



# Cambridge Pre-U

---

**CLASSICAL GREEK**

**9787/04**

Paper 4 Prose Composition or Comprehension

**May/June 2023**

MARK SCHEME

Maximum Mark: 60

---

**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.

**Principles of Marking**

**(a)** Full marks for each section should only be awarded if grammar and vocabulary are entirely correct.

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

**(c)** 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; they should also check for the correct translations of comparatives and superlatives.

**(d)** Ticks should be marked on the script for particularly good Greek, e.g. appropriate subordination (such as use of participles), for accomplished use of syntax and effective choice of vocabulary; 15–16 ticks will be awarded 8 marks, 13–14, 7 marks, and so on (see table below).

**(e)** If candidates write all or all but one of their breathings correctly, they will be awarded two marks; if most of their breathings are correct, i.e. all but two or three, they will receive one mark; if they have not written most breathings correctly, no marks will be awarded.

Question	Answer	Marks
1	<b>Prose Composition</b>	
	<p style="text-align: center;">1        1    1                    1            1</p> We arrived in the city during the night, suffering <p style="text-align: center;">1            1        1    1            2        1</p> terribly because of the rain and the very strong winds.	<b>12</b>
	<p style="text-align: center;">3                                    2</p> After a long march we were eager to rest <sup>1</sup> , and having <p style="text-align: center;">1    1    1    1                                    1</p> found some empty houses in the suburbs <sup>2</sup> , we quickly set <p style="text-align: center;">2        1                    1            2        1</p> up camp there and prepared a modest supper.	<b>17</b>
	<p style="text-align: center;">2                    1                    1            1        2</p> On the next day, however, we sent out a herald to instruct <p style="text-align: center;">3                                    2                    2</p> those who remained in the citadel to surrender without <p style="text-align: center;">1</p> delay;	<b>15</b>
	<p style="text-align: center;">2        1        1        2</p> and he on arrival spoke as follows:	<b>6</b>
	<p style="text-align: center;">1        2        1        2                    1</p> 'If you come out in silence, holding up your hands, you <p style="text-align: center;">1    1    1</p> will all be safe;	<b>10</b>
	<p style="text-align: center;">1    1    2                    1    1            2            1        2</p> but if you decide to attack us, be assured that we will resist <p style="text-align: center;">1    2    2    1    2    1</p> stoutly, until none of you is left alive.'	<b>20</b>
	<p style="text-align: center;">1            1                    1    1    1            1</p> At that the enemy were so frightened that they sent out <p style="text-align: center;">1            2                    1    1</p> ambassadors to confer with our general.	<b>11</b>
	<p style="text-align: center;">1    1                    2                    2</p> And when discussions had taken place for the whole day, <p style="text-align: center;">1            1                    2                    1</p> at last we were able to take possession of the town.	<b>11</b>

Question	Answer	Marks												
1	<p><b>Total = 102 + 2 for breathings (see Principles of Marking (e)) = 104 marks divided by 2 = 52.</b></p> <p>In consideration of the whole passage, 8 marks for style and fluency are awarded according to the following grid:</p> <p><b>Style and fluency mark descriptors</b></p> <ul style="list-style-type: none"> <li>• Where there are 2 marks within a band, the higher mark should be awarded when the work consistently shows the characteristics described in the band.</li> <li>• When the work mainly shows the characteristics described in the band, the lower mark in the band should be awarded.</li> </ul> <table border="1" data-bbox="306 689 1326 1146"> <tbody> <tr> <td data-bbox="306 689 392 752">7–8</td> <td data-bbox="392 689 1326 752">Comprehensively fluent and idiomatic</td> </tr> <tr> <td data-bbox="306 752 392 853">5–6</td> <td data-bbox="392 752 1326 853">Judicious recasting of the English with good choice of vocabulary in accordance with appropriate idiom.</td> </tr> <tr> <td data-bbox="306 853 392 954">3–4</td> <td data-bbox="392 853 1326 954">Some attempt to move beyond the literal to an idiomatic rendering of the text through use of more complex grammatical structures.</td> </tr> <tr> <td data-bbox="306 954 392 1016">2</td> <td data-bbox="392 954 1326 1016">Some evidence of use of idiom, e.g. connectives, word order.</td> </tr> <tr> <td data-bbox="306 1016 392 1079">1</td> <td data-bbox="392 1016 1326 1079">Very literal translation with only occasional attempt to capture idiom.</td> </tr> <tr> <td data-bbox="306 1079 392 1146">0</td> <td data-bbox="392 1079 1326 1146">Very literal translation with no attempt to capture idiom.</td> </tr> </tbody> </table>	7–8	Comprehensively fluent and idiomatic	5–6	Judicious recasting of the English with good choice of vocabulary in accordance with appropriate idiom.	3–4	Some attempt to move beyond the literal to an idiomatic rendering of the text through use of more complex grammatical structures.	2	Some evidence of use of idiom, e.g. connectives, word order.	1	Very literal translation with only occasional attempt to capture idiom.	0	Very literal translation with no attempt to capture idiom.	
7–8	Comprehensively fluent and idiomatic													
5–6	Judicious recasting of the English with good choice of vocabulary in accordance with appropriate idiom.													
3–4	Some attempt to move beyond the literal to an idiomatic rendering of the text through use of more complex grammatical structures.													
2	Some evidence of use of idiom, e.g. connectives, word order.													
1	Very literal translation with only occasional attempt to capture idiom.													
0	Very literal translation with no attempt to capture idiom.													

Question	Answer	Marks
2(a)	Those accustomed/to bring to kings/clothes/or bronze/or wrought gold/or any other such thing	6
2(b)	Making not a gift (but a business deal)/selling their wares/more skilfully than/those who agree/ that they are in retail.	5
2(c)	finest/most useful/most appropriate/both for him to give/and for Nicocles to receive.	5
2(d)	What type of things Nicocles should desire/and what things he should avoid/in order best to be master of/his city and his kingdom	4
2(e)	(Not living a life of luxury) but being compelled/to take thought for/their livelihoods/every day	4
2(f)	The laws/in accordance with which/all happen/to live as citizens	4
2(g)	The fact that it is openly possible/for friends to criticise/and for enemies to attack/each other's faults	4
2(h)	Advice on how to live;/from all this/it is likely/that they become better	4
2(i)	That no such thing/is available to them;/that those who should be more educated/remain entirely without advice.	4
2(j)(i)	optative /in a remote future condition or in the protasis of a condition in historic indirect speech	4
2(j)(ii)	subjunctive /in an indefinite temporal clause (in primary sequence)	
2(k)(i)	genitive/ after ἀπεχόμενος	3
2(k)(ii)	dative/after ἐξεῖναι	
2(k)(iii)	genitive/of comparison	
2(l)(i)	ἐπιτίθημι	3
2(l)(ii)	καταλείπω	
2(l)(iii)	καθίστημι	
2(m)(i)	κάλλιστον (line 4), χρησιμωτάτον (line 4)	4
2(m)(ii)	τὸ ἐξεῖναι (line 10), τὸ μὴ τρυφᾶν (lines 7-8), (τὸ μὴ) ἀναγκάζεσθαι (lines 7-8)	
2(m)(iii)	δοῦναι (line 5)	
2(m)(iv)	βελτίους (line 13)	
2(n)(i)	(nom masc sing, perfect) participle/εἴωθα (allow ἔθω)	6
2(n)(ii)	(1 pers sing) aor middle/ἡγόμαι	
2(n)(iii)	(gen pl) perf part m+p/προγίγνομαι	