

Examiners' report

GCSE

CLASSICAL GREEK

**OCR Level 1/Level 2 GCSE (9-1) in
Classical Greek**

J292

For first teaching in 2016

J292/02 Summer 2025 series

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate responses is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from [Teach Cambridge](#).

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Paper 2 series overview

This was the first year of a new set text cycle, and the Herodotus selections proved, as usual, to be the preferred option (overwhelmingly so). Examiners enjoyed reading many impressive scripts from candidates who had evidently enjoyed studying the four prescribed passages. The stories about the Babylonian Wife Market and Megacles' Marriage, in particular, sparked interest and engagement. Many candidates showed both depth and breadth of understanding, conveying detailed knowledge of the Greek and an appreciation of the wider cultural and historical context. Teachers are to be congratulated for preparing their students so well.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• demonstrated detailed knowledge and understanding of the whole prescribed text • supported their answers with accurate Greek quotation, along with translations that closely matched the Greek quoted • analysed literary style effectively, showing an understanding of context • responded thoughtfully to the final 10-mark question, keeping the question in mind and drawing in evidence from sections not printed on the question paper, and even from other parts of Herodotus' Histories • wrote legibly, in fluent English.	• did not know the whole text in detail • offered imprecise or impressionistic translations • did not support comments with appropriate Greek quotation or did not match their translations to the exact Greek quoted • did not analyse linguistic or literary features • omitted questions • attempted to reproduce a prepared essay in responding to the final 10-mark question, offering insufficient detail to access the higher levels of response • wrote illegibly or without fluency.

Three general points (also flagged in previous reports)

1. Use of technical (literary) terms

Many candidates pepper their responses with literary critical terminology but deploy terms rather loosely. While such misuse is not penalised at this level, candidates are cautioned against using technical terms indiscriminately. (Previous reports have noted *chiasmus*, *juxtaposition*, *polyptoton* and *polysyndeton*.) This year, *alliteration* and *assonance* were often selected without development or explanation as to how the device is effective.

2. Quality of written communication

Although English SPAG errors are not usually penalised, it is worth noting recurrent errors:

- spelling of *Herodotus*, *Agariste*, *repetition*
- grammar and syntax: comma splices; use of 'however', 'therefore' and 'due to'; 'contrasts' (used transitively) instead of 'contrasts with'; grocer's apostrophes ('Persian's, Babylonian's; even Cleisthene's).

Candidates are encouraged to check through their paper carefully if time allows.

3. The usual plea about legibility of scripts

Examiners make every effort to decipher candidates' handwriting and will read and mark as 'seen' everything written on a script. Typed responses are often easier to credit than particularly impenetrable hand-written scripts, and OCR has issued guidance ([here](#)) outlining the various options for including Greek quotations in typed scripts. **Teachers and exams officers are advised that Option 2 (writing quotations by hand in the answer booklet) should be avoided if possible.** Quotations written in a Greek font are much preferred by on-screen markers; indeed, such responses are often easier to credit reliably. Computers used in exams are not hard to configure with a polytonic Greek keyboard, but even the simple Symbol font in Word is preferable to handwritten Greek quotations written separately in the answer booklet.

OCR support



To complement this report, OCR is running a Webinar 'Exploring the Exam: GCSE Classical Greek J292' on Tuesday 2 December 2025. This will feature exemplars and commentaries on selected questions in this paper and in J292/03, the other prose literature paper (Xenophon). Among the questions covered will be:

- Question 2 (4-mark passage analysis with translation)
- Question 6c (4-mark passage analysis without translation)
- Question 7 (8-mark passage analysis question)
- Question 8 (10-mark essay).

Question 1 (a) and (b)

1 Read the passage and answer the questions.

ἐνταῦθα οὗτοι μὲν λόγον εἶχον τῆς πολιορκίας οὐδένα, Κῦρος δὲ ἀπορίαις ἐνείχετο.
τέλος δὲ ἐποίει δὴ τοιόνδε. τάξας τὴν στρατιὰν ἣ ὁ ποταμὸς εἰς τὴν πόλιν εἰσβάλλει,
καὶ αὖθις ὀπισθε τῆς πόλεως τάξας ἑτέρους, ἣ ἐξίησιν ἐκ τῆς πόλεως ὁ ποταμὸς,
προεῖπε τῷ στρατῷ, ὅταν διαβατὸν τὸ ρεῖθρον ἴδωσι γενόμενον, εἰσιέναι ταύτῃ εἰς τὴν
πόλιν.

5

Tales from Herodotus XI(A) (*First Capture of Babylon*) 6–11

(a) ἐνταῦθα ... οὐδένα (line 1): how did the Babylonians feel about the siege?

..... [1]

(b) τάξας τὴν στρατιὰν ... ὁ ποταμὸς (lines 2–3): how did Cyrus arrange his forces?

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

These opening two comprehension questions proved unproblematic and were correctly answered by the great majority. In Question 1 (a), 'conversation' was not accepted as a translation of λόγον.

Question 1 (c)

(c) προεῖπε τῷ στρατῷ ... εἰς τὴν πόλιν (lines 4–5): what instructions did he give to his army?

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

Here too, most candidates achieved full marks for showing detailed understanding of the Greek. Some responses omitted the detail expressed by ταύτῃ ('by this route'), in which case a mark was deducted.

Question 2

2 Read the passage and answer the question.

νῦν δὲ ἐξ ἀπροσδοκήτου αὐτοῖς παρέστησαν οἱ Πέρσαι. ὑπὸ δὲ μεγέθους τῆς πόλεως, τῶν περὶ τὰ ἔσχατα τῆς πόλεως ἐαλωκότων, οἱ τὸ μέσον οἰκοῦντες τῆς Βαβυλῶνος οὐκ ἐμάνθανον ταῦτα, ἀλλὰ (ἔτυχε γὰρ οὔσα ἑορτή) ἐχόρευόν τε τοῦτον τὸν χρόνον καὶ ἐν εὐπαθείαις ἦσαν, εἰς ὃ δὴ καὶ τὸ ἀληθὲς ἐπύθοντο.

Translation:

But now the Persians stood in front of them unexpectedly. And because of the great size of the city, when those in the city's outskirts were caught, the people living in the centre of Babylon did not learn this, but (for there happened to be a festival) they were dancing during this time and enjoying themselves, until indeed they also learned the truth.

Tales from Herodotus XI(A) (*First Capture of Babylon*) 26–31

How does Herodotus, by his use of language, show that the Babylonians were taken by surprise?

You should make **two** points, each supported by close reference to the Greek.

1

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2

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[4]

This question was answered well by most candidates. Full marks were earned by those who gave two Greek quotations, supported by accurate translation and including at least one comment about language, as stipulated in the question. The best responses compared the dancing with the horrors of what would come, appreciating the irony of the contrast between the Babylonians' blissful ignorance and the dawning of 'the truth'. Some points were weakened by imprecise Greek quotation (e.g. omitting the important 'little' word in phrases such as ἐν εὐπαθείαις, εἰς ὃ, τὸ ἀληθές) but examiners did not penalise the many who omitted the preposition ἐξ from the phrase ἐξ ἀπροσδοκήτου ('unexpectedly').

Assessment for learning: two points



1. Since this question is accompanied by an English translation, candidates need to be scrupulous with their Greek quotations. 'Little' words, especially the definite article, are important and should not be omitted.
2. Herodotus did not use brackets. Comments about the parenthetical clause in this passage (ἔτυχε γὰρ οὕσα ἑορτή), were valid – and credited in the mark scheme – but candidates should avoid talking about modern punctuation.

Question 3 (a)

3 Read the passage and answer the questions.

Δαρείω δὲ καὶ δεινὸν ἐδόκει εἶναι ταῖς πύλαις ταύταις μηδὲν χρῆσθαι καί, χρημάτων
κειμένων καὶ αὐτῶν τῶν χρημάτων ἐπικαλουμένων, μὴ οὐ λαβεῖν αὐτά. (ταῖς δὲ
πύλαις ταύταις οὐδὲν ἐχρήτο τοῦδε ἔνεκα, ὅτι ὑπὲρ κεφαλῆς αὐτῶ ἐγίγνετο ἄν ὁ
νεκρὸς διεξελαύνοντι.) ἀνοίξας δὲ τὸν τάφον ἤρε χρημάτα μὲν οὐ, τὸν δὲ νεκρόν, καὶ
γράμματα λέγοντα τάδε, 'εἰ μὴ ἄπληστός τε ἦσθα χρημάτων καὶ αἰσχροκερδῆς, οὐκ ἂν 5
νεκρῶν θήκας ἀνέωγες.'

Tales from Herodotus XII (*Rebuff to Darius*) 11–19

- (a) ταῖς πύλαις ταύταις (line 1): from the section before this passage, give **one** detail that Herodotus has already told us about the tomb above these gates.

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

Those who read the question carefully and offered a contextual detail about the tomb earned the mark here. Candidates noted, for example, that it was commissioned by Nitocris, or that it carried an inscription, or was undisturbed until Darius came to power. Many, however, including some very capable candidates, lost a mark for describing the gates rather than the tomb.

Question 3 (b)

(b) ταῖς δὲ πύλαις ... διεξελαύνοντι (lines 2–4): why did Darius not make use of the gates?

.....

..... [2]

The majority fared well here, earning two marks. Examiners exercised some leniency over the interpretation of αὐτῶ and διεξελαύνοντι, but 'walking' or 'marching' were not accepted for the latter.

Question 3 (c) and (d)

(c) ἀνοίξας ... ἀνέωγες (lines 4–6): what did Darius find when he opened the tomb?

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..... [3]

(d) How do you think Darius felt when he discovered what was in the tomb? Give a reason for your answer.

.....

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.....

..... [2]

These questions were both very well done. The first Question 3 (c) was a fairly straightforward comprehension exercise (AO2) and presented few issues. Since the mark scheme allowed a paraphrase of Nitocris' words, examiners accepted a singular translation of θήκας (i.e. 'tomb' instead of 'tombs'); on the other hand, 'a letter' for the plural γραμμάτα was not allowed.

The great majority earned two marks for Question 3 (d), an evaluative, AO3 question, citing a wide range of possible emotions felt by Darius when his greed was exposed.

Question 4 (a)

4 Read the passage and answer the questions.

κατὰ κώμας ἐκάστας ἅπαξ τοῦ ἔτους ἐποιεῖτο τάδε. ὡς αἱ παρθένοι γίγνοιτο γάμων
 ὥραϊαι, ταύτας ὅπως συναγάγοιεν πάσας εἰς ἓν χωρίον εἰσῆγον ἀθρόας· πέριξ δὲ
 αὐτὰς ἴστατο ὄμιλος ἀνδρῶν.

Tales from Herodotus XIII (*The Babylonian Wife Market*) 1–4

- (a) Pick out and translate the **three-word Greek phrase** which describes how often the wife auction took place.

Greek phrase:

English translation:

[2]

Most responses were given 2 marks here, making good use of the steer in the question which asks for a three-word Greek phrase. A small number quoted the correct three words but did not translate ἅπαξ accurately, rendering the phrase ἅπαξ τοῦ ἔτους as 'every year'. Such responses got 1 mark only. A few quoted the wrong three words; even fewer did not actually quote three words.

Question 5

5 Read the passage and answer the question.

ὅσοι μὲν δὴ εὐδαίμονες τῶν Βαβυλωνίων ἦσαν ἐπίγαμοι, οὗτοι ὑπερβάλλοντες ἀλλήλους ἐξωνοῦντο τὰς καλλιστενοῦσας· ὅσοι δὲ τοῦ δήμου ἐπίγαμοι ἦσαν, εἶδους χρηστοῦ οὐ δεόμενοι, χρήματά τε καὶ αἰσχίονας παρθένους ἐλάμβανον.

Tales from Herodotus XIII (*The Babylonian Wife Market*) 8–12

Translate this passage into English.

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..... [5]

The translation question was very well handled this year, with the majority of candidates achieving 4 or 5 marks and very few earning just 1 or 2. The commonest error was with the tense of ἐξωνοῦντο and ἐλάμβανον, and a fair number of candidates omitted the important adversative particle δὲ in line 2. See below for elaboration, and for details of other errors seen:

- mistranslation or omission of ὅσοι: an inconsequential error, though only penalised once
- omission of εὐδαίμονες or ἐπίγαμοι: a more serious error, but (in the case of ἐπίγαμοι) only penalised once
- aorist translations of ἐξωνοῦντο and ἐλάμβανον: again only penalised once. Since Herodotus is here looking back on a Babylonian custom that had fallen into disuse by his own time, examiners expected translations to acknowledge the imperfect tenses – e.g. ‘would/used to buy’, ‘would/used to take’
- the omission of δὲ in line 2, which marks the contrast between the rich Babylonians and the common people: an inconsequential error:
 - ‘they would buy’ omitted or softened to something more palatable (e.g. ‘would take home’)
 - missing the comparative force of αἰσχίονας: inconsequential error
 - plural παρθένους rendered singular: a more serious error, but if coupled with an error in αἰσχίονας (e.g. ‘an ugly girl’) this was treated as a single more serious error.

Note that any omitted ‘substantial’ word (i.e. not a particle) constitutes a more serious error. A single more serious error + a single inconsequential error in an otherwise correct translation cannot earn more than 3 marks.

Exemplar 1

~~The~~ All those of the Babylonians who
^{rich and} were ready for marriage, these outbidding
 one another, bought the most beautiful
 girls. All those of the common people
 who were ready for marriage, who did
 not require good looks, took both money
 and the less attractive young women

This translation meets the descriptor for 4 marks out of 5 since it is essentially correct but has two inconsequential errors. The candidate has dealt well with ὅσοι, εὐδαίμονες, ἐπίγαμοι and αἰσχίονας παρθένους but has made two of the mistakes highlighted above:

- aorist translations of ἐξωνοῦντο and ἐλάμβανον: the second of these was not penalised
- omission of δὲ in line 2.

OCR support



The Bloomsbury-produced and OCR-endorsed *Anthology for Classical Greek GCSE* offers helpful explanatory notes about the historical context for this passage (see page 30). There are also excellent translations of the GCSE set texts published on the Classical Association's [website](#). In the Herodotus translation there, the verbs ἐξωνοῦντο and ἐλάμβανον are translated as 'used to buy' and 'used to gain' respectively.

Question 6 (c)

(c) How does Herodotus emphasise Cleisthenes' authority and competitive spirit in this passage?

You should make **two** points, each supported by close reference to the Greek.

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2

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[4]

Candidates responded very well to this question, with the majority achieving full marks by offering two good content points, supported by Greek quotation and translation. For example, there were some astute observations about how Cleisthenes invites people to become his son-in-law rather than his daughter's husband. Generalisations or inaccurate translations were liable to weaken a point, and answers that relied upon the quotation of a single word were hard to credit with two marks, especially if that one word was the name Cleisthenes.

The majority of candidates who quoted ἀξιοῖ did not understand that this is a verb, judging it to be an adjective ('worthy') or even, on occasion, describing it as an adverb. Please see Exemplar 2 and misconception below for elaboration.

Although linguistic points are not expected when the question is not accompanied by an English translation (see the *Assessment for learning* box below), many candidates assumed that the question was inviting style points. The strongest responses invariably included excellent stylistic observations that were relevant to the question, commenting, for example, on the middle voice of ἐποιήσατο ('he had this announcement made') or on the commanding tone of the third person imperative ἡκέτω ('let him come).

Exemplar 2

You should make **two** points, each supported by close reference to the Greek.

- 1 the use of the word "ἀξιόι" ^(worthy) in reference to suitors
looking to become the son-in-law of Cleisthenes shows
Cleisthenes' power and authority, and how being his son
in law was a position of great status that someone
had to deserve through their own lineage, hard
work and good nature.
- 2 "ἐν ἐνιαυτῷ" (within a year) is the time frame
specified of how long it would take Cleisthenes to
decide which suitor ~~could~~ marry his daughter. This is
~~quite~~ long, which implies that Cleisthenes ~~rigorously~~ would
check and interrogate the potential suitors rigorously,
which further emphasises that the position of being
Cleisthenes' son-in-law is highly sought after and
comes with power, so shows how much authority and
power Cleisthenes himself holds in them. [4]

This response is taken from a strong script, which achieved a very high mark overall. Here the candidate has relied on the single word ἀξιόι, translated as 'worthy' to illustrate the first point. The point was therefore judged insufficient and was given just 1 mark. The addition of the word ἐαυτὸν and a translation 'thinks himself worthy' would have secured a second mark. The second point is well supported, and very well developed, earning 2 marks.

With one weaker point and one good point, the response was given 3 out of 4 marks.

Misconception



Examiners regularly saw ἀξιόι interpreted as an adjective (masculine nominative plural), instead of as a verb (3rd person singular, present subjunctive). The subjunctive is used here in an indefinite construction (ὅστις ... ἐαυτὸν ἀξιόι = 'whoever ... thinks himself worthy') and the -οῖ ending, easily confused with a second declension adjectival ending, has arisen because ἀξιόω is a contracted verb.

OCR support



As mentioned above (Question 5) the [OCR Anthology](#) offers helpful translation guidance and explanatory notes. On page 33, the word ἀξιόω is glossed with the note 'ἀξιόω + *infinitive* – think worthy', which clarifies that it is a verb.

Assessment for learning: two points (reiterated from the 2024 report)



1. It is worth noting the guidance in the mark scheme for this style of question:
'This question is not inviting style points: two good content points, supported by accurate reference to the Greek, should earn full marks; however, any relevant style points (e.g. superlative ἄριστον) can be rewarded, so long as the context is clearly understood.'
2. While it is acceptable to use ellipsis dots in lieu of a full quotation, this carries the risk of omitting words in translation. Candidates should check carefully that their translation matches the exact words quoted.

Question 7*

7* Read the passage and answer the question.

ὥς δὲ ἐδείπνησαν, οἱ μνηστῆρες ἔριν εἶχον ἀμφὶ μουσικῇ· προοιούσης δὲ τῆς πόσεως ὁ Ἴπποκλείδης, πολὺ κατέχων τοὺς ἄλλους, ἐκέλευσε τὸν ἀύλητὴν ἀυλῆσαι αὐτῷ ἐμμέλειαν, πειθομένου δὲ τοῦ ἀύλητοῦ ὠρχήσατο. καὶ πῶς ἑαυτῷ μὲν ἀρεστῶς ὠρχεῖτο· ὁ δὲ Κλεισθένης ὁρῶν ὅλον τὸ πρᾶγμα ὑπώπτευε. μετὰ δὲ ὁ Ἴπποκλείδης ἐκέλευσέ τινα τράπεζαν εἰσενεγκεῖν, εἰσελθούσης δὲ τῆς τραπέζης πρῶτον μὲν ἐπ' αὐτῆς ὠρχήσατο Λακωνικὰ καὶ Ἀττικὰ σχημάτια, ἔπειτα δὲ τὴν κεφαλὴν ἐρείσας ἐπὶ τὴν τράπεζαν τοῖς σκέλεσιν ἐχειρονόμησε.

5

Tales from Herodotus XIV(B) (*Megacles' marriage*) 24–33

How does Herodotus make it clear that Hippocleides behaved foolishly at the feast?

In your answer you may wish to consider:

- how Herodotus describes Hippocleides' dancing
- how Cleisthenes viewed his behaviour

You must refer to the **Greek** and discuss Herodotus' use of language.

[8]

There were some excellent responses to this question, with the majority of candidates reaching Level 3 or 4. The best responses selected a range of relevant examples from across the passage, commenting upon appropriate aspects of content and style, and supporting their points with well-chosen Greek quotations, accurately translated. Candidates made good use of the bullet points in the question stem, and many deployed literary terms appropriately, offering perceptive comments about grammar. There were astute observations about how Hippocleides disgraced himself, acting arrogantly (and inappropriately as a guest) in issuing orders to Cleisthenes' minions, and 'putting more than just his dancing skills on show' when he took to 'break-dancing' on the table. Many had evidently enjoyed learning about the putative etymological connection between testicles and the verb ὠρχήσατο. The phrase πολὺ κατέχων τοὺς ἄλλους ('far outdoing the others') in Line 2 drew an unexpected interpretation from a number of very good candidates, who suggested that Hippocleides was outdoing the others in his drinking, rather than in the music competition. Examiners gave this a BOD (Benefit of Doubt) if developed into a good point.

Less successful responses betrayed a patchy understanding of the Greek, relying upon one-word quotations or bullet points, without sufficient context to strengthen the point. For example, the repetition of ἐκέλευσε was noted, but often without additional detail about whom Hippocleides ordered. Comments about the repetition of τράπεζαν (in the chiasmic phrase τράπεζαν εἰσενεγκεῖν, εἰσελθούσης δὲ τῆς τραπέζης) needed a convincing explanation of how the emphasis on the table showed Hippocleides' foolishness. Points were sometimes marred by inaccurate quotation and translation, and many misunderstood the participle in 'ὁρῶν ὅλον τὸ πρᾶγμα ὑπώπτευε', assuming that ὁρῶν was part of 'viewed with suspicion'. Some candidates saw sound effects (assonance/alliteration) in almost every phrase but struggled to use such examples effectively in response to the question.

Responses that did not offer any linguistic or stylistic commentary were limited to Level 2 (i.e. maximum 4 out of 8 marks) but most included at least one such point, to access a higher level.

Exemplar 3

Herodotus writes "πολὺ κατέχων τοὺς ἄλλους" meaning "surpassing the rest" in ~~the~~ regard to drinking. This shows Hippocleides' lack of restraint and self-discipline, showing him to be foolish.

Herodotus writes "ἐκέλευσε" meaning "ordered", using a military term to reflect Hippocleides' arrogance in a stranger's home.

Herodotus writes "καὶ πῶς ἑαυτῷ μὲν ἀρεστῶς ἀπῆλθεν" meaning "and he danced in a way that was pleasing to himself", emphatically placing ~~the~~ 'ἑαυτῷ' meaning 'himself' to reflect Hippocleides' self-absorbed nature and lack of regard for others.

This example is taken from a Level 3 response which was given 5 marks. The first three paragraphs illustrate some of the points highlighted above:

- paragraph 1: examiners accepted this interpretation of the phrase, although the omission of the word πολὺ ('far') in the English translation slightly weakens the point
- paragraph 2 makes a good point about Hippocleides' arrogance in a stranger's home, but relies upon the single word ἐκέλευσε and is missing detail about who was told to do what by Hippocleides
- paragraph 3 has the makings of an excellent point, with a good linguistic comment about the use of the pronoun ἑαυτῷ. It is a pity that the authorial interjection πῶς ('I suppose') has not been translated.

Question 8*

8* 'It is difficult to identify themes that connect Herodotus' stories.'

How far do you agree?

You should support your answer with reference to at least three of the four stories you have read, and you may include passages printed on the question paper. **[10]**

This challenging essay question proved to be an effective discriminator. Obligated to think thematically, most candidates made a good attempt to identify connections between four disjointed stories whose unifying feature is, arguably, the simple fact that they were all written by Herodotus! The strongest responses saw a large range of connections identified, going well beyond the suggested arguments listed in the mark scheme. Candidates wrote about Herodotus' Athenian audience; his wish to embellish his narrative for the purpose of a good story; the theme of powerful figures and their significance to Greek history (Cyrus, Darius, Cleisthenes, Megacles); ideas about wealth, greed and generosity; and the theme of the reversal of fortunes.

Despite the challenge posed by the question, the majority of candidates achieved a mark in Level 4 or 5. In some cases, those who had fared less well on the rest of the paper were able to redeem marks here. Responses ranged over the full text (the question stem stipulates that at least three stories must be discussed), drawing in plenty of evidence from both the paper and the wider prescription, and there was some impressive knowledge displayed about Greek and near-Eastern history. For example, Cyrus' diversion of the Euphrates was linked to the engineering feat of Queen Nitocris a generation earlier. The best responses carefully analysed what connected the stories (marriage customs, women as passive objects, clever plans, moral messages) and those that didn't (different locations, different characters, dissimilar styles). Full mark answers typically addressed both sides of the argument, explaining why it is indeed difficult to identify themes that connect Herodotus' stories.

Less successful responses invariably disagreed with the stimulus statement but then made tenuous links or sweeping generalisations across the four stories, re-telling the narrative in an impressionistic way. The ingenuity of Cyrus and Nitocris, for example, offers a good thematic link, but details about that ingenuity need to be spelled out. Some found it hard to draw the disparate strands of the prescription together and tried, with limited success, to shoehorn this question into one they had done in class.

Many candidates wrote at length, making use of the additional answer space and often continuing into a second answer booklet. Notwithstanding some questionable use of English (as highlighted at the start of this report), there were several well-structured answers featuring an introduction and conclusion, clear topic sentences and attempts to weigh up arguments and counter-arguments.

Assessment for learning (repeated from the 2024 report)



Candidates are reminded that there is no need to quote Greek in this 10 mark essay question, even if those quotations are taken from the extracts printed on the question paper. In fact, Greek quotation is only likely to take up precious time better devoted to checking through the response's written English.

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