



# Cambridge Pre-U

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**CLASSICAL GREEK**

**9787/02**

Paper 2 Prose Literature

**May/June 2022**

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 2022 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>ἐς δὲ τὴν Σπάρτην ὡς ἠγγέλθη τὰ γεγενημένα περὶ Πύλον, ἔδοξεν αὐτοῖς [4] ὡς ἐπὶ ξυμφορᾷ μεγάλη τὰ τέλη καταβάντας ἐς τὸ στρατόπεδον βουλεύειν παραχρῆμα ὁρῶντας ὅτι ἂν δοκῆ [4]. καὶ ὡς εἶδον ἀδύνατον ὄν τιμωρεῖν τοῖς ἀνδράσι καὶ κινδυνεύειν οὐκ ἐβούλοντο [4] ἢ ὑπὸ λιμοῦ τι παθεῖν αὐτοὺς ἢ ὑπὸ πλήθους βιασθέντας κρατηθῆναι, ἔδοξεν αὐτοῖς πρὸς τοὺς στρατηγοὺς τῶν Ἀθηναίων, ἦν ἐθέλωσι [4], σπονδὰς ποιησαμένους τὰ περὶ Πύλον ἀποστεῖλαι ἐς τὰς Ἀθήνας πρέσβεις περὶ ξυμβάσεως καὶ τοὺς ἀνδρας ὡς τάχιστα πειρᾶσθαι κομίσασθαι. [4]</p> <p style="text-align: right;">Mark out of 20 and then divide by two</p>	10

Question	Answer	Marks
2(a)	<p><b>Lines 1–10 (οἱ δ' Ἀθηναῖοι ... αὐτὸς ἔργω παρῆν): how does Thucydides make this narrative engaging?</b></p> <p>Thucydides describes the detail of the naval engagement, giving details of both the location and the specific manoeuvres. Candidates can comment on both the choice of vocabulary, and the sentence structure, including the use of main verbs and participles, as well as the use of conjunctions and other structuring words.</p> <p>Candidates could comment on the following details from the Greek text to reinforce their points:</p> <ul style="list-style-type: none"> <li>• γνόντες καθ' ἑκάτερον τὸν ἔσπλουν</li> <li>• uses of καί and μὲν... δέ</li> <li>• choice of main verbs: ὤρμησαν.. κατέστησαν... ἐνέβαλλον</li> <li>• use of διὰ βραχείος</li> <li>• increasing focus in πολλὰς, πέντε δὲ ἔλαβον, καὶ μίαν τούτων</li> <li>• in use of ἐν αὐτοῖς ἀνδράσιν</li> <li>• use of perfect participle, καταπεφευγίαις</li> <li>• use of “time” words ἤδη and ἔτι</li> <li>• περιαλοῦντες τῷ πάθει</li> <li>• use of imperfects ἀπελαμβάνοντο. παρεβοήθουν, ἀνθεῖλκον</li> <li>• description of the Spartans, including the choice of participle ἐπεσβαίνοντες ἐς τὴν θάλασσαν ξὺν τοῖς ὅπλοις concluding description: κекωλῦσθαι ἐδόκει ἕκαστος ᾧ μὴ τι καὶ αὐτὸς ἔργω παρῆν, including the choice of κекωλῦσθαι.</li> </ul> <p>Valid and relevant points not mentioned above should be rewarded.</p>	13

Question	Answer	Marks
2(b)	<p><b>Lines 10–20 (ἐγένετό τε ... ἐπὶ τῇ Πύλῳ.): how does Thucydides make this narrative vivid?</b></p> <p>Thucydides describes the uproar and chaos of the situation. The passage offers the opportunity to discuss the choice of words, as well as the sentence structure.</p> <p>Candidates could comment on the following details from the Greek text to reinforce their points:</p> <ul style="list-style-type: none"> <li>• choice of words to describe the situation (ὁ θόρυβος μέγας), including the promotion of the verb (ἐγένετο)</li> <li>• surprising situation brought out by the phrase, ἀντηλλαγμένου τοῦ ἑκατέρων τρόπου</li> <li>• explanation of the comment with γὰρ</li> <li>• description of the Spartans as ὑπὸ προθυμίας καὶ ἐκπλήξεως</li> <li>• reference to the norms of Spartan fighting to contrast current events, ὡς εἰπεῖν ἄλλο οὐδὲν ἢ ἐκ γῆς ἐναυμάχουν</li> <li>• description of the Athenians as οἱ τε Ἀθηναῖοι <u>κρατοῦντες</u> καὶ <u>βουλόμενοι</u> τῇ <u>παρούσῃ</u> <u>τύχῃ</u> ὡς <u>ἐπὶ</u> <u>πλεῖστον</u> <u>ἐπεξελεθῆναι</u> ἀπὸ νεῶν <u>ἐπεζομάχουν</u>. Note choices of words underlined.</li> <li>• the effects on the Athenians given with πολὺν τε πόνον παρασχόντες ἀλλήλοις καὶ τραυματίσαντες διεκρίθησαν</li> <li>• the situation in the battle, τὰς κενὰς ναῦς πλήν τῶν τὸ πρῶτον ληφθεισῶν διέσωσαν.</li> <li>• brief description of the aftermath for both sides by way of contrast.</li> </ul> <p>Valid and relevant points not mentioned above should be rewarded.</p>	12

Question	Answer	Marks
3(a)	<p><b>Lines 1–9 (παρὰ γνώμην ... διεφθείρετο): how does Thucydides convey the uniqueness of events in these lines?</b></p> <p>In the aftermath of the surprising turn of events, Thucydides passes comment on the highly unusual and unexpected nature of the events. In particular, the actions by the Spartans, famed for their military prowess and determination, which, here, appear to have deserted them. Candidates can comment on the opinions expressed here by Thucydides, as well as the events themselves. Comment should also include a critique of the words used, and their particular resonance.</p> <p>Candidates could comment on the following details from the Greek text to reinforce their points:</p> <ul style="list-style-type: none"> <li>• generalised opinion expressed by Thucydides, παρὰ γνώμην</li> <li>• emphasis on these events, especially in the current war, μάλιστα</li> <li>• wider Hellenic context, τοῖς Ἑλλησιν</li> <li>• generalising principles of Spartan behaviour, concluding with ὡς ἐδύναντο ἀποθνήσκειν</li> <li>• οὔτε λιμῶ οὔτ' ἀνάγκη οὐδεμιᾶ</li> <li>• powerful statement of Spartan beliefs (note choice of introductory verb, and word order), ἀπιστοῦντές τε μὴ εἶναι τοὺς παραδόντας τοῖς τεθνεῶσιν ὁμοίους</li> <li>• question from 'an Athenian ally', καί τινος ἐρομένου ποτὲ ὕστερον – note vagueness in time and person and the person to whom it was addressed</li> <li>• nature of question, especially the final phrase and the association with death, εἰ οἱ τεθνεῶτες αὐτῶν καλοὶ κἀγαθοί</li> <li>• nature of Spartan response, πολλοῦ ἂν ἄξιον εἶναι τὸν ἄτρακτον, and importance of differentiating how they died.</li> </ul> <p>Valid and relevant points not mentioned above should be rewarded.</p>	12

Question	Answer	Marks
3(b)	<p><b>Lines 9–21 (κομισθέντων δὲ τῶν ἀνδρῶν ... τὰ περὶ Πύλον γενόμενα): how does Thucydides characterise the two sides, Athenians and Spartans, in these lines?</b></p> <p>Thucydides continues his account of events after the Spartans had surrendered and describes the reactions of both sides. The manner in which Thucydides narrates these events shows the Athenians to be calculating and energetic, whilst the Spartans are inexperienced in having to defend themselves against such threats and concerned to ensure the stability of their own political situation, whilst maintaining an appearance of confidence to the Athenians.</p> <p>Candidates could comment on the following details from the Greek text to reinforce their points:</p> <ul style="list-style-type: none"> <li>• passivity of the Spartans, κομισθέντων δὲ τῶν ἀνδρῶν</li> <li>• Athenian planning and treatment of their prisoners, ἐβούλευσαν δεσμοῖς μὲν αὐτοὺς φυλάσσειν</li> <li>• Athenian expectation of another Spartan invasion, and use of Spartans as hostages (ἐξαγαγόντες ἀποκτεῖναι);</li> <li>• continued Athenian action in Pylos (τῆς δὲ Πύλου φυλακὴν κατεστήσαντο) and involvement with the Messenians in Naupactus</li> <li>• Athenian strategy and activity reflected in πέμψαντες σφῶν αὐτῶν τοὺς ἐπιτηδειοτάτους ἐλήζοντό τε τὴν Λακωνικὴν καὶ πλεῖστα ἔβλαπτον ὁμόφωνοι ὄντες.</li> <li>• contrast with the Spartans having no experience of being on the receiving end of the tactics which they had used (note choice of words), <u>ἀμαθεῖς</u> ὄντες ... <u>ληστείας</u> καὶ τοῦ τοιούτου πολέμου</li> <li>• Spartans as afraid, φοβούμενοι μὴ and the significance of νεωτερισθῆ in relation to the balance of power in Sparta, and relations with the helots</li> <li>• Spartans finding things challenging, but also wanting to appear otherwise in front of the Athenians (οὐ ῥαδίως ἔφερον, ἀλλὰ καίπερ οὐ βουλόμενοι ἔνδηλοι εἶναι τοῖς Ἀθηναίοις)</li> <li>• frequent Spartan embassies to Athens are rejected.</li> </ul> <p>Valid and relevant points not mentioned above should be rewarded.</p>	13

Question	Answer	Marks
4	<p><b>Translate the following passage into English. Write your translation on alternate lines.</b></p> <p>περὶ μὲν τοίνυν Θηραμένους ἱκανά μοι ἔστι τὰ κατηγορημένα· [4] ἦκει δ' ὑμῖν ἐκεῖνος ὁ καιρός, ἐν ᾧ δεῖ συγγνώμην καὶ ἔλεον μὴ εἶναι ἐν ταῖς ὑμετέραις γνώμαις [4], ἀλλὰ παρὰ Ἐρατοσθένους καὶ τῶν τούτου συναρχόντων δίκην λαβεῖν, μηδὲ μαχομένους μὲν κρείττους εἶναι τῶν πολεμίων, ψηφίζομένους δὲ ἥττους τῶν ἐχθρῶν [4]. μηδ' ὧν φασι μέλλειν πράξειν πλείω χάριν αὐτοῖς ἴστε, ἢ ὧν ἐποίησαν ὀργίζεσθε [4]. μηδ' ἀποῦσι μὲν τοῖς τριάκοντα ἐπιβουλεύετε, παρόντας δ' ἀφήτε· μηδὲ τῆς τύχης, ἢ τούτους παρέδωκε τῇ πόλει, κάκιον ὑμῖν αὐτοῖς βοηθήσητε [4].</p> <p style="text-align: right;">Mark out of 20 and then divide by two</p>	10

Question	Answer	Marks
5(a)	<p><b>Lines 1–8 (ἐγὼ δὲ Πείσωνα ... λαβεῖν ἐκέλευσεν): how does Lysias make the narrative of these events vivid?</b></p> <p>Lysias describes his questioning of Peison, and the latter's responses, at a point when his own life appeared to hang in the balance. Candidates can comment on the simplicity of the Greek, and the use of a first person narrative where the speaker is recalling a danger which appeared to threaten him.</p> <p>Candidates could comment on the following details from the Greek text to reinforce their points:</p> <ul style="list-style-type: none"> <li>• first person narrative as shown through pronouns and the use of first person verbs;</li> <li>• drama of opening question (εἰ βούλοίτο με σῶσαι.), including the placing of the participle phrase second (χρήματα λαβῶν)</li> <li>• narration of the dialogue, including Peison's interest in the quantity of the money (εἰ πολλὰ εἶη) and Lysias' response (τάλαντον ἀργυρίου)</li> <li>• Lysias' willingness to give up the money (ἔτοιμος εἶην δοῦναι), and Peison's agreement</li> <li>• Lysias' certainty (ἠπιστάμην), and damning indictment of Peison's character (οὔτε θεοὺς οὔτ' ἀνθρώπους νομίζει)</li> <li>• Lysias forced into a corner by the situation, shown by the compromise which he has to make (ὁμῶς δ' ἐκ τῶν παρόντων ἐδόκει μοι ἀναγκαιότατον), emphasised by idea of necessity and superlative</li> <li>• Lysias taking πίστιν and an oath (ὄμοσεν) from someone who he has just said cannot be trusted, and the nature of that oath (ἐξώλειαν ἑαυτῷ καὶ τοῖς παισὶν ἐπαρώμενος)</li> <li>• description of the getting of the money</li> <li>• precise details of Peison's actions in response.</li> </ul> <p>Valid and relevant points not mentioned above should be rewarded.</p>	12



Question	Answer	Marks
5(b)	<p><b>Lines 8–19 (ἐπεὶ δὲ οὐχ ... ὡς τοῦ γε ἀποθανεῖν ὑπάρχοντος ἤδη.): using examples from these lines, show how Lysias builds tension in his description of these events.</b></p> <p>Lysias continues with his narrative of the handing over of money and other wealth to Peison, with some details of that wealth and subsequent events. Implied in this narrative is a further threat to Lysias' life, and a change in relationship between Peison and Lysias as a common threat to both of them appears.</p> <p>Candidates could comment on the following details from the Greek text to reinforce their points:</p> <ul style="list-style-type: none"> <li>• address to the jurors (ὦ ἄνδρες δικασταί)</li> <li>• phrasing of οὐχ ὅσον ὠμολόγησα εἶχεν, followed by a long list and details (including numbers) of what has been handed over</li> <li>• relatively lengthy sentence, with series of main verbs; Lysias' own reaction (ἐδεόμην αὐτοῦ ἐφόδιά μοι δοῦναι), and Peison's response, including the condition (εἰ τὸ σῶμα σώσω)</li> <li>• details of meeting, and emphasis on verbs of motion (ἐξιοῦσι... ἀπιόντες); choice of main verb (ἐπιτυγχάνει)</li> <li>• καὶ καταλαμβάνουσι πρὸς αὐταῖς ταῖς θύραις, καὶ ἐρωτῶσιν ὅποι βαδίζοιμεν</li> <li>• personal nature of events for Lysias (τὰ τοῦ ἀδελφοῦ τοῦ ἐμοῦ), and intrusion implied by investigations in the house</li> <li>• orders given (ἐκέλευον) to both Lysias (ἐμὲ) and Peison (ἐκεῖνον)</li> <li>• directions from Peison to Lysias (σιγᾶν μοι παρεκελεύετο καὶ θαρρεῖν), and the change of alliances now apparent</li> <li>• further meetings, followed by the handing over of Lysias (ὦ παραδόντες ἐμὲ πάλιν ᾤχοντο) – note choice of words</li> <li>• concluding sentence, including choice of verbs and concluding ἤδη.</li> </ul> <p>Valid and relevant points not mentioned above should be rewarded.</p>	13

Question	Answer	Marks
6(a)	<p><b>Lines 1–10 (καίτοι οὔτοι ... περι τῶν πραγμάτων): how does Lysias develop his argument in these lines?</b></p> <p>Candidates should identify and explain the range of techniques used by Lysias in these lines. These should include choice and repetition of words, use of pathos and conjecture, vivid narrative and use of rhetorical questions. Candidates could comment on the following details from the Greek text to reinforce their points:</p> <ul style="list-style-type: none"> <li>• opposition of οὔτοι μὲν and οὔτοι μὲν</li> <li>• word play in opening sentence</li> <li>• notion of revenge (τῆς παρὰ τῶν ἐχθρῶν τιμωρίας)</li> <li>• οὐκ ... δεινὸν and rhetorical question; use of τοσοῦτοι</li> <li>• emotion evoked by τῶν μὲν ἀδίκως τεθνεώτων οἱ φίλοι συναπάλλυντο</li> <li>• repetition and uses of ἀπολέσαι, ἀπώλεσαν, ἀπολέσασι especially associated with the city</li> <li>• personal thought expressed by πολὺ ῥᾶον ἡγοῦμαι, and reference to the jurors, ὑπερ ὧν ὑμεῖς ἐπάσχετε ἀντειπεῖν</li> <li>• reference to the Thirty, and κακὰ εἴργασται</li> <li>• presenting a ‘case’ with καίτοι λέγουσιν</li> <li>• reference to τῶν ἄλλων Ἑλλήνων πλεῖστα εἰς ὑμᾶς ἐξημάρτηκεν and the injury done to ‘you’, with superlative</li> <li>• rhetorical question οὐκ οἴονται χρῆναι αὐτὸν ἀπολέσθαι;</li> <li>• calling on the jury in response to that question.</li> </ul> <p>Valid and relevant points not mentioned above should be rewarded.</p>	12

Question	Answer	Marks
6(b)	<p><b>Lines 10–22 (εἰ μὲν γὰρ ... τούτοις ἐδουλεύετε): how does Lysias appeal to his audience in these lines?</b></p> <p>Lysias attempts to whip up emotions in his audience to turn them against Eratosthenes by suggesting such emotions to them and guiding them to think that they would not wish to be seen to be in support of the Thirty, even suggesting that they themselves took some of these actions. He suggests that they are free to vote as they wish, but that their votes will have consequences for how they are seen.</p> <p>Candidates could comment on the following details from the Greek text to reinforce their points:</p> <ul style="list-style-type: none"> <li>• δηλοῖ ἐσεσθε ὡς ὀργιζόμενοι τοῖς πεπραγμένοις</li> <li>• ὀφθήσεσθε τῶν αὐτῶν ἔργων ἐπιθυμηταὶ τούτοις ὄντες</li> <li>• οὐχ ἔξετε λέγειν ὅτι τὰ ὑπὸ τῶν τριάκοντα προσταχθέντα ἐποιεῖτε</li> <li>• use of οὐδεὶς ὑμᾶς ἀναγκάζει</li> <li>• giving the jury a sense of freedom of choice re their vote, παρὰ τὴν ὑμετέραν γνώμην</li> <li>• personal advice from Lysias to the jury, ὥστε συμβουλεύω</li> <li>• injunction to the jurors not to think that their votes will be secret μηδ' οἴεσθε κρύβδην τὴν ψῆφον εἶναι φανεράν γὰρ τῇ πόλει τὴν ὑμετέραν γνώμην ποιήσετε.</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 marks; AO3 – 15 marks**

Level	AO1 descriptor	Mark	AO3 descriptor	Mark
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 appropriate. 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>In what ways is this passage typical of Thucydides' depiction of leaders and those whom they lead?</b></p> <p>For AO1, candidates should select examples from Book 4 which reflect leaders and their relationship to those whom they lead. In particular, answers will revolve around Cleon, Nicias and Demosthenes, and the manipulation of the Assembly in Athens, as well as the less detailed question of their relationship to those whom they led in battle. Examples should be selected from the passage as a starting point. Candidates could and should also consider leadership as it is shown on the Spartan side. For AO3, candidates should consider how typical the elements chosen from the passage are and analyse accordingly in relation to their chosen examples from the rest of the text.</p>	25

Question	Answer	Marks
8	<p><b>In what ways does Thucydides make his narrative of the Pylos episode exciting?</b></p> <p>For AO1, candidates should select episodes from Thucydides 4 which they have found exciting. They should include adequate detail to support the notion that these episodes are exciting. They may wish to analyse the events at Pylos as an exciting drama in which the outcome is unknown, and in which the two sides are building towards a denouement. For AO3, the analysis should relate the points above, and focus on the idea of 'exciting'. Candidates may raise the question of the audience, and for whom such an account might be exciting, enabling them to discuss a wider range of options and come to more complex conclusions. This could be considered from the point of view of a modern or ancient audience, or both.</p>	25

Question	Answer	Marks
9	<p><b>'Thucydides is consistently pro-Athenian and anti-Spartan in his narrative of the Pylos episode.' To what extent do you agree with this view?</b></p> <p>For AO1, candidates should select a range of examples from the text to support their argument. They can look at the nature of Athenian democracy as presented in this book, and, in particular, the role of Cleon in the development of the expedition, and how they believe Thucydides saw his relationship with Demosthenes. (Some candidates might draw parallels with Aristophanes, but this is not to be expected.) Candidates may wish to consider the role of chance in the story of events at Pylos, and whether or not Thucydides is suggesting that the Spartans were incompetent. For AO3, candidates should analyse the nature of Thucydides' presentation of their chosen examples, and whether or not any 'bias' which is detected is consistent, or merely a one-off view or matter of interpretation.</p>	25

Question	Answer	Marks
10	<p><b>How typical is this passage of Lysias' manipulation of his audience?</b></p> <p>For AO1, candidates should select examples from this passage which serve to manipulate the audience. They should also include examples from other places within this speech, such as the personal experiences of Lysias or the moments of drama from the times under the Thirty which might appeal emotionally or logically to an audience to manipulate them. They could also consider the various rhetorical techniques used throughout the speech to make the content more engaging for the audience. For AO3, answers should include reasoning as to why the examples have been chosen and show how they manipulate the audience. In particular, they should consider the question of typicality, by contrasting or comparing the examples from the passage with others taken from elsewhere in the text. Answers might consider the nature of that audience, and the experience in an Athenian courtroom, to help support their argument.</p>	25

Question	Answer	Marks
11	<p><b>'Lysias appeals more to emotion than reason.' To what extent is this a fair assessment of Lysias' speech against Eratosthenes?</b></p> <p>For AO1, candidates should present a suitable range of examples from the speech to demonstrate how Lysias appeals to emotion, rather than reason. They should consider what is known about the case, and what Lysias' aims were in presenting events as he did in the light of the Athenian political situation. They may well focus on the elements of personal experience which Lysias includes, and also look at how he juxtaposes events and ideas to create an emotional rather than necessarily logical effect. The use of rhetorical techniques, such as rhetorical questions or the attacking of character could also be used as the basis of an argument. For AO3, candidates should consider whether or not the examples and points chosen appeal more to emotion than reason.</p>	25

Question	Answer	Marks
12	<p><b>'Lysias' case against Eratosthenes was weak, but made to look strong.' To what extent do you agree?</b></p> <p>For AO1, candidates should outline Lysias' case against Eratosthenes and may also include some details of the contemporary political situation and the importance of the Thirty. They could then consider areas of the speech which are made to appear damning to Eratosthenes, but which may in fact be little more than over-dramatization of events. For AO3 responses should be judged on their analysis of the strength or otherwise of the case made by Lysias.</p>	25