



# Cambridge Pre-U

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**CLASSICAL GREEK**

**9787/02**

Paper 2 Prose Literature

**May/June 2023**

MARK SCHEME

Maximum Mark: 60

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**Section A (35 marks)****Principles of marking the translation**

**(a)** full marks for each section should only be awarded if grammar and vocabulary are entirely correct. However, one minor error that does not substantially affect meaning, does not prevent the award of full marks

**(b)** more specifically, examiners should check that verbs – tense, mood, voice and person (if appropriate); nouns and adjectives – case, number and gender are written or identified correctly

**(c)** the number of marks awarded for each section reflects the length of the section and its (grammatical) difficulty

**(d)** examiners should take a holistic approach. When work is entirely (see (a)) correct, full marks should be awarded. When work has some grammatical errors examiners should award the middle marks for that section; when work has considerable errors examiners should award the lower marks for that section.

**Principles of marking the commentary questions**

**(a)** examiners should be guided both by the question-specific answers and by the extent to which candidates demonstrate understanding of the text and appreciation of the language used

**(b)** while answers need not necessarily be structured as an argument, they will be more than a checklist of points.

**(c)** the question-specific notes describe the area covered by the question and define its key elements. There is no one required answer, and the notes are not exhaustive. However, candidates must answer the question set and not their own question

**(d)** examiners, teachers and candidates should be aware that there is a variety of ways in which a commentary question can be answered. The exemplar answers provided in the indicative content are exemplary, and should not become a model for teachers and candidates

**(e)** when answering the commentary question, candidates are rewarded for the following:

- a sound and well-expressed understanding of the meaning or tone of the passage (depending on the question)
- accurate observation and reference to the Greek either of meaning or of interesting use of language
- sophisticated discussion of meaning or language (or both).

Question	Answer	Marks
1	<p><b>Translate the following passage into English. Write your translation on alternate lines.</b></p> <p>ἐν δὲ ταῖς Ἀθήναις πυνθανόμενοι περὶ τῆς στρατιᾶς ὅτι ταλαιπωρεῖται καὶ σῖτος τοῖς ἐν τῇ νήσῳ ὅτι ἐσπλεῖ, [6 marks]</p> <p>ἠπόρουν καὶ ἐδεδοίκεσαν μὴ σφῶν χειμῶν τὴν φυλακὴν ἐπιλάβοι, [4 marks]</p> <p>ὀρῶντες τῶν τε ἐπιτηδεῖων τὴν περὶ τὴν Πελοπόννησον κομιδὴν ἀδύνατον ἐσομένην, [5 marks]</p> <p>ἅμα ἐν χωρίῳ ἐρήμῳ καὶ οὐδ' ἐν θέρει οἰοί τε ὄντες ἱκανὰ περιπέμπειν, [4 marks]</p> <p>τόν τε ἔφορμον χωρίων ἀλιμένων ὄντων οὐκ ἐσόμενον, [3 marks]</p> <p>ἀλλ' ἢ σφῶν ἀνέντων τὴν φυλακὴν περιγενήσεσθαι τοὺς ἄνδρας [4 marks]</p> <p>ἢ τοῖς πλοίοις ἅ τὸν σῖτον αὐτοῖς ἤγε χειμῶνα τηρήσαντας ἐκπλεύσεσθαι. [4 marks]</p> <p><b>30 marks divided by 3 = 10.</b></p>	10

Question	Answer	Marks
2(a)	<p><b>Lines 1–9 (νομίζομέν ... διακινδυνεύειν): how are the Spartans characterised by what they say in these lines?</b></p> <p>Candidates may wish to discuss the following:</p> <ul style="list-style-type: none"> <li>the portrayal of the Spartans as arguably odd, as they seem so reasonable</li> <li>the Spartan speakers disavow revenge and military success (οὐκ ἦν ἀνταμυνόμενος τις καὶ ἐπικρατήσας τὰ πλείω τοῦ πολέμου)</li> <li>and oppose that with more gentle feelings, and generosity (πρὸς τὸ ἐπιεικὲς καὶ ἀρετῇ αὐτὸν νικήσας παρὰ ἃ προσεδέχετο μετρίως ξυναλλαγῇ)</li> <li>Similar opposition in that revenge and violence opposed to generosity and honour (ὁ ἐναντίος μὴ ἀνταμύνεσθαι ὡς βιασθεῖς, ἀλλ' ἀνταποδοῦναι ἀρετὴν, ἐτοιμότερός ἐστιν αἰσχύνῃ ἐμμένειν οἷς ξυνέθετο)</li> <li>But are the Spartans <i>only</i> saying this because of the situation they are in?</li> </ul> <p>Valid and relevant points not mentioned above should be rewarded.</p>	10

Question	Answer	Marks
2(b)	<p><b>Lines 9–22 (ἤμῖν ... τιμήσει): how do the Spartans make their argument persuasive in these lines?</b></p> <p>Candidates may wish to discuss the following:</p> <ul style="list-style-type: none"> <li>• The Spartans appeal to shared interests with the Athenians (ἔχει ἀμφοτέροις ἢ ξυναλλαγῇ)</li> <li>• Hyperbole (πρὸς τῇ κοινῇ καὶ ἰδίαν)</li> <li>• Appeal to peace and comfort (ξυμφορᾶς μετρίως κατατιθεμένης διαλλαγῶμεν,) instead of suffering (ἀντὶ πολέμου εἰρήνην ἐλώμεθα)</li> <li>• And for all Greeks (τοῖς ἄλλοις Ἑλλησιν ἀνάπαυσιν κακῶν ποιήσωμεν), who will thank the Athenians (ὕμᾶς αἰτιωτέρους ἡγήσονται.)</li> <li>• Things to be gained: Friendship with the Spartans (Λακεδαιμονίοις ἔξεστιν ὑμῖν φίλους γενέσθαι βεβαίως)</li> <li>• Co-leadership of Greece (ἡμῶν γὰρ καὶ ὑμῶν ταῦτὰ λεγόντων τό γε ἄλλο Ἑλληνικὸν ἴστε ὅτι ὑποδεέστερον ὄν τὰ μέγιστα τιμήσει)</li> <li>• So, varieties of flattery</li> </ul> <p>Valid and relevant points not mentioned above should be rewarded.</p>	15

Question	Answer	Marks
3(a)	<p><b>Lines 1–10 (Δημοσθένους ... ἔταξεν): what picture of Demosthenes can we draw from these lines?</b></p> <p>Candidates may wish to discuss the following:</p> <ul style="list-style-type: none"> <li>• Demosthenes as a careful, thoughtful commander and tactician</li> <li>• The division of his army, but not over-precise</li> <li>• Finding the best position for his troops, the worst for the enemy</li> <li>• Imaginative because putting himself in the enemy's position</li> <li>• A commander who understands <i>taxis</i> and is characterised by <i>gnome</i>.</li> </ul> <p>Valid and relevant points not mentioned above should be rewarded.</p>	13
3(b)	<p><b>Lines 10–20 (οἱ δὲ ... ἔχοντες): discuss the ways in which Thucydides stresses the difficulties faced by the Spartans.</b></p> <p>Candidates may wish to discuss the following:</p> <ul style="list-style-type: none"> <li>• Their guardpost is destroyed (φυλακτήριον διεφθαρμένον) and they are being attacked</li> <li>• Difficulties of engaging Athenian hoplites</li> <li>• Surrounded by <i>psiloi</i></li> <li>• Their inability stressed (οὐκ ἐδυνήθησαν)</li> <li>• Problems especially with the Athenian light-armed troops</li> <li>• The tactics of the light-armed troops, the nature of their weapons, the difficulty of the terrain</li> <li>• The mismatch between hoplites and light-armed troops</li> </ul> <p>Valid and relevant points not mentioned above should be rewarded.</p>	12

Question	Answer	Marks
4	<p><b>Translate the following passage into English. Write your translation on alternate lines.</b></p> <p>καίτοι εἶπερ ἦν ἀνὴρ ἀγαθός, ἐχρῆν αὐτὸν πρῶτον μὲν μὴ παρανόμως ἄρχειν, [4 marks]</p> <p>ἔπειτα τῇ βουλῇ μηνυτὴν γίγνεσθαι περὶ τῶν εἰσαγγελιῶν ἀπασῶν, [4 marks]</p> <p>ὅτι ψευδεῖς εἶεν, καὶ Βάτραχος καὶ Αἰσχυλίδης οὐ τἀληθῆ μνηύουσιν, [4 marks]</p> <p>ἀλλὰ τὰ ὑπὸ τῶν τριάκοντα πλασθέντα εἰσαγγέλλουσι, συγκεείμενα ἐπὶ τῇ τῶν πολιτῶν βλάβῃ. [6 marks]</p> <p>καὶ μὲν δῆ, ὧ ἄνδρες δικασταί, ὅσοι κακόνοι ἦσαν τῷ ὑμετέρῳ πλήθει, οὐδὲν ἔλαττον εἶχον σιωπῶντες: [6 marks]</p> <p>ἔτεροι γὰρ ἦσαν οἱ λέγοντες καὶ πράττοντες ὧν οὐχ οἶόν τ' ἦν μείζω κακὰ γενέσθαι τῇ πόλει. [6 marks]</p> <p>30 marks divided by 3 = 10</p>	10

Question	Answer	Marks
5(a)	<p><b>Lines 1–10 (ὅσοι ... κολάζεσθαι): discuss the ways in which Lysias appeals to emotion in these lines.</b></p> <p>Candidates may wish to discuss the following:</p> <ul style="list-style-type: none"> <li>• There is a lot at stake: foreigners will want to know about the justice of the treatment of the 30 (<i>adikos, dikaios</i> in lines 1–2)</li> <li>• Powerful adjective <i>deinon</i> in line 4</li> <li>• Emotional and detailed comparison of the treatment of the generals at Arginusae</li> <li>• And the 30, in relation to their treatment of fellow Athenians</li> <li>• Appeal that the 30 be punished extremely (<i>ταῖς ἐσχάταις ζημίαις</i>), and their children as well</li> </ul> <p>Valid and relevant points not mentioned above should be rewarded.</p>	10
5(b)	<p><b>Lines 10–22 (ἐγὼ ... κατεδουλώσαντο): how consistent and effective are the arguments used by Lysias in these lines?</b></p> <p>Candidates may wish to discuss the following:</p> <ul style="list-style-type: none"> <li>• The argument in these lines has two elements</li> <li>• Why it is unnecessary to make more accusations, as those already made are sufficient for the death penalty</li> <li>• The second element is the impossibility of Eratosthenes using the conventional defence of invoking his other good services to the city – because there are none</li> <li>• Consideration of whether these are inconsistent (or just different)</li> <li>• Consideration of whether effective (individually and in combination)</li> </ul> <p>Valid and relevant points not mentioned above should be rewarded.</p>	15

Question	Answer	Marks
6(a)	<p><b>Lines 1–11 (ὅσοι δὲ ... ἐπικουρησόντων): discuss the ways in which Lysias uses pathos in these lines.</b></p> <p>Candidates may wish to discuss the following:</p> <ul style="list-style-type: none"> <li>• Lines 1–2: the use of adverbs and adverbial phrases to stress the pervasiveness and completeness of their wretched experience (πολλαχοῦ κινδυνεύσαντες/ εἰς πολλὰς πόλεις πλανηθέντες/ πανταχόθεν ἐκκηουττόμενοι)</li> <li>• The alliteration in the lines (perhaps) helps to make the point</li> <li>• Otherwise, the pathos is in their situation (lines 2–4): ἐν πολεμῖα τῇ πατρίδι τοὺς παῖδας καταλιπόντες/οἱ δ' ἐν ξένη γῆ/ πολλῶν ἐναντιουμένων/πολλῶν δὲ καὶ μεγάλων κινδύνων</li> <li>• There is the possibility of exile and lack of shelter (lines 7–8)</li> <li>• And the sufferings of their children are listed with colourful vocabulary (ὑβρίζοντο ... ἐδούλευον ... ἐρημία)</li> </ul> <p>Valid and relevant points not mentioned above should be rewarded.</p>	12
6(b)	<p><b>Lines 11–21 (ἀλλὰ ... δικάζετε): discuss the effectiveness of Lysias' appeal in these lines.</b></p> <p>Candidates may wish to discuss the following:</p> <ul style="list-style-type: none"> <li>• The change of tack in lines 11–12</li> <li>• The (faux) humility of the speaker in lines 12–14</li> <li>• The powerful list (crescendo, perhaps) of lines 15–17 (note the repetition of <i>hyper</i>).</li> <li>• The appeal to the jury as responsible (lines 17–20)</li> <li>• The memorable and pithy conclusion: 4 addresses, one imperative; 3 perfect tenses; 2 presents.</li> </ul> <p>Valid and relevant points not mentioned above should be rewarded.</p>	13

**Section B (25 marks)**

All questions in this section are marked according to the mark scheme below. Candidates will not tend to show **all** the qualities or weaknesses described by any one level. Examiners will attempt to weigh up all these at every borderline to see whether the work can be considered for the higher level.

To achieve at the highest level candidates need to demonstrate excellent control of their material, an ability to select and analyse, in addition to thorough and empathetic understanding of the texts studied. Credit is given for reference to the wider social and political context, and for engagement with secondary literature, where appropriate. Candidates are likewise credited for effective use of technical language and for a well-expressed and well-structured response.

Examiners should take a positive and flexible approach and reward evidence of knowledge, especially any signs of understanding and careful organisation.

**Marks are awarded in the following ratio:**

**AO1 10**  
**AO3 15**

<b>Level</b>	<b>A01 descriptor</b>	<b>Mark</b>	<b>A03 descriptor</b>	<b>Mark</b>
5	Thorough historical, political, social and cultural knowledge. Specific detail as well as wide-ranging knowledge of the set text.	9–10	Close analysis of the text. Authoritative selection of appropriate material. Engagement with secondary literature where appropriate. Confident use of technical terms. Well-structured, well-developed and coherent response.	13–15
4	Sound historical, political, social and cultural knowledge. Specific detail or wide ranging knowledge of the text.	7–8	Clear ability to analyse the text. Relevant selection of material. Familiarity with secondary literature where appropriate. Some use of technical terms. Clear and logically structured response.	10–12
3	Some historical, political, social and cultural knowledge. Fair knowledge of the text, though superficial and/or lacking in general context.	5–6	Some analysis of the text. Material selected but not always to best effect. Some reference to secondary literature included where relevant. Occasional correct use of technical terms. Uneven structure and development of the response.	7–9
2	Limited historical, political, social and cultural knowledge. Partial knowledge of the text.	3–4	Weak analysis of the text. Material unfocused. Attempt at correct use of technical terms but some confusion. No progression of argument.	4–6
1	Very limited evidence of knowledge of text/wider context.	1–2	Very limited attempt at analysis of the text. Basic material. Limited evidence of technical terms. Little attempt at structuring the response.	1–3
0	No rewardable content.	0	No rewardable content.	0



Question	Answer	Marks
7	<p><b>Discuss the narrative techniques used by Thucydides in this passage, and the extent to which they are typical of the other sections of the narrative you have read.</b></p> <p>Candidates may wish to discuss the following:</p> <ul style="list-style-type: none"> <li>• A certain keenness to write economically (e.g. a lot of information is crammed into the narrative of lines 1–7)</li> <li>• An eagerness to impart the salient facts (e.g. of the end of hostilities in the opening lines, and of the numbers killed and captured in lines 19–22)</li> <li>• There are the different focuses – Spartan/Athenian</li> <li>• And the moves from reported to direct speech</li> <li>• Examples of these techniques from elsewhere in the prescription</li> </ul>	25

Question	Answer	Marks
8	<p><b>‘Brilliant Athenian tactics or just good luck.’ What is Thucydides’ view of the reasons for Athenian success at Pylos?</b></p> <p>Candidates may wish to discuss the following:</p> <ul style="list-style-type: none"> <li>• The parts played on the Athenians side by Cleon, Demosthenes and Nicias</li> <li>• Their different roles in the tactics, strategy and politics of the campaign</li> <li>• The role of Brasidas for the Spartans</li> <li>• Various instances of Spartan ineptitude</li> <li>• Demosthenes’ and the Athenians’ opportunism</li> <li>• The extent to which the Athenians experienced good luck</li> </ul>	25

Question	Answer	Marks
9	<p><b>Discuss the ways in which Thucydides makes his account of events at Pylos interesting and engaging.</b></p> <p>Candidates may wish to discuss the following:</p> <ul style="list-style-type: none"> <li>• Change of focus from one to another</li> <li>• From one side to another</li> <li>• Various psychological perspectives</li> <li>• A variety of narrative</li> <li>• Battlefield events mixed with politics, tactical considerations</li> <li>• Narrative as against speeches</li> </ul>	25

Question	Answer	Marks
10	<p><b>What picture of Lysias emerges from this passage, and how typical is it of the other parts of the speech you have read?</b></p> <p>Candidates may wish to discuss the following:</p> <ul style="list-style-type: none"> <li>• Lysias’s appeal to Damnippus in lines 1–4: short, pithy, to the point.</li> <li>• Lysias as alert to the situation, e.g. in line 7 (knowing about the doors in the house)</li> <li>• Lines 8ff.: very rational consideration of different courses of action and their possible outcomes</li> <li>• Lines 11ff.: pacy narrative, this time involving himself.</li> <li>• Lines 17ff.: clear feelings for his brother – use of pathos</li> <li>• Examples of these self-presentations elsewhere in the set text</li> </ul>	25

Question	Answer	Marks
11	<p><b>‘Lysias manipulates as much as he persuades.’ Discuss this view of Lysias as author of <i>Against Eratosthenes</i>.</b></p> <p>Candidates may wish to discuss the following:</p> <ul style="list-style-type: none"> <li>• The powerful case Lysias makes against Eratosthenes</li> <li>• In terms of the inconsistency (or illogicality) of his actions and defence</li> <li>• This is persuasive (other examples accepted)</li> <li>• But there is also the use of Lysias’ personal involvement, most especially the fate of his brother</li> <li>• There are his appeals to the juror’s sense of outrage and justice, emotionally and rhetorically expressed.</li> <li>• There is his appeal to the need to set an example</li> </ul>	25

Question	Answer	Marks
12	<p><b>‘An effective advocate but also a great story-teller.’ Discuss this view of Lysias as author of <i>Against Eratosthenes</i>.</b></p> <p>Candidates may wish to discuss the following:</p> <ul style="list-style-type: none"> <li>• The various ways in which Lysias’ advocacy is effective</li> <li>• For example, his withering denunciation of the inconsistency of Eratosthenes’ defence</li> <li>• The stories include: <ul style="list-style-type: none"> <li>• The arrival of his father</li> <li>• His own arrest</li> <li>• The egregious behaviour of the 30 and their supporters</li> </ul> </li> </ul>	25