

Examiners' report

AS LEVEL

CLASSICAL GREEK

**OCR Level 3 Advanced Subsidiary
GCE in Classical Greek**

H044

For first teaching in 2016

H044/02 Summer 2025 series

Contents

Introduction	4
Paper 2 series overview	5
Section A overview	6
Question 1 (a)	6
Question 1 (b)	6
Question 1 (c)	7
Question 1 (d)	7
Question 1 (e)	8
Question 1 (f)	8
Question 1 (g)	8
Question 1 (h)	9
Question 1 (i)*	9
Question 2 (a)	10
Question 2 (b)	11
Question 2 (c)	11
Question 2 (d)	11
Question 2 (e)	12
Question 2 (f)	12
Question 2 (g)	13
Question 2 (h)	13
Question 2 (i)*	13
Section B overview	14
Question 3 (a)	14
Question 3 (b)	15
Question 3 (c)	15
Question 3 (d)	15
Question 3 (e)	16
Question 3 (f)	16
Question 3 (g)	17
Question 3 (h)*	17
Question 4 (a)	18
Question 4 (b)	18
Question 4 (c)	19
Question 4 (d)	19

Question 4 (e)	19
Question 4 (f)	20
Question 4 (g)*	20

Introduction

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

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

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

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

Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as...** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

Paper 2 series overview

As in previous years, knowledge of the texts studied was good and the responses showed that the candidates seemed to have enjoyed them. There was evidence that candidates had studied more widely (particularly in the Herodotus option) and engagement with the subject matter was high. Teachers are to be congratulated on a high standard of preparation for this examination.

Most candidates opted for Herodotus and Homer but there were some very good and perceptive answers in the essay questions across all the options which demonstrated a high standard of engagement with the prescribed texts.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
- referred to specific points in the lines indicated in the questions - ensured that they focused their answers on the question asked - were aware of the number of marks available for each question and tailored their responses accordingly.	were more general in their approach to the questions and did not include specific information from the text to support the points they were making.

Section A overview

Candidates seemed to find the texts and questions accessible. There were some perceptive style points made in the 6- and 8-mark questions and some well-written essays demonstrating excellent knowledge of the wider text. Herodotus was the more popular text, perhaps as it was accessible to a more diverse set of students.

Question 1 (a)

1 Read the following passages and answer the questions.

ἀπικομένους δὲ τοὺς Φοίνικας ἐς δὴ τὸ Ἄργος τοῦτο διατίθεσθαι τὸν φόρτον.
πέμπτη δὲ ἡ ἕκτη ἡμέρη ἀπ' ἧς ἀπίκοντο, ἐξεμπολημένων σφι σχεδὸν πάντων,
ἐλθεῖν ἐπὶ τὴν θάλασσαν γυναικας ἄλλας τε πολλὰς καὶ δὴ καὶ τοῦ βασιλέος
θυγατέρα· τὸ δὲ οἱ οὖνομα εἶναι, κατὰ τὸ αὐτὸ τὸ καὶ Ἕλληνες λέγουσι, Ἰοῦν τὴν
Ἰνάχου· ταύτας στάσας κατὰ πρύμνην τῆς νεὸς ὠνέεσθαι τῶν φορτίων τῶν σφι 5
ἦν θυμός μάλιστα, καὶ τοὺς Φοίνικας διακελευσαμένους ὁρμῆσαι ἐπ' αὐτάς. τὰς
μὲν δὴ πλεῦνας τῶν γυναικῶν ἀποφυγεῖν, τὴν δὲ Ἰοῦν σὺν ἄλλῃσι ἀρπασθῆναι·
ἐσβαλομένους δὲ ἐς τὴν νέα οἴχεσθαι ἀποπλέοντας ἐπ' Αἰγύπτου.

οὕτω μὲν Ἰοῦν ἐς Αἴγυπτον ἀπικέσθαι λέγουσι Πέρσαι, οὐκ ὥς Ἕλληνες, καὶ
τῶν ἀδικημάτων πρῶτον τοῦτο ἄρξαι· μετὰ δὲ ταῦτα Ἑλλήνων τινάς (οὐ γὰρ 10
ἔχουσι τοῦνομα ἀπηγήσασθαι) φασὶ τῆς Φοινίκης ἐς Τύρον προσσχόντας
ἀρπάσαι τοῦ βασιλέος τὴν θυγατέρα Εὐρώπην. εἶψαν δ' ἂν οὗτοι Κρηῖτες.
ταῦτα μὲν δὴ ἴσα πρὸς ἴσα σφι γενέσθαι· μετὰ δὲ ταῦτα Ἕλληνας αἰτίους τῆς
δευτέρης ἀδικίης γενέσθαι. καταπλώσαντας γὰρ μακρῇ νηὶ ἐς Αἶάν τε τὴν 15
Κολχίδα καὶ ἐπὶ Φᾶσιν ποταμόν, ἐνθεῦτεν, διαπρηξαμένους καὶ τᾶλλα τῶν
εἵνεκεν ἀπικάτο, ἀρπάσαι τοῦ βασιλέος τὴν θυγατέρα Μηδείην.

Herodotus, *Histories* 1.1–2

(a) ἀπικομένους ... θυγατέρα (lines 1–4): how did Io meet the Phoenicians? [3]

Most candidates performed well on this question by showing good knowledge of the early part of Herodotus' account.

Question 1 (b)

(b) Translate τὸ δὲ οἱ οὖνομα ... ἐπ' Αἰγύπτου (lines 4–8). [5]

The translations were generally well done although there was a tendency to translate Ἰοῦν τὴν Ἰνάχου as 'Io of Inachus', missing the patronymic. Several responses missed the specific meaning of ὠνέεσθαι here, which was 'to bargain' or 'barter'. Most responses were given 4 marks or more.

Question 1 (c)

- (c) οὕτω μὲν Ἴοῦν ... ἀδικίης γενέσθαι (lines 9–14): how does Herodotus attempt to make his account seem credible and reasonable?

Make **three** points and support your answer with reference to the Greek text.

[6]

Most candidates were given high marks here as there were plenty of examples that could be chosen to support the answer. Most responses focused on Herodotus' use of specific names ('the Persians say ...' or 'not as the Greeks say') to show alternative versions of the same story. There were some good comments on the inclusion of the Cretans as the alleged abductors of Europa in that Herodotus was indicating caution by his use of the optative εἴσαν.

Assessment for learning



Key point for successful 6- and 8-mark questions.

The best way to approach these questions is to focus on a specific word or short phrase which supports the point being made. A translation helps but might not be necessary on every occasion, although it is a good idea for responses to demonstrate knowledge of the meaning of the Greek quoted. There should be a link made to the question, explaining how the word or phrase answers the question. This does not need to be long but should be focused on the question. Content and style points are allowed in these questions (i.e. what is said and how it is said) so there is much scope for all candidates provided that they know the text.

Question 1 (d)

- (d) καταπλώσαντας ... Μηδείην (lines 14–16): what does Herodotus claim the Greeks then did? [3]

This was a straightforward question testing understanding of the text and most responses answered it correctly. Questions of this sort are asking the candidate to demonstrate understanding of the relevant Greek text. It does not have to be a strict translation but should include the main points of the Greek.

Question 1 (e)

μαθοῦσά δὲ τὸ ποιηθέν ἐκ τοῦ ἀνδρὸς οὔτε ἀνέβωσε αἰσχυνθεῖσα οὔτε ἔδοξε μαθεῖν, ἐν νόῳ ἔχουσα τίσεσθαι τὸν Κανδαύλεα· παρὰ γὰρ τοῖσι Λυδοῖσι, σχεδὸν δὲ καὶ παρὰ τοῖσι ἄλλοισι βαρβάροισι, καὶ ἄνδρα ὀφθῆναι γυμνὸν ἐς αἰσχύνην μεγάλην φέρει.

τότε μὲν δὴ οὕτω οὐδὲν δηλώσασα ἡσυχίην εἶχε· ὥς δὲ ἡμέρη τάχιστα ἐγγέγονε, 5
τῶν οἰκετέων τοὺς μάλιστα ὥρα πιστοὺς ἐόντας ἐωυτῇ, ἐτοίμους ποιησαμένη
ἐκάλεε τὸν Γύγεα. ὁ δὲ οὐδὲν δοκέων αὐτήν τῶν πρηχθέντων ἐπίστασθαι ἦλθε
καλεόμενος· ἐώθεε γὰρ καὶ πρόσθε, ὅπως ἢ βασιλεία καλέοι, φοιτᾶν. ὥς δὲ
ὁ Γύγης ἀπίκετο, ἔλεγε ἡ γυνὴ τάδε. ‘νῦν τοί δυὼν ὁδῶν παρεουσέων, Γύγη, 10
δίδωμί αἴρεσιν, ὁκοτέρην βούλει τραπέσθαι. ἡ γὰρ Κανδαύλεα ἀποκτείνας
ἐμέ τε καὶ τὴν βασιληίην ἔχε τὴν Λυδῶν, ἢ αὐτόν σε αὐτίκα οὕτω ἀποθνήσκειν
δεῖ, ὥς ἂν μὴ πάντα πειθόμενος Κανδαύλῃ τοῦ λοιποῦ ἴδῃς τὰ μὴ σε δεῖ. ἀλλ’
ἦτοι κεῖνόν γε τὸν ταῦτα βουλευσάντα δεῖ ἀπόλλυσθαι, ἢ σε τὸν ἐμὲ γυμνήν
θεησάμενον καὶ ποιήσαντα οὐ νομιζόμενα.’

Herodotus, *Histories* 1.10–11

- (e) μαθοῦσά δὲ ... μαθεῖν (lines 1–2): how did Candaules' wife react when she discovered what he had done? [1]

This question seemed to pose no problems at all. The mark scheme, as always, allows for some paraphrasing but the responses demonstrated that candidates knew the meaning of the Greek.

Question 1 (f)

- (f) ἐν νόῳ ἔχουσα ... μεγάλην φέρει (lines 2–4): why did she decide to punish Candaules? [2]

This is a similar type of question testing comprehension. It also caused no significant problems for candidates.

Question 1 (g)

- (g) τότε μὲν ... Γύγεα (lines 5–7): how did she prepare to put her plan into action? [2]

The key here was to look at what Candaules' wife did: she kept silent and summoned her most trustworthy servants.

Question 1 (h)

- (h) νῦν τοί ... νομιζόμενα (lines 9–14): how does Herodotus make the speech of Candaules' wife forceful and decisive?

Make **four** points and support your answer with reference to the Greek text.

[8]

This is another style question requiring four points, plus a link to the question, for the full 8 marks. Most candidates managed to find sufficient points to make but there was a tendency to give long quotations rather than focusing on the relevant words, e.g. νῦν, αὐτίκα, etc. or shorter phrases. There was plenty in the lines indicated to allow for a variety of answers.

Question 1 (i)*

- (i)* 'Herodotus' *Histories* should be read more for entertainment than for historical fact.'

How far do you agree with this statement?

You **must** use material from parts of the text you have studied in English, where relevant, as well as those parts you have read in Greek.

[10]

It was apparent from reading the responses to this question that this had been a topic of conversation in classrooms and most responses were well thought-out and well-written, demonstrating not only knowledge of the prescribed text but also of other sections of Herodotus' history. It was good to see that candidates had a wide range of knowledge of this text, but it should be noted that while extra reference showing wider reading is welcomed, the main thrust of the essay should be focused on the prescribed lines.

The best way to approach the essay questions is with a set of examples that clearly support the side of the argument chosen, and, for balance, to have perhaps one point as a counter argument unless, of course, the response is placed squarely between the two extremes of the question. Focus on the precise terms of the question also makes sure that there is no chance of wandering off-topic so it may be a good idea to link back to the question at the end of a paragraph to make sure that the response stays focused. A brief conclusion helps round the argument off at the end of the essay and, while not compulsory, it does give a better impression of a completed argument.

Question 2 (a)

2 Read the following passages and answer the questions.

καὶ ὁ Ἀδεΐμαντος, ἄρά γε, ἣ δ' ὅς, οὐδ' ἴστε ὅτι λαμπὰς ἔσται πρὸς ἐσπέραν ἀφ' ἵππων τῇ θεῷ;

ἀφ' ἵππων; ἦν δ' ἐγώ· καινόν γε τοῦτο. λαμπάδια ἔχοντες διαδώσουσιν ἀλλήλοις ἀμιλλώμενοι τοῖς ἵπποις; ἢ πῶς λέγεις;

οὕτως, ἔφη ὁ Πολέμαρχος. καὶ πρὸς γε παννυχίδα ποιήσουσιν, ἦν ἄξιον θεάσασθαι· ἐξαναστησόμεθα γὰρ μετὰ τὸ δεῖπνον καὶ τὴν παννυχίδα θεασόμεθα. καὶ συνεσόμεθ' αὖτε πολλοῖς τῶν νέων αὐτόθι καὶ διαλεξόμεθα. ἀλλὰ μένετε καὶ μὴ ἄλλως ποιεῖτε.

5

καὶ ὁ Γλαῦκων, ἔοικεν, ἔφη, μενετέον εἶναι.

ἀλλ' εἰ δοκεῖ, ἦν δ' ἐγώ, οὕτω χρὴ ποιεῖν.

10

ἦμεν οὖν οἴκαδε εἰς τοῦ Πολεμάρχου, καὶ Λυσίαν τε αὐτόθι κατελάβομεν καὶ Εὐθύδημον, τοὺς τοῦ Πολεμάρχου ἀδελφούς, καὶ δὴ καὶ Θρασύμαχον τὸν Καλχηδόνιον καὶ Χαρμαντίδην τὸν Παιανιᾶ καὶ Κλειτοφῶντα τὸν Ἀριστωνύμου. ἦν δ' ἔνδον καὶ ὁ πατήρ ὁ τοῦ Πολεμάρχου Κέφαλος. καὶ μάλα πρεσβύτης μοι ἔδοξεν εἶναι· διὰ χρόνου γὰρ καὶ ἑωράκη αὐτόν. καθῆστο δὲ ἐστεφανωμένος ἐπὶ τινος προσκεφαλαίου τε καὶ δίφρου· τεθυκῶς γὰρ ἐτύγχανεν ἐν τῇ αὐλῇ. ἑκαθεζόμεθα οὖν παρ' αὐτόν· ἔκειντο γὰρ δίφροι τινὲς αὐτόθι κύκλῳ.

15

εὐθύς οὖν με ἰδὼν ὁ Κέφαλος ἠσπάζετό τε καὶ εἶπεν· ὦ Σώκρατες, οὐδὲ θαμίζεις ἡμῖν καταβαίνων εἰς τὸν Πειραιᾶ. χρὴν μέντοι. εἰ μὲν γὰρ ἐγώ ἔτι ἐν δυνάμει ἢ τοῦ ῥαδίως πορεύεσθαι πρὸς τὸ ἄστυ, οὐδὲν ἂν σέ ἔδει δεῦρο ἰέναι, ἀλλ' ἡμεῖς ἂν παρὰ σέ ἦμεν.

20

Plato, *Republic* 1.328a–328d

(a) καὶ ὁ Ἀδεΐμαντος ... τῇ θεῷ (lines 1–2): what event does Adeimantus tell Socrates about? [2]

Most candidates were given at least 1 mark on this question with many gaining both.

Question 2 (b)

- (b) ἀφ' ἱππῶν ... χρῆ ποιεῖν (lines 3–10): how does Plato make his characters vivid and engaging for his audience?

Make **three** points and support your answer with reference to the Greek text.

[6]

Although there were many examples in the responses that demonstrated good knowledge of the text, the responses were largely confined to variations on 'Socrates/Polemarchus/Glaucon is an engaging character because ...'. The strongest responses acknowledged that much of the characterisation came from the interaction between characters, so that Polemarchus' comment to Socrates about the torch race being an ideal place to meet and talk to a lot of young men, or the interaction between Socrates and Cephalus, rather than focusing on one or the other. Marks could still be gained from the more individual approach, but it seemed that opportunities for more perceptive comments were missed. As with the Herodotus, this question required three distinct points.

Question 2 (c)

- (c) καὶ μάλα ... ἐν τῇ αὐλῇ (lines 14–16): how is Cephalus described here?

[3]

As with the similar Herodotus questions, this seemed to pose no significant problems, and most candidates spotted μάλα πρεσβύτης ('very old'). Questions of this sort are asking the candidate to demonstrate understanding of the relevant Greek text. It does not have to be a strict translation but should include the main points of the Greek.

Question 2 (d)

- (d) Translate ἐκαθεζόμεθα οὖν ... σὲ ἤμεν (lines 17–21).

[5]

This section for translation seemed to have been done well and many responses were given full marks. Candidates should try to keep as close as possible to the Greek although some flexibility is allowed if the idioms are more difficult to convey.

Question 2 (e)

πάνυ μὲν οὖν, ἣν δ' ἐγώ. ἀλλὰ μοι ἔτι τοσόνδε εἰπέ· τί μέγιστον οἶει ἀγαθὸν ἀπολελαυκέναι τοῦ πολλὴν οὐσίαν κεκτηῖσθαι;

ὅ, ἣ δ' ὅς, ἴσως οὐκ ἂν πολλοὺς πείσαιμι λέγων. εὖ γὰρ ἴσθι, ἔφη, ὦ Σώκρατες, ὅτι, ἐπειδὴν τις ἐγγὺς ἢ τοῦ οἴεσθαι τελευτήσειν, εἰσέρχεται αὐτῷ δέος καὶ φροντίς περὶ ὧν ἔμπροσθεν οὐκ εἰσῆει. οἳ τε γὰρ λεγόμενοι μῦθοι περὶ τῶν ἐν Αἴδου, ὡς τὸν ἐνθάδε ἀδικήσαντα δεῖ ἐκεῖ διδόναι δίκην, καταγελάμενοι τέως, τότε δὴ στρέφουσιν αὐτοῦ τὴν ψυχὴν μὴ ἀληθεῖς ὦσιν· καὶ αὐτός, ἥτοι ὑπὸ τῆς τοῦ γήρως ἀσθενείας ἢ καὶ ὥσπερ ἤδη ἐγγυτέρω ὧν τῶν ἐκεῖ μᾶλλον τι καθορᾷ αὐτά, ὑποψίας δ' οὖν καὶ δείματος μεστὸς γίγνεται καὶ ἀναλογίζεται ἤδη καὶ σκοπεῖ εἴ τινα τι ἠδίκησεν. ὁ μὲν οὖν εὐρίσκων ἑαυτοῦ ἐν τῷ βίῳ πολλὰ ἀδικήματα καὶ ἐκ τῶν ὕπνων, ὥσπερ οἱ παῖδες, θαμὰ ἐγειρόμενος δειμαίνει καὶ ζῇ μετὰ κακῆς ἐλπίδος· τῷ δὲ μηδὲν ἑαυτῷ ἄδικον συνειδότε ἡδεῖα ἐλπὶς αἰεὶ πάρεστι καὶ ἀγαθὴ γηροτρόφος, ὡς καὶ Πίνδαρος λέγει.

Plato, *Republic* 1.330d–331a

(e) πάνυ μὲν οὖν ... κεκτηῖσθαι (lines 1–2): what does Socrates ask Cephalus? [2]

This question was done well but there were some responses that missed the perfect tense meaning of κτάομαι (i.e. 'to possess').

Question 2 (f)

(f) εὖ γὰρ ἴσθι ... οὐκ εἰσῆει (lines 3–5): what does Cephalus assure Socrates is a truth about human beings? [2]

This question was well answered by candidates.

Question 2 (g)

- (g) οἱ τε γὰρ ... ἐλπίδος (lines 5–12): how does Plato make Cephalus' speech convincing and effective?

Make **four** points and support your answer with reference to the Greek text.

[8]

This question was answered similarly to the equivalent Herodotus question. It was also looking at how a character's speech was made convincing which required some analysis of how the speech was received by the other characters. There was a wide variety of information to include, particularly references to being able to laugh at death in youth, but in old age being more tormented by fear. This meant that the juxtaposition of time words such as τέως and τότε and the contrast of καταγελώμεοι ... στρέφουσιν were helpful to include, as well as references to behaviour in life versus the consequences after death. This question was a good discriminator of whether candidates had followed Cephalus' argument.

Question 2 (h)

- (h) τῷ δὲ μηδὲν ... λέγει (lines 12–13): what claim does Cephalus use Pindar to support?

[2]

Candidates answered this question well with a straightforward paraphrase of the Pindar quote.

Question 2 (i)*

- (i)* 'The characters and personalities in *Republic* 1 are more important than the logical argument which Plato is presenting.'

How far do you agree with this statement?

You **must** use material from parts of the text you have studied in English, where relevant, as well as those parts you have read in Greek.

[10]

The essay was dealt with less well than the Herodotus essay but there were some interesting responses which demonstrated knowledge of the fate of some of the characters in the later history of Athens. Many candidates showed good contextual knowledge by commenting on the fates of Cephalus and Polemarchus, but an approach which looked at the way in which they interacted in the dialogue was equally worthy of marks – the very best responses combined the two. Candidates tended to focus more on the characters than the logical quality of the argument and this may have accounted for the slightly lower marks in comparison with the equivalent Herodotus essay.

Section B overview

Homer was by far the more popular verse text this year with twice as many candidates answering questions on it than on the Euripides, although the scripts for Question 4 were of an excellent standard. There were some well-written responses to the essay question on Homer showing clear candidate engagement and enjoyment, and the Euripides also included some well thought-out responses to the essay title.

Question 3 (a)

3 Read the following passages and answer the questions.

‘τοὺς μὲν τ’ ἰητροὶ πολυφάρμακοι ἀμφιπέπονται ἐλκε’ ἀκειόμενοι· σὺ δ’ ἀμήχανος ἔπλευ Ἀχιλλεῦ. μὴ ἐμέ γ’ οὖν οὗτος γε λάβοι χόλος, ὃν σὺ φυλάσσεις αἰναρέτη· τί σευ ἄλλος ὀνήσεται ὀψίγονός περ αἶ κε μὴ Ἀργείοισιν ἀεικέα λοιγὸν ἀμύνης; νηλεές, οὐκ ἄρα σοί γε πατήρ ἦν ἱππότης Πηλεΐδης, οὐδὲ Θέτις μήτηρ· γλαυκὴ δέ σε τίκτε θάλασσα πέτραι τ’ ἡλίβατοι, ὅτι τοι νόος ἐστὶν ἀπηνής. εἰ δέ τινα φρεσὶ σῇσι θεοπροπίην ἀλεείνεις καὶ τινά τοι παρ Ζηνὸς ἐπέφραδε πότνια μήτηρ, ἀλλ’ ἐμέ περ πρόες ὦχ’, ἅμα δ’ ἄλλον λαὸν ὄπασσον Μυρμιδόνων, ἣν πού τι φόως Δαναοῖσι γένωμαι. δὸς δέ μοι ὦμοιιν τὰ σὰ τεύχεα θωρηχθῆναι, αἶ κ’ ἐμὲ σοὶ ἴσκοντες ἀπόσχωνται πολέμοιο Τρῶες, ἀναπνεύσωσι δ’ Ἀργεῖοι νῆες Ἀχαιῶν τειρόμενοι· ὀλίγη δέ τ’ ἀνάπνευσις πολέμοιο. ῥεῖα δέ κ’ ἀκμηῆτες κεκμηότας ἄνδρας αὐτῇ ῥῶσαιμεν προτὶ ἄστρ’ νεῶν ἄπο καὶ κλισιάων.’	5 10 15
--	------------------------------

Homer, *Iliad* XVI 28–45

(a) τοὺς μὲν ... Ἀχιλλεῦ (lines 1–2): what contrast does Patroclus present here?

[2]

Most candidates were given both marks here, seeing that the business of the doctors was contrasted with the unmanageable/impossible Achilles.

Question 3 (b)

(b) Translate τί σευ ... ἀπηγής (lines 4–8).

[5]

There were several different ways of translating the first sentence here, including ὀψίγονος ('late born') but a reasonable paraphrase was acceptable if it showed understanding of the concept. There were some responses which missed out the adjective ἡλίβατοι ('high' or 'steep') rather than mistranslate it. It is always better to make an educated guess in situations like this. Missing the adjective out potentially loses a mark, but putting in a sensible guess may well gain a mark.

Question 3 (c)

(c) εἰ δέ τινα ... ἀνάπνευσις πολέμοιο (lines 9–16): how does Homer make this speech persuasive and effective?

Make **four** points and support your answer with reference to the Greek text.

[8]

There was plenty to say in answer to this question and many responses demonstrated a good understanding of Homeric style. Style questions in verse texts are often considered easier than in prose as the set lines make spotting 'emphatic position' easier but there still has to be a convincing explanation given that links back to the question. Many responses discussed the respectful mention of Thetis, and the best responses focused on the way in which Patroclus attempted to engage Achilles' interest in the fighting and flattered Achilles by suggesting that his success would be due to him looking like him in his armour. There was also clear reference to the way that the Myrmidons were fresh and would bring much-needed relief to the tired Greek forces.

Question 3 (d)

(d) ὅεῖα δέ ... καὶ κλισιάων (lines 17–18): what does Patroclus hope to achieve if his request is granted?

[2]

Most responses were given full marks on this question which, as with the similar questions in Section A, required a translation or paraphrase of the Greek.

Question 3 (e)

ὥς δ' Εὐρώς τε Νότος τ' ἐριδαίνετον ἀλλήλοιιν
 οὐρεος ἐν βήσσης βαθέην πελεμιζέμεν ὕλην
 φηγόν τε μελίην τε τανύφλοιόν τε κράνειαν,
 αἶ τε πρὸς ἀλλήλας ἔβαλον τανυήκεας ὄζους
 ἤχη θεσπεσίη, πάταγος δέ τε ἀγνυμενάων, 5
 ὥς Τρῶες καὶ Ἀχαιοὶ ἐπ' ἀλλήλοισι θορόντες
 δήουν, οὐδ' ἔτεροι μνῶντ' ὀλοοῖο φόβοιο.
 πολλὰ δὲ Κεβριόνην ἀμφ' ὀξέα δοῦρα πεπῆγει
 ἰοί τε πτερόεντες ἀπὸ νευρήφι θορόντες,
 πολλὰ δὲ χερμάδια μεγάλ' ἀσπίδας ἐστυφέλιξαν 10
 μαρναμένων ἀμφ' αὐτόν· ὃ δ' ἐν στροφάλιγγι κονίης
 κεῖτο μέγας μεγαλωστί, λελασμένος ἵπποσυνάων.
 ὄφρα μὲν Ἥελιος μέσον οὐρανὸν ἀμφιβεβήκει,
 τόφρα μάλ' ἀμφοτέρων βέλε' ἤπτετο, πῖπτε δὲ λαός·
 ἦμος δ' Ἥελιος μετενίσετο βουλυτὸν δέ, 15
 καὶ τότε δὴ ῥ' ὑπὲρ αἶσαν Ἀχαιοὶ φέρτεροι ἦσαν.

Homer, *Iliad* XVI 765–780

- (e) ὥς δ' Εὐρώς τε ... φόβοιο (lines 1–7): what impression of the battle scene does Homer present in these lines?

Make **four** points and support your answer with reference to the Greek text.

[8]

The simile here gave plenty of scope for excellent responses to this question. The power of nature was often invoked successfully as an example, as were the sounds of words such as ἤχη and πάταγος, and the list of different types of trees was acknowledged as showing the diversity of the men fighting in the battle. As with the previous style question, a good way to approach this kind of answer is with the quote in Greek, a brief translation and a link to the terms of the question. As with many Homeric similes the key is to connect the images in the poetry to the actions being referred to in the story. The best responses took a careful approach, pointing to an element of the simile and then explaining how it helped describe the battle scene.

Question 3 (f)

- (f) πολλὰ δὲ χερμάδια ... ἀμφ' αὐτόν (lines 10–11): what are the two sides fighting over? [1]

All candidates who answered this question got it right.

Question 3 (g)

(g) ὄφρα μὲν ... ἦσαν (lines 13–16): how does the battle progress in these lines?

[4]

This question requires a paraphrase of the Greek, or a translation, but the key points must be included. This one was done well, perhaps due to the subject matter being divided it nicely into two parts – what happened while the sun as high in the sky and what happened when it began to set, thereby giving 2 marks for each time period. Most responses gained at least 3 marks here.

Question 3 (h)*

(h)* To what extent does Homer make warfare seem noble and glorious?

You **must** use material from parts of the text you have studied in English, where relevant, as well as those parts you have read in Greek.

[10]

There were some very detailed and thoughtful responses to this question. Several candidates demonstrated wide-ranging knowledge of the Iliad and of the nobility, or not, of warfare. There were many good examples given from Book 16 and candidates were able to argue well with reference often to the modern view as well as the ancient one. The best responses gave a variety of examples, some showing nobility and others showing the gruesome nature of warfare which often included the detailed descriptions of death, for example Cebriones. There was good knowledge shown of the characteristics of the Homeric hero and how this fitted into battle. References were often made to interventions by the gods and fate, and to the boastful behaviour of otherwise noble heroes like Hector who had been caught up in the moment.

The best way to approach the essays is to make sure that sufficient examples are chosen and that they can all be linked back to the precise terms of the question. Most questions will be phrased 'To what extent ...?' which allows candidates to place their response somewhere between the two extremes, although responses that are wholly for or against the terms of the question are valid. It is easier to have at least one point for a counter argument as few answers are completely right or wrong. A brief conclusion helps round the argument off at the end of the essay and, while not compulsory, it does give a better impression of a completed argument.

Question 4 (a)

4 Read the following passages and answer the questions.

Τροφός	οὐ μὴν ἀνήσω γ' οὐδὲ νῦν προθυμίας, ὥς ἄν παροῦσα καὶ σύ μοι ξυμμαρτυρῇς οἷα πέφυκα δυστυχοῦσι δεσπότηαις. ἄγ', ὦ φίλη παῖ, τῶν πάροιθε μὲν λόγων λαθώμεθ' ἄμφω, καὶ σύ θ' ἡδίων γενοῦ	5
	στυγνὴν ὄφρ' ὅσον λύσασα καὶ γνώμης ὁδόν, ἐγὼ θ' ὅπῃ σοι μὴ καλῶς τόθ' εἰπόμεν μεθεῖσ' ἐπ' ἄλλον εἶμι βελτίω λόγον. κεῖ μὲν νοσεῖς τι τῶν ἀπορρήτων κακῶν, γυναῖκες αἶδε συγκαθιστάναι νόσον·	10
	εἰ δ' ἔκφορός σοι συμφορὰ πρὸς ἄρσενας, λέγ', ὥς ἰατροῖς πρᾶγμα μηνυθῇ τόδε. εἶέν, τί σιγᾶς; οὐκ ἐχρῆν σιγᾶν, τέκνον, ἀλλ' ἢ μ' ἐλέγχειν, εἴ τι μὴ καλῶς λέγω, ἢ τοῖσιν εὖ λεχθεῖσι συγχωρεῖν λόγοις.	15

Euripides, *Hippolytus* 285–299

(a) οὐ μὴν ... δεσπότηαις (lines 1–3): what reason does the nurse give for not relaxing her efforts? [3]

As with the opening question on the other texts this question required the response to show understanding of the Greek, and although a translation would suffice, a careful paraphrase was just as likely to get the marks.

Question 4 (b)

(b) ἄγ', ὦ φίλη ... νόσον (lines 4–10): how does Euripides present the nurse as a caring and compassionate character?

Make **four** points and support your answer with reference to the Greek text.

[8]

There were plenty of points available in the lines chosen for this question and most candidates sensibly chose to start with ὦ φίλη παῖ or the conversational ἄγ'. References to the nurse taking some blame but consistently trying to find out what was wrong in order to alleviate Phaedra's suffering were also good points to make. Candidates found no problems at all with this question.

Question 4 (c)

(c) Translate εἰ δ' ἔκφορός ... λόγοις (lines 11–15).

[5]

The translation was done very well, and the opening lines were almost universally correct. Some candidates had difficulty in wording the second part – it was necessary to show that the infinitives ἐλέγχειν and συγχωρεῖν were both dependent on ἐχρήν.

Question 4 (d)

Τροφός	τί σεμνομυθεῖς; οὐ λόγων εὐσχημόνων δεῖ σ' ἀλλὰ τὰνδρός. ὥς τάχος διστέον, τὸν εὐθὺν ἐξειπόντας ἀμφὶ σοῦ λόγον. εἰ μὲν γὰρ ἦν σοι μὴ 'πὶ συμφοραῖς βίος τοιαῖσδε, σῶφρων δ' οὐσ' ἐτύγχανες γυνή, οὐκ ἂν ποτ' εὐνῆς οὔνεχ' ἡδονῆς τε σῆς προῆγον ἂν σε δεῦρο· νῦν δ' ἀγὼν μέγας, σῶσαι βίον σόν, κοῦκ ἐπίφθονον τόδε.	5
Φαίδρα	ὦ δεινὰ λέξασ', οὐχὶ συγκλήσεις στόμα καὶ μὴ μεθήσεις αὐθις αἰσχίστους λόγους;	10
Τροφός	αἴσχε', ἀλλ' ἀμείνω τῶν καλῶν τὰδ' ἐστὶ σοι. κρεῖσσον δὲ τοῦργον, εἵπερ ἐκσώσει γέ σε, ἢ τοῦνομ', ᾧ σὺ κατθανῇ γαυρουμένη.	

Euripides, *Hippolytus* 490–502

(d) τί σεμνομυθεῖς ... ἐπίφθονον τόδε (lines 1–8): how does Euripides make this a compelling and convincing speech?

Make **four** points and support your answer with reference to the Greek text.

[8]

As with the equivalent Homer question, candidates were asked to assess how convincing this speech was. Candidates were fully aware of the context in which this speech was made and so this informed their answers well. The nurse's blunt style of speaking helped as there was little chance of misunderstanding and responses picked up sensible references which were quoted and linked to the question.

Question 4 (e)

(e) ὦ δεινὰ ... λόγους (lines 9–10): what is Phaedra's response to the nurse's argument?

[2]

There were no issues with this question and all candidates were given both marks.

Question 4 (f)

(f) αἴσχρ' ... γαυρουμένη (lines 11–13): what contrasting alternatives does the nurse present? [4]

Most responses were given all 4 marks. It is key that candidates do not try to second guess how the marks are allocated but look at the text indicated and see what the key parts are. Knowledge of the text was again key in answering this question.

Question 4 (g)*

(g)* 'Euripides' *Hippolytus* shows that too much concern for honour and reputation is a bad thing.'

How far do you agree with this statement?

You **must** use material from parts of the text you have studied in English, where relevant, as well as those parts you have read in Greek. [10]

Marks were much less spread in this essay than in the corresponding Homer question, with many responses being given nearly full marks. Again, it is the level of knowledge of the text and the ability to select details that support the argument that will be given the higher marks and knowledge of the texts was strong. Many candidates argued that an over-reliance on reputation was bad and gave good examples relating to several characters in the play, contrasting this with the nurse's rather more earthy attitude. There is no right or wrong answer with these essays if the response refers to the text (no Greek needed) and argues consistently. The best essays are often the ones acknowledging that there cannot necessarily be a definitive answer to questions such as this, as it often depends on the context and the situation of the various characters.

Supporting you

Teach Cambridge

Make sure you visit our secure website [Teach Cambridge](#) to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

Don't have access? If your school or college teaches any OCR qualifications, please contact your exams officer. You can [forward them this link](#) to help get you started.

Reviews of marking

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

Access to Scripts

We've made it easier for Exams Officers to download copies of your candidates' completed papers or 'scripts'. Your centre can use these scripts to decide whether to request a review of marking and to support teaching and learning.

Our free, on-demand service, Access to Scripts is available via our single sign-on service, My Cambridge. Step-by-step instructions are on our [website](#).

Keep up-to-date

We send a monthly bulletin to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

OCR Professional Development

Attend one of our popular professional development courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

Signed up for ExamBuilder?

ExamBuilder is the exam paper builder platform for a range of our qualifications. [Find out more](#).

Free for all OCR centres with an Interchange account, it allows unlimited users per centre. We require an [Interchange](#) username to verify your centre's users for ExamBuilder.

If you do not have an Interchange account, please contact your centre administrator (usually the Exams Officer) to request a username.

Once you have an Interchange username, use the form on [this page](#) to sign up for ExamBuilder, or ask an existing user at your centre to create an ExamBuilder account for you.

Active Results

Review students' exam performance with our free online results analysis tool. It is available for all GCSEs, AS and A Levels and Cambridge Nationals (examined units only).

[Find out more](#).

Tell us what you think

Your feedback plays an important role in how we develop, market, support and resource qualifications now and into the future. We want you and your students to enjoy and get the best out of our qualifications and resources, but to do that we need your honest opinions to tell us whether we're on the right track or not.

You can email your thoughts to resources.feedback@ocr.org.uk or visit our [feedback page](#) to learn more about how you can help us improve our resources.



Designing and testing in [collaboration with you](#) and your students



Helping young people develop an [ethical view of the world](#)



Equality, diversity, inclusion and belonging (EDIB) are [part of everything we do](#)

Contact the team at:

☎ 01223 553998

🖥 ocr.org.uk

To stay up to date with all the relevant news about our qualifications, register for email updates at ocr.org.uk/updates

Visit our Online Support Centre at support.ocr.org.uk



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

OCR is a Company Limited by Guarantee and an exempt charity. Registered in England. Registered office: The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number: 3484466.

We operate academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers.

We are committed to providing a fully accessible experience across all our products, platforms, and websites. Find out more about our [accessibility standards](#).

© OCR 2025. All rights reserved. We retain the copyright on all our publications. However, our registered centres are permitted to copy and distribute our material for their own internal use, in line with any specific restrictions detailed in the publication. Find out more about our [copyright policies](#).

We update our publications regularly so please check you have the most up-to-date version.

We cannot be held responsible for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication and do not guarantee that any content on such websites is, or will remain, accurate or appropriate.

When we update our specifications, you'll see a new version number and a summary of the changes. While we do our best to reflect these changes in all associated resources on [Teach Cambridge](#), if you notice any discrepancies, please refer to the latest specification on our website and [let us know](#).

Our resources do not represent any teaching method we expect you to use. We cannot be held responsible for any errors or omissions in our resources.