) (1) He thought it would add to the glory of his triumph to lead her (in it / in the procession) (1)	AO2 2	

Question		Answer	Mark	Guidance
5	(d)	Any four: She did not (want to) meet Proculeius (1) The door was fastened/bolted (1) but they could hear each other / talk to each other (1) She asked that her kingdom be given to her children (1) He told her to be of good heart (1) and to trust Octavian (1)	AO2 4	
5	(e)*	Assess against criteria in the 15-mark AO3 grid (see above). Answers should include an analysis of both the style and content of the passage. Elements which might be included are as follows: • Cleopatra's vulnerability is emphasised, eg lying on a bed (ἐν στιβάδι κατακειμένη), dejected (ταπεινῶς), wearing just a tunic (μονοχίτων) • Formerly a queen in her own right, she now falls down to his feet (προσπίπτει) • Further physical vulnerability unsuited to a woman of her status emphasised through tricolon: hair and face wild, trembling voice, sunken eyes (δεινῶς μὲν ... ταῖς ὄψεσιν) • Physical blows evident to her chest (ἦν δὲ πολλὰ ... καταφανῆ), and it was likely considered unseemly for her chest to be on display in this way • Juxtaposition of τὸ σῶμα with τῆς ψυχῆς, which are suffering equally • Reminder of her charm (χάρις) and beauty (τὸ τῆς ὥρας ἱταμόν) underneath her current condition; double negative οὐ κατέσβεστο and the vivid use of συνεπεφάνετο perhaps emphasising that these	AO3 15	Answers should be marked in line with the assessment grid for 15 mark questions. Answers should focus on detail from the passage, and choose a range of examples from the set lines to exemplify the points being made.

Question			Answer	Mark	Guidance
			qualities have been cruelly subdued but are shining through • Cleopatra attempts to justify what she has done, but the implication is that it is unconvincing (τινος δικαιολογίας) • Octavian rejects all her arguments individually (ένισταμένου δὲ πρὸς ἕκαστον αὐτῇ τοῦ Καίσαρος) • Use of ἐξελεγκομένη implies she cannot oppose Octavian's case • She turns to pleading (δέησιν) like one who is fighting for her life (ὥς δὴ τις ἂν μάλιστα τοῦ ζῆν περιεχομένη) Candidates may point out that Cleopatra is attempting to deceive Octavian, to earn his sympathy, in much of the scene.		

Guidance on applying the marking grids for the 20-mark extended response

Two Assessment Objectives are being assessed in Questions 6, 7, and 8 – **AO2** (Demonstrate knowledge and understanding of literature) and **AO3** (Critically analyse, evaluate and respond to literature). The two Assessment Objectives are **equally weighted**.

Examiners must use a **best fit** approach to the marking grid. Where there are both strengths and weaknesses in a particular response, particularly imbalanced responses in terms of the assessment objectives, examiners must carefully consider which level is the best fit for the performance overall. For example, you should not be able to achieve a mark of 14 made up of AO2 = 11 and AO3 = 3.

Responses are credited for **AO2** for the detail and accuracy of the knowledge of the set text they deploy and for their understanding of the set text(s) as well as the social, historic and cultural context for the set text.

Responses are credited for **AO3** for how well the response addresses the question, for candidates selecting relevant examples from the set texts they have studied and drawing and expressing conclusions based on the selected examples in relation to the question posed. Candidates will be assessed on the quality of the conclusions and points they argue and the range and quality of the examples they have selected.

20-mark grid for the extended response question AO2 = 10 marks = Demonstrate knowledge and understanding of literature AO3 = 10 marks = Critically analyse, evaluate and respond to literature		
Level	Marks	Characteristics of performance
5	17–20	very detailed knowledge and a thorough understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2) an excellent response to the question containing a wide range of relevant points, which are very well supported by examples selected with precision from the material studied, leading to cogent conclusions (AO3) <i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning</i>
4	13–16	detailed knowledge and a sound understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2) a good response to the question containing a range of relevant points, which are well supported by examples from the material studied, leading to appropriate conclusions (AO3) <i>The response is logically structured, with a well-developed and clear line of reasoning</i>
3	9–12	some knowledge and understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2) a reasonable response to the question containing some relevant points, which are generally supported by examples from the material studied, leading to tenable conclusions (AO3) <i>The response presents a line of reasoning which is mostly relevant and has some structure</i>
2	5–8	a limited knowledge and understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2) a limited response to the question containing some points, which may be narrow in scope, which are occasionally supported by examples from the material studied or are unsupported assertions, leading to a limited conclusion (AO3) <i>The response presents a line of reasoning but may lack structure</i>
1	1–4	very limited knowledge and understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2) little or no engagement with the question and any points made are of little or no relevance (AO3) <i>The information is communicated in an unstructured way</i>

0 = No response or no response worthy of credit.

Question	Answer	Mark	Guidance
6	Do you consider Herodotus to be primarily a historian, a teacher or a storyteller? Justify your answer from your reading of <i>Histories</i> Book 1. Assess against criteria in the 20-mark grid (see above). Arguments may include (AO3): • A good starting point might be Herodotus' own introduction, to discuss how Herodotus viewed his own objectives • Candidates should identify elements of history, eg explanation of wars and events, and description of the key figures who took part in them • Candidates should identify elements of teaching, especially the mistakes made by Croesus in failing to show respect and reverence to the power of the gods • Candidates should identify elements of storytelling, as he has a gossipy style at times, often focusing on incidents which the reader will enjoy or engage with • It does not matter what conclusion the candidate reaches, or if they suggest Herodotus is a combination of all three. Supporting evidence may include (AO2): • Introductory statement: Herodotus presents what he has learned by 'inquiry' (also the title of the work), to prevent the past being forgotten; to celebrate achievements of Greeks and non-Greeks; and to explore the causes of conflict • The causes of the wars • Reference to the Trojan war • Gyges and Candaules • Gyges' offerings to the oracle • The Lydian invasions of Miletus and the burning of crops • The accidental burning of Athena's temple	20 made up of AO2 = 10 & AO3 = 10	The content given opposite is indicative only, and should be used as a guide. Other relevant examples should also be rewarded. Candidates should make reference to specific incidents in the prescribed books, both the sections which they have read in Greek and in English. Answers which argue for or against the proposition should be equally rewarded. Examiners should look for the quality of argument and the use of evidence within the argument, as well as evidence for a clear range of relevant examples.

	• Thrasybulus' plan to make the Lydians think that Miletus was still flourishing, and Alyattes' ending of the war • Arion and the dolphin • Croesus' conquests • Solon's visit and the discussion with Croesus of the 'most blessed' • Croesus' hubris and dream • Adrastus' arrival seeking purification • Croesus' request for Adrastus to protect his son Atys • The hunt and Adrastus' accidental killing of Atys • Croesus' forgiveness of Adrastus • Croesus' questions to the oracle about invading Persia, and his misinterpretation of the answer		
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Question	Answer	Mark	Guidance
7	How useful do you find the discussions of <i>Republic</i> Book 1 in reaching an understanding of justice? Assess against criteria in the 20-mark grid (see above). Candidates may frame their discussion from the perspective of a modern or ancient philosopher, or may point out that the instincts/approaches of each are likely to be different. Arguments may include (AO3): • Socrates' methodology of disproving the suggestions of others does not advance our understanding of what justice actually is. • Having said that, it is important to at least discuss commonly held ideas which are wrong. • There is a possible implication that not all the interlocutors (eg Cephalus) genuinely care about the concept under discussion. • Socrates' interlocutors could appear to want to give a straightforward definition of justice in a sentence or less, or to imply that it is a matter of following simple rules. A concept such as justice is bound to be more complex than that. This is why Socrates is able to find counter-examples so easily (even if not all of them are very likely). • Socrates' interlocutors do not challenge certain assumptions made by Socrates, notably the idea that justice should be seen as a <i>techne</i> (skill/craft). Much of the argument in Book 1 is based on this assumption, but it is not adequately discussed. • The unlikeable character of Thrasymachus may make us unsympathetic to his argument, and thus distract us from the content of what he says • Thrasymachus' application of his definition to an infallible ruler makes the philosophy seem unrealistic.	20 made up of AO2 = 10 & AO3 = 10	The content given opposite is indicative only, and should be used as a guide. Other relevant examples should also be rewarded. Candidates should make reference to specific incidents in the prescribed books, both the sections which they have read in Greek and in English. Answers which argue for or against the proposition should be equally rewarded. Examiners should look for the quality of argument and the use of evidence within the argument, as well as evidence for a clear range of relevant examples.

	Supporting evidence may include (AO2): • Cephalus' view that justice is speaking the truth and repaying what is owed • Socrates' example of the sane man lending weapons, going mad and asking for them back • Cephalus' polite excuse to leave when challenged • Polemarchus' view that justice is giving people what is owed, ie doing good for friends and bad for enemies; hence a friend who has gone mad should not be given a weapon • Socrates' premise that justice is a <i>techne</i> • This premise leads to the argument that justice is useless, as it cannot help someone in the same way that eg medicine can help someone is sick • Socrates also objects that we can be mistaken about who our friends and enemies are / should be • Socrates wonders if it can be right for a skill to make someone worse off, even if they are an enemy • Thrasymachus's argument that justice is the advantage of the stronger, just as subjects obey the laws of their rulers, which have generally been made in the rulers' interests • Thrasymachus' use of the <i>techne</i> analogy leads to his definition of justice only applying when a ruler is making laws in their own interest; when they make a law not in their interest, in error, they are not genuinely being a ruler. • Socrates and Thrasymachus discuss the objectives of those who practise a <i>techne</i>, and who is intended to benefit from it		
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Question	Answer	Mark	Guidance
8	Of Antony and Cleopatra, who do you respect more as a leader? Justify your answer from the sections of Plutarch's <i>Life of Antony</i> which you have read. Assess against criteria in the 20-mark grid (see above). Arguments may include (AO3): • Antony giving instructions to Cleopatra confirms his higher status; Cleopatra however has a more subtle influence over him through persuasion. • Antony does make mistakes in strategy, especially by delays, which gives Octavian time to prepare; he also allows his connections with Cleopatra to be used against him. Not all the accusations were true but the perception was damaging. • Octavian was able to frame the conflict as Rome vs Egypt to avoid Civil War; it could be argued this diminishes Antony's standing and enhances Cleopatra's. • Some of Antony's decisions are taken to please Cleopatra and are not necessarily the best strategic moves • Antony does show courage as both individual and leader • Cleopatra demonstrates shrewdness as she doesn't let Proculeius in the tomb and later deceives Octavian into thinking that she wants to live Supporting evidence may include (AO2): • The postponement of the start of the battle • The reading of Antony's will in the senate and subsequent charges • Octavian's decision to wage war on Cleopatra, not Antony • Antony, superior on land, agrees to fight at sea to please Cleopatra • Defections from Antony to Octavian	20 made up of AO2 = 10 & AO3 = 10	The content given opposite is indicative only, and should be used as a guide. Other relevant examples should also be rewarded. Candidates should make reference to specific incidents in the prescribed books, both the sections which they have read in Greek and in English. Answers which argue for or against the proposition should be equally rewarded. Examiners should look for the quality of argument and the use of evidence within the argument, as well as evidence for a clear range of relevant examples.

	• Antony's isolation and look of despair while on the prow of the ship; his attempt at suicide • Antony and Cleopatra send embassy to Octavian, who replies to Cleopatra only and instructs her to kill or throw out Antony • Antony's single combat challenge to Octavian • Further desertions leading to the certainty of defeat • Suicide of Antony • Proculeius and Gallus visit the tomb • Cleopatra's manipulation of Octavian • Suicide of Cleopatra		
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