

# **Classical Greek (9787)**

**Cambridge International Level 3  
Pre-U Certificate in Classical Greek (Principal)**

**For examination in 2013, 2014 and 2015**

**QN 500/4025/X**

### Support

CIE provides comprehensive support for all its qualifications, including the Cambridge Pre-U. There are resources for teachers and candidates written by experts. CIE also endorses a range of materials from other publishers to give a choice of approach. More information on what is available for this particular syllabus can be found at **[www.cie.org.uk](http://www.cie.org.uk)**.

### Syllabus updates

This syllabus is for teaching from 2011 and is valid for examination in 2013, 2014 and 2015.

If there are any changes to this syllabus, CIE will write to Centres to inform them. This syllabus will also be published annually on the CIE website (**[www.cie.org.uk/cambridgepreu](http://www.cie.org.uk/cambridgepreu)**). The version of the syllabus on the website should always be considered as the definitive version.

Further copies of this, or any other Cambridge Pre-U syllabus, can be obtained by either downloading from our website **[www.cie.org.uk/cambridgepreu](http://www.cie.org.uk/cambridgepreu)**

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**Cambridge International Level 3 Pre-U Certificate**

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## Introduction

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Cambridge Pre-U syllabuses aim to equip candidates with the skills required to make a success of their subsequent studies at university, involving not only a solid grounding in each specialist subject at an appropriate level, but also the ability to undertake independent and self-directed learning and to think laterally, critically and creatively. The Cambridge Pre-U curriculum is underpinned by a core set of educational principles:

- A programme of study which supports the development of well-informed, open and independent-minded individuals capable of applying their skills to meet the demands of the world as they will find it and over which they may have influence.
- A curriculum which retains the integrity of the subject specialisms and which can be efficiently, effectively and reliably assessed, graded and reported to meet the needs of universities.
- A curriculum which is designed to recognise a wide range of individual talents, interests and abilities and which provides the depth and rigour required for a university degree course.
- A curriculum which encourages the acquisition of specific skills and abilities, in particular the skills of problem solving, creativity, critical thinking, team working and effective communication.
- The encouragement of 'deep understanding' in learning – where that deep understanding is likely to involve higher order cognitive activities.
- The development of a perspective which equips young people to understand a range of different cultures and ideas and to respond successfully to the opportunity for international mobility.

All Cambridge Pre-U Principal subject syllabuses are linear. Candidates must take all the components together at the end of the course in one examination session.

This linear syllabus has been developed to bridge the gap between school and university and to equip candidates to progress to university courses in Classical Greek. It is also intended to encourage candidates to read more widely, by studying classical Greek authors in both the original and in translation and by reading modern works of critical scholarship.

The syllabus builds on the knowledge, understanding and skills typically gained by candidates taking Level 2 qualifications. It is recommended that candidates have attained communication and literacy skills at a level equivalent to IGCSE/GCSE Grade C in English.

## Aims

This syllabus is underpinned by the belief that candidates should acquire the following:

- A thorough knowledge and understanding of the linguistic structures of classical Greek.
- A sensitive knowledge and appreciation of a selection of classical Greek literature.
- An understanding of the historical, social, political and cultural context in which the literature was produced.
- An appreciation of the literary features used by classical Greek writers (including rhythm and metre).
- An appreciation of the spiritual, moral and cultural issues arising from classical Greek literature.
- Analytical and critical thinking skills through the study of classical Greek language and literature.

## Scheme of assessment

For the Principal Pre-U qualification in Classical Greek, candidates take all four papers together at the end of the course in the same session.

Component	Component name	Duration	Weighting (%)	Type of assessment
<b>Paper 1</b>	Verse Literature	2 hours 30 minutes	30	Written examination, externally set and marked
<b>Paper 2</b>	Prose Literature	2 hours	20	Written examination, externally set and marked
<b>Paper 3</b>	Unseen Translation	2 hours	30	Written examination, externally set and marked
<b>Paper 4</b>	Prose Composition or Comprehension	1 hour 30 minutes	20	Written examination, externally set and marked

## Assessment objectives

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<b>A01</b>	Show knowledge and understanding of linguistic structures and literary features of the prescribed classical Greek literature, including its wider context, where appropriate.
<b>A02</b>	Show knowledge and understanding of linguistic structures and literary features of unseen passages for critical comment and translation.
<b>A03</b>	Recall, select and use relevant knowledge, including secondary literature, in a clear, concise and logical manner, analysing and evaluating where appropriate, and communicating clearly and accurately.

## Relationship between scheme of assessment and assessment objectives

Component and Section	AO1	AO2	AO3
Paper 1, Section A	25 × 2		
Paper 1, Section B	8		12
Paper 1, Section C Literary criticism		12	8
Paper 1, Section C Theme essay	4		16
Paper 2, Section A	20 × 2		
Paper 2, Section B	8		12
Paper 3, Section A		*36	9
Paper 3, Section B		*40.5	4.5
Paper 4, Question 1 Prose composition		*52.5	7.5
Paper 4, Question 2 Comprehension		*60	
TOTALS AO1 Literary criticism option	106		
Theme essay option	110		
TOTALS AO2 Option A Option B Option C Option D		141 148.5 129 136.5	
TOTALS AO3 Option A Option B Option C Option D			53 45.5 61 53.5
Percentage weightings range	approx. 35–37	approx. 43–50	approx. 15–20

\* Weighted marks for comparison

Because of the different routes through the syllabus available to candidates on Paper 1 – Verse Literature, Section C, and Paper 4 – Prose Composition or Comprehension, there are a range of target weightings for each AO as indicated above. This is consistent with our intention on Paper 1 of giving candidates the choice to demonstrate literary extension work done either through close analysis of an unseen passage or through more wide-ranging study within the same genre as the prescribed text. On Paper 4, candidates can again choose the exercise, prose composition or comprehension, that plays best to their strengths. In the case

of both papers we judge the different options to be of a comparable level of difficulty. The options available and hence the range of weightings remain the same year on year, ensuring vertical as well as horizontal comparability at syllabus level.

Option A	Paper 1, Section C, Literary criticism + Paper 4, Q1 Prose composition
Option B	Paper 1, Section C, Literary criticism + Paper 4, Q2 Comprehension
Option C	Paper 1, Section C, Theme essay + Paper 4, Q1 Prose composition
Option D	Paper 1, Section C, Theme essay + Paper 4, Q2 Comprehension

NB All options include Paper 2 – Prose Literature, and Paper 3 – Unseen Translation.



## Description of components

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### Paper 1 – Verse Literature (2 hours 30 minutes)

This paper consists of three sections:

Section A (50 marks): Two passages are set from each of two prescribed texts, followed by questions including translation, and context and style questions. Candidates must answer all questions on both passages from their chosen text.

Section B (20 marks): A choice of two essays on their chosen text of which candidates will write one, requiring knowledge of the set text and its historical, social, political and cultural context.

Section C (20 marks): Candidates choose either:

(a) An unseen literary criticism. Literary and language questions are set on an unseen passage (accompanied by a literal English translation).

or

(b) A choice of four essays on the chosen theme text, requiring knowledge of at least one of the theme texts listed in Appendix 1. Candidates must answer one essay question.

### Paper 2 – Prose Literature (2 hours)

This paper consists of two sections:

Section A (40 marks): Two passages are set from each of two prescribed texts, followed by questions including short pieces for translation, and context and style questions. Candidates must answer all questions on both passages from their chosen text.

Section B (20 marks): A choice of two essays on their chosen text of which candidates will write one, requiring knowledge of the set text and its historical, social, political and cultural context.

### Paper 3 – Unseen Translation (2 hours)

This paper will last for 2 hours and consists of two questions:

Question 1 (50 marks) requires candidates to translate a passage of Classical Greek prose (approx. 140 words) into good English. Unusual vocabulary items will be glossed.

Question 2 (50 marks) requires candidates to translate a passage of Classical Greek verse (approx. 18 lines) into good English. Unusual vocabulary items will be glossed. Candidates are required to scan two lines (iambic trimeter).

Candidates must answer both questions.

### Paper 4 – Prose Composition or Comprehension (1 hour 30 minutes)

This paper consists of two sections. Candidates must choose to answer either Section A or Section B:

Section A (40 marks): A passage of 130–140 words is set for translation into Classical Greek. Unusual vocabulary items will be glossed.

or

Section B (40 marks): Comprehension and linguistic questions are to be answered on an unseen prose passage. All questions in this section are compulsory.

## Curriculum content

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### Paper 1 – Verse Literature

The focus of this paper is the study of one prescribed text chosen from two. It includes the study of literary criticism techniques or a theme through set theme texts, read in Classical Greek or in translation, and relating to the chosen prescribed text. Candidates will be expected to be able to translate extracts from the prescribed texts accurately and fluently, to have a sensitive appreciation of the author's literary style and idiomatic use of language and an understanding of the historical, social, political and cultural context. Where prescribed text prescriptions specify only a portion or portions of an individual book, candidates are normally expected to have read the rest of the book in translation. Precise information is given with each prescription in Appendix 1.

Credit will be given for evidence, where relevant, of wide reading of works of critical scholarship. For the theme questions, knowledge of one theme text, in either Classical Greek or English, is compulsory.

Candidates' chosen prescribed text should be studied in Classical Greek. Theme texts may be studied either in Classical Greek or in English translation.

The prescribed texts and theme texts will be changed every two years with appropriate notice to Centres.

### Paper 2 – Prose Literature

The focus of this paper is the study of one prescribed text chosen from two. Candidates will be expected to be able to translate short extracts from their chosen prescribed text accurately and fluently, to have a sensitive appreciation of the author's literary style and idiomatic use of language and an understanding of the historical, social, political and cultural context.

Candidates' chosen prescribed text should be studied in Classical Greek.

The prescribed texts will be changed every two years with appropriate notice to Centres.

### Paper 3 – Unseen Translation

The focus of this paper is linguistic. Candidates should be able to translate accurately, displaying knowledge of the accent, syntax and vocabulary used by Classical Greek authors such as those prescribed for Paper 1 and Paper 2.

### Paper 4 – Prose Composition or Comprehension

The focus of this paper is linguistic. Candidates should be able to translate accurately, displaying knowledge of the accent, syntax and vocabulary used by Classical Greek authors such as those prescribed for Papers 1 and 2.

## Appendix 1: Prescribed texts and theme texts for Paper 1

### Prescribed texts

Homer, *Odyssey* 22

Recommended edition: Stanford, W. B. (ed.) 1998 *Homer: Odyssey XIII-XIV*, Bristol

or

Euripides. *Trojan Women* 341–510; 607–782; 860–1059

(Candidates should be familiar with the rest of the play in translation)

Recommended edition: Barlow, S. (ed.) 1986 *Euripides: Trojan Women*, Warminster

### Theme texts

Theme, Homer, *Odyssey* 22: **The Homeric Hero**

Homer, *Iliad* 1, 9, 19, 24

Homer, *Odyssey* 11, 23

or

**Theme**, Euripides, *Trojan Women* 341–510; 607–782; 860–1059: **The Trojan War and its Aftermath**

Aeschylus, *Agamemnon*

Euripides, *Andromache*, *Hecuba*

The prescribed texts and theme texts in this syllabus are for examination in 2015. For examination in 2016 onwards, please see the CIE website ([www.cie.org.uk](http://www.cie.org.uk)), as changes may occur.

## Appendix 2: Prescribed texts for Paper 2

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### Prescribed texts

#### **Thucydides II. 34-65**

Recommended edition: Rusten, J. S. (ed.) 1989 *Thucydides: The Peloponnesian War Book II*, Cambridge  
(Candidates should be familiar with the rest of the book in translation)

or

#### **Plato, Apology 17a–24b; 30c–42b**

Recommended edition: Helm, J. (ed.) 1999 *Plato: Apology*, Illinois  
(Candidates should be familiar with the rest of *Apology* in translation)

The prescribed texts in this syllabus are for examination in 2015. For examination in 2016 onwards, please see the CIE website ([www.cie.org.uk](http://www.cie.org.uk)), as changes may occur.

## Appendix 3: Suggested bibliography

### General reference

Boardman, J., Griffin, J., and Murray, O. (eds) 2001 *The Oxford History of the Classical World*, Oxford  
 Clausen, W. and Kennet, A. (eds) 1985 *The Cambridge History of Classical Literature vol. 1*, Cambridge  
 Hornblower, S. and Spawforth, A (eds) 2003 *The Oxford Classical Dictionary*, Oxford (3rd edition)

### General reading

Ash, R. and Sharrock, A. 2002 *Fifty Key Classical Authors*, London  
 Croally, N. and Hyde, R. (eds) 2011 *Classical Literature: an introduction*, London  
 Rutherford, R. 2005 *Classical Literature: a concise history*, Oxford

### On Greek literature in general

Easterling, P. and Knox, B. (eds) 1985 *The Cambridge History of Classical Literature: vol. 1*, Cambridge  
 Said, S. and Trédé, M. 1999 *A Short History of Greek Literature*, London and New York  
 Taplin, O. (ed.) 2000 *Literature in the Greek World*, Oxford  
 Whitmarsh, T. 2004 *Ancient Greek Literature*, Cambridge

### Verse

#### Homer *Odyssey 22*; Theme: The Homeric Hero

Cairns, D. (ed.) 2002 *Oxford Readings in Homer's Iliad*, Oxford  
 Camps, W. A 1980 *An Introduction to Homer*, Oxford  
 Edwards, M. 1990 *Homer: Poet of the Iliad*, Baltimore  
 Fowler, R. (ed.) *The Cambridge Companion to Homer*, Cambridge  
 Griffin, J. 1980 *Homer on Life and Death*, Oxford  
 Jenkyns, R. 1998 *Classical Epic: Homer and Virgil*, London  
 Jones, P. 1992 *Homer's Odyssey: a companion*, Bristol  
 Morris, I. and Powell, B. (eds) 1997 *A New Companion to Homer*, Leiden  
 Powell, B. 2004 *Homer*, Oxford  
 Rutherford, R. 1996 *Homer*, Oxford (Greece and Rome New Surveys)  
 Schein, S. 1984 *The Mortal Hero: an introduction to Homer's Odyssey*, Berkeley  
 Schein, S. 1996 *Reading the Odyssey*, Princeton  
 Scully, S. 1990 *Homer and the Sacred City*, Ithaca  
 Silk, M. 2004 *The Iliad*, Cambridge

#### Euripides, *Trojan Women*; Theme: The Trojan War and its Aftermath

Allan, W. 2000 *The Andromache and Euripidean Tragedy*, Oxford  
 Baldock, M. 1989 *Greek Tragedy: an introduction*, Bristol  
 Carter, D. 2007 *The Politics of Greek Tragedy*, Bristol (pp. 115-30)  
 Casapo, E. and Slater, W. 1994 *The Context of Athenian Drama*, Michigan  
 Croally, N. 1994 *The Trojan Women and the Function of Tragedy*, Cambridge  
 Easterling, P. (ed.) 1997 *The Cambridge Companion to Greek Tragedy*, Cambridge  
 Goward, B. and Harrison, T. 2005 *Aeschylus: Agamemnon*, London  
 Goff, B. 2008 *Euripides: Trojan Women*, London  
 Goldhill, S. 1992 *The Oresteia*, Cambridge  
 Goldhill, S. 1996 *Reading Greek Tragedy*, Cambridge

- Gould, T. F. and Herington, C. J. 2009 *Greek Tragedy*, Yale
- Gregory, J. (ed.) 2005 *The Blackwell's Companion to Greek Tragedy*, Oxford
- Harvey, P. and Howatson, M. (eds) 2003 *The Oxford Companion to Classical Literature*, Oxford
- Knox, B. 1964 *The Heroic Temper*, Berkeley
- Kovacs, P. D. 1980 *The Andromache of Euripides: an interpretation*, New York
- McAuslan, I. and Walcot, P. 1993 *Greek Tragedy*, Oxford
- Rabinowitz, N. 2008 *Greek Tragedy*, Oxford
- Raeburn, D. and Thomas, O. 2011 *The Agamemnon of Aeschylus: a commentary for students*, Oxford
- Rehm, R. 2002 *The Play of Space*, Princeton (pp. 77-99)
- Rocco, C. 1997 *Tragedy and Enlightenment*, Berkeley (pp.136-70)
- Segal, E. 1989 (ed.) *Oxford Readings in Greek Tragedy*, Oxford
- Taplin, O. 1978 *Greek Tragedy in Action*, London
- Vernant, J-P. and Vidal-Naquet, P. 1988 *Myth and Tragedy in Ancient Greece*, New York
- Winkler, J. and Zeitlin, F. (eds) 1992 *Nothing to do with Dionysos?: Athenian drama in its social context*, Princeton

## Prose

### Thucydides Book 2

- Cartwright, D. 1997 *A Historical Commentary on Thucydides*, Michigan
- Dover, K. J. 1973 *Greece and Rome: Thucydides*, Oxford
- Greenwood, E. 2006 *Thucydides and the Shaping of History*, Duckworth
- Hornblower, S. 1987 *Thucydides*, London
- Hornblower, S. 1997 *A Commentary on Thucydides, Vol. I*, Oxford
- Hornblower, S. 2002 *The Greek World 479–323 BC*, London
- Kagan, D. 2009 *Thucydides: the reinvention of history*, New York
- Macleod, C. 1983 *Collected Essays*, Oxford
- Morrison, J. V. 2006 *Reading Thucydides*, Ohio
- Rood, T. 1998 *Thucydides: narrative and explanation*, Oxford
- Zagovin, P. 2008 *Thucydides: an introduction for the common reader*, Princeton

### Plato Apology

- Annas, J. 2003 *Plato: a very short introduction*, Oxford
- Leibowitz, D. 2010 *The Ironic Defense of Socrates: Plato's Apology*, Cambridge
- Miller, P. A. & Platter, C. (eds) 2010 *Plato's Apology: a commentary*, Oklahoma
- Reeve, C. D. 1989 *Socrates in the Apology*, Indianapolis
- Tarrant, H. and Tredennick, H. 2003 *The Last Days of Socrates*, London

## Appendix 4: Grade descriptors

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The following grade descriptors indicate the level of attainment characteristic of the middle of the given grade. They give a general indication of the required standard at each specified grade. The descriptors should be interpreted in relation to the content outlined in the syllabus; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performance in others.

### **Distinction (D2)**

Candidates show comprehensive knowledge and understanding of linguistic structures and sensitive and informed appreciation of the prescribed Classical Greek literature, including its literary features and wider context.

Candidates give evidence of a highly analytical approach and linguistic sophistication in dealing with complex linguistic structures and literary texts. They are able to derive meaning from context and to infer subtleties and nuances. Their writing on the prescribed texts reflects active engagement with wider scholarship.

Candidates' written responses are relevant and comprehensive and demonstrate clarity of thought and development of argument. Candidates make wide-ranging and discerning use of material which is effectively communicated.

### **Merit (M2)**

Candidates show sound knowledge and understanding of linguistic structures and accurate comprehension and interpretation of the prescribed Classical Greek literature, including communicating some knowledge of literary features and the wider context.

Candidates give evidence of a reliably analytical approach in linguistic tasks and display a good knowledge of the major aspects of grammar. Their recognition of vocabulary is quite strong, but there are some gaps in their knowledge and they achieve variable success in more challenging linguistic tasks.

Candidates show through their written responses some sensitive appreciation of the major issues of the prescribed literature. Responses show the ability to develop an argument with appropriate illustration from the text. Candidates select with some discrimination from the material to communicate a sound knowledge of the prescribed material.



**Pass (P2)**

Candidates show limited and/or uneven knowledge and understanding of linguistic structures and partial comprehension and appreciation of the prescribed Classical Greek literature.

Candidates demonstrate some understanding of the basic structures of grammar and there is evidence of successful recall and interpretation of vocabulary. Success in more challenging linguistic tasks is restricted owing to gaps in grammatical awareness and unreliable identification of vocabulary.

Candidates show through their written responses a basic appreciation of the major issues of the prescribed literature. Their responses are expressed with limited argument and illustration, and reference to the wider context is either weak or absent.

## Appendix 5: Additional information

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### Guided learning hours

It is intended that each Principal Subject should be delivered through 380 hours of guided learning. This is a notional measure of the substance of the qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time such as directed assignments or supported individual study and practice. It excludes learner-initiated private study.

### Certification title

This qualification is shown on a certificate as:

- Cambridge International Level 3 Pre-U Certificate in Classical Greek (Principal)

The qualification is accredited at Level 3 of the UK National Qualifications Framework and provides a solid grounding for candidates to pursue a variety of progression pathways.

### Entries

For entry information please refer to the *UK E3 Booklet*.

### Grading and reporting

The Cambridge International Level 3 Pre-U Certificates in the Principal Subjects are qualifications in their own right. They are acceptable as an alternative to A Level (or other Level 3 qualifications) for entry into higher education or employment. Each individual Principal Subject is graded separately on a scale of nine grades: Distinction 1, Distinction 2, Distinction 3, Merit 1, Merit 2, Merit 3, Pass 1, Pass 2, Pass 3.

Subjects can also be combined with two core components to meet the requirements for eligibility for the Cambridge International Level 3 Pre-U Diploma. More details about the Diploma requirements and the core components can be found in a separate Diploma syllabus. The results of the individual Principal Subjects are reported on a separate certificate to the Diploma result.

### Classification code for UK Centres

In the UK, every syllabus is assigned to a national classification code which indicates the subject area to which it belongs. UK Centres should be aware that candidates who enter for more than one qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

The classification code for this syllabus is 6550.

### Language

This syllabus and the associated assessment materials are currently available in English only.

### Procedures and regulations

This syllabus complies with the *CIE Code of Practice* and *The Statutory Regulation of External Qualifications 2004*.

Further information about the administration of Cambridge Pre-U qualifications can be found in the *CIE Handbook for UK Centres* available from CIE Publications or by contacting [international@cie.org.uk](mailto:international@cie.org.uk).

### Spiritual, moral, ethical, social, legislative, economic and cultural issues

This syllabus contributes to an understanding of these issues through the study of the literature in Paper 1 and Paper 2.

### Sustainable development, health and safety considerations, European developments and international agreements

This syllabus contributes to an understanding of these issues through the study of the literature. The opportunity to study literature in Paper 1 and Paper 2 allows candidates to gain specific insights into the societies that produced it and to develop their language skills.

The European dimension is integral to the study of the Classics with these subjects being fundamental to European culture.

### Avoidance of bias

CIE has taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind.

### Key Skills

This syllabus provides opportunities for the development of evidence for the Key Skills of *Communication*, *Application of Number*, *Information Technology*, *Working with Others*, *Improving Own Learning and Performance* and *Problem Solving* at Levels 2 and/or 3. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each section.

The Key Skills awarding bodies and the regulatory authorities have produced a suite of example portfolios that will help to give candidates and practitioners a clear understanding of the requirements for the Key Skills portfolio. These are available on the QCDA website ([www.qcda.org.uk/keyskills](http://www.qcda.org.uk/keyskills)). Full details of the requirements for certification can be obtained from the awarding bodies that are approved to offer Key Skills. For further information about Key Skills assessment, please see the document *The Key Skills Qualifications Standards and Guidance* published by the Qualifications and Curriculum Authority 2004 (ISBN 1 85838 548 2).

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 2 and/or 3 for each section.

Paper	Communication	Application of Number	IT	Working with Others	Improving own Learning and Performance	Problem Solving
<b>Paper 1</b>						
Section A	✓		✓	✓	✓	✓
Section B	✓		✓	✓	✓	✓
Section C	✓		✓	✓	✓	✓
<b>Paper 2</b>						
Section A	✓		✓	✓	✓	✓
Section B	✓		✓	✓	✓	✓
<b>Paper 3</b>						
Question 1	✓		✓	✓	✓	✓
Question 2	✓		✓	✓	✓	✓
<b>Paper 4</b>						
Section A	✓		✓	✓	✓	✓
Section B	✓		✓	✓	✓	✓

