



**Cambridge Assessment
International Education**

Cambridge
Pre-U

SYLLABUS

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

9787

For centres in the UK

For examination in 2022

This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate. QN: 500/4025/X

Changes to the syllabus for 2022

The syllabus has been updated. The latest syllabus is version 2, published November 2019.

Changes have been made to page 12, Prescribed texts and paired texts for Paper 1 Verse Literature, for examination in 2022

Prescribed texts now states:

Homer, *Iliad* 6

Recommended edition: either Graziosi, B & Haubold, J (ed.) 2010 *Homer Iliad* 6, Cambridge University Press

or Jordan, R H & Harrison, J (ed.) 2013 *Homer Iliad* 6, Bloomsbury Publishing

Paired texts now states:

Homer *Iliad* 6

Homer, *Odyssey* 23

Changes to version 1, published September 2019

Changes to syllabus content

- The prescribed texts in Papers 1 and 2 have been updated.

| Significant changes to the syllabus are indicated by black vertical lines either side of the text. |

You are strongly advised to read the whole syllabus before planning your teaching programme.

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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.

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 gained by learners achieving a good pass in Level 1/Level 2 qualifications 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 Assessment International Education is an education organisation and politically neutral. The content of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.

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 Independent 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.

first year	second year
CAMBRIDGE PRE-U DIPLOMA	
Cambridge Pre-U Principal Subject	
Cambridge Pre-U Principal Subject*	
Cambridge Pre-U Principal Subject*	
Cambridge Pre-U Global Perspectives and Independent Research (GPR)	

* 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.cambridgeinternational.org/cambridgepreu

Support

Cambridge International 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 www.cambridgeinternational.org/support

Syllabus aims

The aims of the syllabus, listed below, are the same for all candidates 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		Weighting
<p>Paper 1 Verse Literature</p> <p>Translation, context and style question and essay question. Choice of unseen literary appreciation question or paired text essay question.</p> <p>Written paper, externally assessed, 90 marks</p>	2 hours 15 minutes	30%
<p>Paper 2 Prose Literature</p> <p>Translation and context and style question. Choice of commentary question or essay question.</p> <p>Written paper, externally assessed, 60 marks</p>	1 hour 30 minutes	20%
<p>Paper 3 Unseen Translation</p> <p>Translation of prose and verse unseen passages.</p> <p>Written paper, externally assessed, 90 marks</p>	2 hours	30%
<p>Paper 4 Prose Composition or Comprehension</p> <p>Choice of translation into classical Greek or comprehension.</p> <p>Written paper, externally assessed, 60 marks</p>	1 hour 30 minutes	20%

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 International 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.

Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in Pre-U %
A01	33
A02	50
A03	17

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %			
	Paper 1	Paper 2	Paper 3	Paper 4
A01	62	75	0	0
A02	0	0	100	100
A03	38	25	0	0

Grading and reporting

Cambridge International Level 3 Pre-U Certificates (Principal Subjects and Global Perspectives Short Course) are qualifications in their own right. Cambridge Pre-U reports achievement 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.

Cambridge Pre-U band	Cambridge Pre-U grade
Distinction	1
	2
	3
Merit	1
	2
	3
Pass	1
	2
	3

Grade descriptions

Grade descriptions are provided to give an indication of the standards of achievement likely to have been shown by candidates awarded particular grades. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

The following grade descriptions indicate the level of attainment characteristic of the middle of the given grade band.

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 per cent of the total marks

This paper consists of **three** sections.

Section A (40 marks)

Candidates answer **two** questions on 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 criticism 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 per cent of the total marks

This paper consists of **two** sections.

Section A (35 marks)

Candidates answer **two** questions on 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 per cent 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 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 per cent 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

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting suitable texts, resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

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.

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 2022

Prescribed texts

Euripides, *Alcestis* 1–27, 136–212, 280–392, 509–567, 747–775, 803–860, 935–961, 1008–1024, 1037–1158

The text printed on examination papers will be that in Diggle, J (ed.) 1984 *Euripidis Fabulae*, Vol.1 (OCT), OUP

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

Recommended editions: either Parker, L P E (ed.) 2007 *Euripides Alcestis*, OUP

or AM Dale (ed.) 1999 *Euripides Alcestis*, BCP/Bloomsbury

or

Homer, *Iliad* 6

Recommended edition: either Graziosi, B & Haubold, J (ed.) 2010 *Homer Iliad 6*, Cambridge University Press

or Jordan, R H & Harrison, J (ed.) 2013 *Homer Iliad 6*, Bloomsbury Publishing

Paired texts

Euripides, *Alcestis* 1–27, 136–212, 280–392, 509–567, 747–775, 803–860, 935–961, 1008–1024, 1037–1158

Euripides, *Electra*

or

Homer, *Iliad* 6

Homer, *Odyssey* 23

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 2022

Thucydides, Book 4. 11 (τοσαῦτα τοῦ Δημοσθένους) – **23** (τοὺς ἄνδρας σῶσαι), **26** (ἐν δὲ τῇ Πύλῳ) – **41** (τὰ περὶ Πύλου γενόμενα).

The text printed on examination papers will be that in Stuart Jones, H and Powell, J E (eds) 1942 *Thucydides Historiae* Vol 1 (OCT), OUP.

(Candidates should read chapters 1–10 of Thucydides Book 4 in translation)

Recommended editions: (a) linguistic: helpful linguistic notes on most of the text can be found in Campbell, M (ed.) 1997 *A Greek Prose Reading Course for Post-Beginners, Unit 4*, BCP/Bloomsbury, or in expanded form (by Taylor, J) 2016 in *OCR Anthology for Classical Greek*, Bloomsbury.

Also useful is the older 'school' edition by Crees, J H E and Wordsworth, J C (eds) 1919 reprinted 1962 *Thucydides Book IV, Chapters I – XLI (Pylus and Spacteria)*, CUP. And the full and helpful Macmillan edition (1884) of Graves, C E (ed.) is available on Perseus at www.perseus.tufts.edu

(b) historical: Hornblower, S (ed.) 1996 *A Commentary on Thucydides, Vol.II: Books IV-V.24*, OUP: an extensive historical commentary with no text.

Rhodes, P J (ed.) 1998 *Thucydides History IV.1 – V.24*, Liverpool University Press (originally Aris and Phillips): text, translation and historical commentary.

or

Lysias XII (Against Eratosthenes) 4 (οὐμὸς πατήρ) – **61** (λόγους ἀκούειν), **79** (περὶ μὲν) – **100** (δικάζετε)

Recommended edition: Edwards, M (ed.) 2013 *Lysias, Five Speeches 1, 12, 19, 22, 30*, Bloomsbury Publishing

(Candidates should be familiar with the rest of *Lysias XII* in translation)

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

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

We have 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), we have 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.cambridgeinternational.org/eoguide

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.

Total qualification time

This syllabus has been designed assuming that the total qualification time per subject will include both guided learning and independent learning activities. The estimated number of guided learning hours for this syllabus is 380 hours over the duration of the course. The total qualification time for this syllabus has been estimated to be approximately 500 hours per subject over the duration of the course. These values are guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

If you are not yet a Cambridge school

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

Language

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

Cambridge Assessment International Education
The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558
Email: info@cambridgeinternational.org www.cambridgeinternational.org