

SYLLABUS

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

9787

For examination in 2016, 2017 and 2018

QN: 500/4025/X

Support

Cambridge provides a wide range of support for Pre-U syllabuses, which includes recommended resource lists, Teacher Guides and Example Candidate Response booklets. Teachers can access these support materials at Teacher Support <http://teachers.cie.org.uk>

Changes to syllabus for 2016, 2017 and 2018

There are significant changes to this syllabus for first assessment in 2016. You are strongly advised to read the whole of the syllabus before planning your teaching programme.

Syllabus content

- The prescribed texts in Papers 1 and 2 have been updated. The prescribed texts for 2016, 2017 and 2018 are now specified in the syllabus.
- The suggested bibliography will be available as a separate resource at Teacher Support.

Paper 1 Verse Literature

- The paper has been restructured with a revised scheme of assessment.
- In section C, 'paired texts' (the set text and one additional related text) will replace the theme texts.
- The examination time has been reduced from 2 hours and 30 minutes to 2 hours and 15 minutes.

Paper 2 Prose Literature

- The paper has been restructured with a revised scheme of assessment.
- The examination time has been reduced from 2 hours to 1 hour and 30 minutes.

Paper 3 Unseen Translation

- The marks allocated to this paper have been reduced from 100 to 90 marks.

Paper 4 Prose Composition or Comprehension

- The marks allocated to this paper have been increased from 40 to 60 marks.

Scheme of assessment

- The assessment objectives have been updated. The weightings of the assessment objectives in the question papers have also been updated.
- The specimen papers have been updated in line with the revised syllabus. You are strongly advised to refer to the published specimen materials on the Cambridge website www.cie.org.uk for exemplification of the changes to the scheme of assessment.

If there are any further changes to this syllabus, Cambridge will write to Centres to inform them. This syllabus is also on the Cambridge website www.cie.org.uk/cambridgepreu. The version of the syllabus on the website should always be considered as the definitive version.

Copies of Cambridge Pre-U syllabuses can be downloaded from our website www.cie.org.uk/cambridgepreu

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Introduction

Why choose Cambridge Pre-U?

Cambridge Pre-U is designed to equip learners with the skills required to make a success of their studies at university. Schools can choose from a wide range of subjects.

Cambridge Pre-U is built on a core set of educational aims to prepare learners for university admission, and also for success in higher education and beyond:

- to support independent and self-directed learning
- to encourage learners to think laterally, critically and creatively, and to acquire good problem-solving skills
- to promote comprehensive understanding of the subject through depth and rigour.

Cambridge Pre-U Principal Subjects are linear. A candidate must take all the components together at the end of the course in one examination series. Cambridge Pre-U Principal Subjects are assessed at the end of a two-year programme of study.

The Cambridge Pre-U nine-point grade set recognises the full range of learner ability.

Guided learning hours

Cambridge Pre-U syllabuses are designed on the assumption that learners have around 380 guided learning hours per Principal Subject over the duration of the course, but this is for guidance only. The number of hours may vary according to curricular practice and the learners' prior experience of the subject.

Why choose Cambridge Pre-U Classical Greek?

- The Cambridge Pre-U Classical Greek course develops learners' skills, knowledge and understanding, providing excellent preparation for higher education. Learners build on their analytical and thinking skills through the study of classical Greek language and literature.
- Through the study of the course learners will acquire a thorough knowledge and understanding of the linguistic structures of classical Greek together with a sensitive appreciation of a selection of classical Greek literature.
- Cambridge Pre-U Classical Greek enables learners to develop translation skills from classical Greek into English. The course also encourages learners to develop the linguistic ability to translate from English into classical Greek, further building their grammatical skills.
- The mode of assessment rewards creative teaching, giving credit to learners who demonstrate appreciation of the wider context in which the studied literature was produced.
- The course builds on the learner's ability to write essays that demonstrate not only knowledge of texts, but also the skills of convincing analysis and argument promoting the acquisition of essential writing skills required for further study of any subject, as well as for the workplace.
- Learners are encouraged to engage with a wide range of literature, by studying classical Greek writers in both the original classical Greek and in translation and by reading modern works of critical scholarship.
- Through the study of the course learners acquire a firm foundation in grammatical, linguistic and translation skills creating an excellent springboard for the study of further languages.

Prior learning

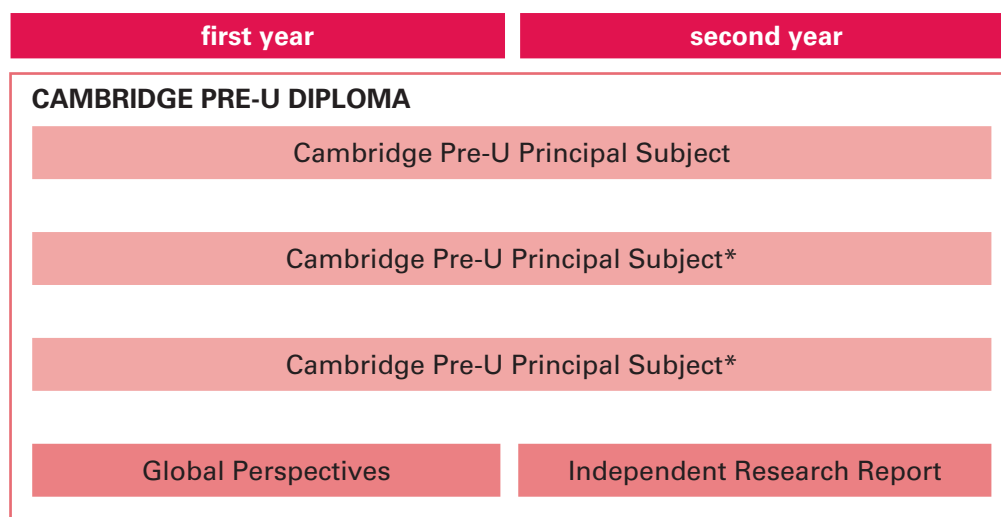
Cambridge Pre-U builds on the knowledge, understanding and skills typically gained by candidates achieving Level 2 qualifications. It is recommended that candidates have attained a level equivalent to IGCSE/GCSE at grade C or above in Classical Greek.

Progression

The course is designed to meet the needs of a variety of candidates: those who show an interest in the subject but are not intending to study it further; those who will enter employment, for which knowledge of the subject is helpful; and those who intend to study it at a higher level.

Cambridge Pre-U Diploma

If learners choose, they can combine Cambridge Pre-U qualifications to achieve the Cambridge Pre-U Diploma; this comprises three Cambridge Pre-U Principal Subjects* together with Global Perspectives and Research (GPR). The Cambridge Pre-U Diploma, therefore, provides the opportunity for interdisciplinary study informed by an international perspective and includes an independent research project.



* Up to two A Levels, Scottish Advanced Highers or IB Diploma programme courses at higher level can be substituted for Principal Subjects.

Learn more about the Cambridge Pre-U Diploma at www.cie.org.uk/cambridgepreu

Syllabus aims

The aims of the syllabus, listed below, are the same for all learners, and are to:

- develop a thorough understanding of the linguistic structures of classical Greek
- show knowledge and sensitive appreciation of a selection of classical Greek literature
- form an understanding of the historical, social, political and cultural context in which the literature was produced
- show an appreciation of the literary features used by classical Greek writers (including rhythm and metre)
- develop analytical and critical thinking skills through the study of classical Greek language and literature.

Scheme of assessment

For Cambridge Pre-U Classical Greek, candidates take all four components.

Component	Component name	Duration	Weighting (%)	Type of assessment
Paper 1	Verse Literature	2 hours 15 minutes	30	Written examination, externally set and marked, 90 marks
Paper 2	Prose Literature	1 hour 30 minutes	20	Written examination, externally set and marked, 60 marks
Paper 3	Unseen Translation	2 hours	30	Written examination, externally set and marked, 90 marks
Paper 4	Prose Composition or Comprehension	1 hour 30 minutes	20	Written examination, externally set and marked, 60 marks

Availability

This syllabus is examined in the June examination series.

This syllabus is available to private candidates.

Combining this with other syllabuses

Candidates can combine this syllabus in a series with any other Cambridge syllabus, except syllabuses with the same title at the same level.

Assessment objectives

A01	Recall and deploy knowledge and understanding of the linguistic structures and literary features of prescribed classical Greek literature, including its wider context and issues, where appropriate.
A02	Recall and deploy knowledge and understanding of linguistic structures and literary features when translating unseen passages.
A03	Analyse, evaluate and respond to prescribed and translated classical Greek literature, applying relevant knowledge, including of secondary material, and clearly communicating information and arguments.

Relationship between scheme of assessment and assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below. The table shows the assessment objectives as a percentage of each component and as a percentage of the overall Cambridge Pre-U Classical Greek qualification.

Component	A01	A02	A03	Total	Weighting of component in overall qualification
Paper 1	62%	–	38%	100%	30%
Paper 2	75%	–	25%	100%	20%
Paper 3	–	100%	–	100%	30%
Paper 4	–	100%	–	100%	20%
Weighting of AO in overall qualification	33%	50%	17%	–	

Grading and reporting

Cambridge International Level 3 Pre-U Certificates (Principal Subjects and Short Courses) are qualifications in their own right. Each individual Principal Subject and Short Course 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 and Pass 3.

Grading Cambridge Pre-U Principal Subjects and Short Courses

Distinction	1
	2
	3
Merit	1
	2
	3
Pass	1
	2
	3

Grade descriptions

The following grade descriptions indicate the level of attainment characteristic of the middle of the given grade band. They give a general indication of the required standard at each specified grade. The descriptions 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 demonstrate 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, and its wider context
- 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.

Description of components

Paper 1 Verse Literature

2 hours 15 minutes, 90 marks, 30% of the total marks

This paper consists of **three** sections.

Section A (40 marks)

Candidates answer **two** questions from their chosen prescribed text.

- A translation question (15 marks).
- **One** context and style question from a choice of two set on separate passages of their chosen prescribed text (25 marks).

The translation question may be taken from a separate part of the prescription.

Section B (25 marks)

Candidates answer **one** of two essay questions set on their chosen prescribed text. The question will require knowledge of the set text and its historical, social, political and cultural context. Credit will be given for engagement with secondary literature, where appropriate.

Section C (25 marks)

Candidates choose **one** question from this section.

Either

- An unseen literary question. Candidates are required to write a literary appreciation of an unseen passage. The passage is accompanied by a literal English translation.

Or

- **One** question from a choice of two essay questions on the paired texts (the set text and one additional related text). Candidates will require knowledge of **both** texts and their historical, social, political and cultural context. Credit will be given for engagement with secondary literature, where appropriate.

Paper 2 Prose Literature

1 hour 30 minutes, 60 marks, 20% of the total marks

This paper consists of **two** sections.

Section A (35 marks)

Candidates answer **two** questions from their chosen prescribed text.

- A translation question (10 marks).
- **One** context and style question from a choice of two set on separate passages of their chosen prescribed text (25 marks).

The translation question may be taken from a separate part of the prescription.

Section B (25 marks)

Candidates answer **one** of three questions set on their chosen prescribed text.

Candidates have a choice between a commentary question on their chosen prescribed text, or a choice of two essay questions on their chosen prescribed text. Both options require knowledge of the prescribed text and its historical, social, political and cultural context. Credit will be given for engagement with secondary literature, where appropriate.

Paper 3 Unseen Translation

2 hours, 90 marks, 30% of the total marks

This paper consists of **two** questions. Candidates must answer **both** questions.

Question 1 (45 marks) requires candidates to translate a passage of classical Greek prose (approx. 140 words) into good English. Unusual vocabulary will be glossed.

Forty marks are awarded for the translation and five marks for style and fluency in the use of English.

Question 2 (45 marks) requires candidates to translate a passage of classical Greek verse (approx. 18 lines) into good English. Unusual vocabulary will be glossed. Candidates are also required to scan two lines (hexameter or iambic trimeter).

Forty marks are awarded for the translation and five marks for the scansion.

Paper 4 Prose Composition or Comprehension

1 hour 30 minutes, 60 marks, 20% of the total marks

Candidates answer **one** question.

Either

Question 1 (60 marks): A passage of 130–140 words is set for translation into classical Greek. Unusual vocabulary will be glossed.

Fifty-two marks are awarded for the translation and eight marks for style and fluency in the use of classical Greek.

Or

Question 2 (60 marks): Comprehension and linguistic sub questions are to be answered on an unseen prose passage. All the part questions are compulsory.

Syllabus content

Paper 1 Verse Literature

The focus of this paper is the study of **one** prescribed text from a choice of two. It includes both close literary analysis of passages from the text and demonstration of broader understanding of the text through essay writing. In section C, candidates also have a choice between further close literary analysis of an unseen passage or an even broader exploration in the essay set on the paired texts (the set text and one additional related text). Candidates are 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 to demonstrate 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 expected to have read the rest of the book in translation. Precise information is given with each prescription in the prescribed texts section below.

Credit will be given for evidence, where appropriate, of wider reading of works of critical scholarship.

For the paired text questions, knowledge of **both** texts is compulsory. Candidates' chosen prescribed text and paired text should be studied in classical Greek.

Prescribed texts and paired texts for Paper 1 Verse Literature

For examination in 2016

Prescribed texts

Homer, *Odyssey* 22

Recommended edition: Stanford, W B (ed.) 1998 *Homer. Odyssey Books 13–24*, Bristol Classical Press

or

Sophocles, *Oedipus Tyrannus* 216–407, 634–833, 934–1085

Recommended edition: Jebb, R C (ed.) 2004 *Sophocles: Oedipus Tyrannus*, Bristol Classical Press
(Candidates should be familiar with the rest of the play in translation)

Paired texts

Homer, *Odyssey* 22

Homer, *Odyssey* 23

or

Sophocles, *Oedipus Tyrannus* 216–407, 634–833, 934–1085

Sophocles, *Antigone*

For examination in 2017

Prescribed texts**Sophocles, *Oedipus Tyrannus* 216–407, 634–833, 934–1085**Recommended edition: Jebb, R C (ed.) 2004 *Sophocles: Oedipus Tyrannus*, Bristol Classical Press
(Candidates should be familiar with the rest of the play in translation)

or

Homer, *Iliad* 24Recommended edition: Macleod, C (ed.) 1982 *Homer: Iliad 24*, Cambridge University Press**Paired texts****Sophocles, *Oedipus Tyrannus* 216–407, 634–833, 934–1085****Sophocles, *Antigone***

or

Homer, *Iliad* 24**Homer, *Iliad* 16**

For examination in 2018

Prescribed texts**Euripides, *Bacchae* 1–63, 215–47, 330–69, 642–861, 912–76, 1025–1152**Recommended edition: Seaford, R (ed.) 1996 *Euripides: Bacchae*, Aris and Phillips

or

Homer, *Iliad* 24Recommended edition: Macleod, C (ed.) 1982 *Homer: Iliad 24*, Cambridge University Press**Paired texts****Euripides, *Bacchae* 1–63, 215–47, 330–69, 642–861, 912–76, 1025–1152****Euripides, *Hippolytus***

or

Homer, *Iliad* 24**Homer, *Iliad* 16**For a list of recommended reading please see the separate resource at Teacher Support
<http://teachers.cie.org.uk>

Paper 2 Prose Literature

The focus of this paper is the study of **one** prescribed text from a choice of two. Candidates are 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 to demonstrate an understanding of the historical, social, political and cultural context.

Credit will be given for evidence, where appropriate, of wider reading of works of critical scholarship.

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

Prescribed texts for Paper 2 Prose Literature

For examination in 2016

Herodotus 2. 112–35

Recommended edition: Wadell, W (ed.) 1998 *Herodotus Book 2*, Bristol Classical Press

or

Plato, *Apology* 17a–24b, 30c–42b

Recommended edition: Helm, J (ed.) 1997 *Plato: Apology*, Bolchazy–Carducci Publishers

For examination in 2017

Herodotus 2. 112–35

Recommended edition: Wadell, W (ed.) 1998 *Herodotus Book 2*, Bristol Classical Press

or

Plato, *Protagoras* 311a8–319a7, 320c8–328d2

Recommended edition: Denyer, N (ed.) 2008 *Plato: Protagoras*, Cambridge University Press

For examination in 2018

Plutarch, *Themistocles* 3–17

Recommended edition: Marr, J (ed.) 1998 *Plutarch: Themistocles*, Aris and Phillips

or

Plato, *Protagoras* 311a8–319a7, 320c8–328d2

Recommended edition: Denyer, N (ed.) 2008 *Plato: Protagoras*, Cambridge University Press

For a list of recommended reading please see the separate resource at Teacher Support
<http://teachers.cie.org.uk>

Paper 3 Unseen Translation

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

Paper 4 Prose Composition or Comprehension

The focus of this paper is linguistic.

Candidates answer **either** Question 1 **or** Question 2.

In Question 1, candidates should be able to translate into classical Greek accurately, displaying knowledge of the accent, syntax and vocabulary used by classical Greek authors such as those prescribed for Papers 1 and 2.

In Question 2, candidates answer both comprehension and linguistic questions.

Note: Throughout the assessment in the four examination papers, lunate sigma and iota adscript will **not** be used.

Additional information

Equality and inclusion

Cambridge has taken great care in the preparation of this syllabus and related assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), Cambridge has designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed. Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken. Information on access arrangements is found in the *Cambridge Handbook (UK)*, for the relevant year, which can be downloaded from the website www.cie.org.uk/examsOfficers

Entries

For entry information, please refer to the *Cambridge Administrative Guide (UK)*, for the relevant year, available from the website www.cie.org.uk/examsOfficers

If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at www.cie.org.uk/startCambridge. Email us at info@cie.org.uk to find out how your organisation can register to become a Cambridge school.

Language

This syllabus is available in English only. The associated assessment materials are written partly in English and partly in classical Greek.

Procedures and regulations

This syllabus complies with our *Code of Practice* and *Ofqual General Conditions of Recognition*.

Further information about the regulations for Cambridge Pre-U can be found in the *Cambridge Handbook (UK)*, for the relevant year. The *Cambridge Administrative Guide (UK)*, for the relevant year, gives details about the administration of Cambridge Pre-U syllabuses. Both of these documents can be downloaded from the website www.cie.org.uk/examsOfficers or obtained by contacting info@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 classical Greek literature in Papers 1 and 2.

Sustainable development, health and safety considerations and international developments

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

There are no sustainable development issues or health and safety considerations in this syllabus.

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