

Cambridge Pre-U Syllabus

Cambridge  
**Pre-U**

Cambridge International Level 3  
Pre-U Certificate in  
**CLASSICAL GREEK**

For examination in 2010, 2011 and 2012



UNIVERSITY of CAMBRIDGE  
International Examinations



# Classical Greek (9787)

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

For examination in 2010, 2011 and 2012

**QAN 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 2008 and is valid for examination in 2010, 2011 and 2012.

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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## Introduction

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The Cambridge Pre-U Diploma aims 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 that 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 that 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 that is designed to recognise a wide range of individual talents, interests and abilities and which provides the depth and rigour required for a university course.
- A curriculum that 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 that 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 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 Classical Greek 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

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

### Knowledge and Understanding

- 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 Classical Greek 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 the Classical Greek literature
- analytical and critical thinking skills through the study of the Classical Greek language and literature

## Assessment Objectives

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Candidates will be expected to:

<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

## Scheme of Assessment

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

Component	Component Title	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



## Relationship between Scheme of Assessment and Assessment Objectives

Component/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	
<b>TOTALS AO1</b> Literary Criticism Option	106		
Theme Essay Option	110		
<b>TOTALS AO2</b> Option A Option B Option C Option D		141 148.5 129 136.5	
<b>TOTALS AO3</b> Option A Option B Option C Option D			53 45.5 61 53.5
<b>Percentage Weightings Range</b>	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.

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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 Papers

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### Paper 1 – Verse Literature

This paper will last for 2 hours 30 minutes and will consist 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 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

This paper will last for 2 hours and will consist 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

This paper will last for 2 hours and will consist of two sections:

**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

This paper will last for 1 hour 30 minutes and will consist 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. In addition 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.

The paper consists of three sections. The first comprises translation and commentary questions on each of two passages from the candidate's chosen text. All questions in this section are compulsory. In the second section, candidates choose one essay from two to write on their chosen text. The third section offers candidates a choice. Candidates must choose:

**either**

- an unseen literary criticism

**or**

- an essay on the literary theme.

Commentary questions in the first section are worth 25 marks each; essay questions and the literary criticism exercise are worth 20 marks each.

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 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.

This paper consists of two sections. The first comprises translation and commentary questions on each of two passages from the candidate's chosen prescribed text. All questions in this section are compulsory. The second offers candidates a choice of two essays on their chosen text of which they

will answer one. All questions in this paper carry equal marks.

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 Papers 1 and 2. Any particularly unusual vocabulary items will be glossed. Candidates should also be able to scan iambic trimeter.

The paper is divided into two sections. The first requires candidates to translate a passage of Classical Greek prose (approx. 140 words) into good English. The second requires candidates to translate a passage of Classical Greek verse (18 lines) into good English and to scan two lines (iambic trimeter). Candidates must answer **both** questions. The two sections carry equal marks.

### 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. Any particularly unusual vocabulary items will be glossed.

The paper is divided into two sections. Candidates must answer **either** Section A **or** Section B. Section A comprises a passage of 130–140 words for translation into Classical Greek. Section B consists of comprehension and linguistic questions on an unseen prose passage. The two sections carry equal marks.

## Appendix 1: Prescribed Texts and Theme Texts for Paper 1 – Verse Literature

### Prescribed texts

Euripides, *Electra*, lines 1–111, 213–431, 487–698. Candidates will be expected to be familiar with the rest of Euripides' *Electra* in translation.

Homer, *Iliad*, Book XXII

### Theme texts

**Theme**, Euripides, *Electra*: **The House of Atreus**

Aeschylus, *Agamemnon*

Aeschylus, *Choephoroi*

Aeschylus, *Eumenides*

Sophocles, *Electra*

**Theme**, Homer, *Iliad*, Book XXII: **Heroism and Death in Homer**

Homer, *Iliad*, Books 6, 9, 16, 18, 24

Homer, *Odyssey*, Books 11, 21, 24

The prescribed texts and theme texts in this syllabus are for examination in 2010 and 2011. For examination in 2012 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 – Prose Literature**

Plato, *Symposium*, 201d–215a3. Candidates will be expected to be familiar with the rest of the *Symposium* in translation.

or

Herodotus, *Histories VI*, 74–84; 94–117; 132–40

The prescribed texts in this syllabus are for examination in 2010 and 2011. For examination in 2012 onwards, please see the CIE website ([www.cie.org.uk](http://www.cie.org.uk)), as changes may occur.



## Appendix 3: Suggested Bibliography

### Prose

#### Plato, *Symposium*

- Boardman, J., Griffin, J., Murray, O. (eds.) (2001), *The Oxford History of the Classical World* (OUP)  
 Hare, R.M. (1986), *Plato* (OUP)  
 Kraut, R. (ed.) (1992), *The Cambridge Companion to Plato* (CUP)  
 Murray, O. (ed.) (1995), *Symptotica: A Symposium on the Symposium* (OUP)  
 Rutherford, R. (1993), *The Art of Plato* (Duckworth)

#### Herodotus, *Histories VI, 74–84; 94–117; 132–140*

- Bernardete, S. (1969), *Herodotean Inquiries* (St Augustine Pr Inc)  
 Dewald, C. and Marincola, J. (eds.) (2006), *The Cambridge Companion to Herodotus* (CUP)  
 Gould, J. (1989), *Herodotus* (BCP)  
 Hall, E. (1989), *Inventing the Barbarian* (OUP)  
 Hart, J. (1993), *Herodotus and Classical Greek History* (Crown Helm; St Martin's Press)  
 Harrison, T. (2000), *Divinity and History: The Religion of Herodotus* (OUP)  
 Hartog, F. (1988), *The Mirror of Herodotus* (University of California Press)  
 Momigliano, A. (1966), 'The Place of Herodotus in the History of Historiography', in *Studies in Historiography* (ejournals@cambridge)  
 Romm, J. (1998), *Herodotus* (Yale)  
 Shuckburgh, E.S. (2001), *Herodotus VI: Text and Commentary* (BCP)  
 Thomas, R. (2000) *Herodotus in Context* (CUP)

#### Euripides, *Electra*, lines 1–111, 213–431, 487–698; Theme: The House of Atreus

- Baldock, M. (1989) *Greek Tragedy* (BCP)  
 Boardman, J., Griffin, J., Murray, O. (eds.) (2001), *The Oxford History of the Classical World* (OUP)  
 Easterling, P. (ed.) (1997), *The Cambridge Companion to Greek Tragedy* (CUP)  
 Goldhill, S. (1992), *Aeschylus: The Oresteia* (Landmarks of World Literature) (CUP)  
 Goldhill, S. (1986), *Reading Greek Tragedy* (CUP)  
 Gregory, J. (ed.) (2005), *The Blackwell's Companion to Classical Greek Tragedy* (Blackwell)  
 Harvey, P. and Howatson, M.C. (eds.) (2003), *The Oxford Companion to Classical Literature* (OUP)  
 Lloyd, M. (2005), *Sophocles: Electra* (Duckworth Companions to Classical Greek and Latin Tragedy)  
 McAuslan, I. and Walcot, P. (eds.) (1983), *Classical Greek Tragedy* (OUP)  
 Michelini, A. (1987), *Euripides and the Tragic Tradition* (Wisconsin)  
 Morwood, J. (2002), *The Plays of Euripides* (Duckworth)  
 Mossman, J. (ed.) (2003), *Oxford Readings in Classical Studies: Euripides* (OUP)  
 Powell, A. (ed.) (1986), *Euripides, Women and Sexuality* (Routledge)  
 Vickers, B. (1973), *Towards Classical Greek Tragedy* (Longman)  
 Winnington-Ingram, R.P. (1983), *Studies in Aeschylus* (CUP)

**Homer, *Iliad* XXII; Theme: Heroism and Death in Homer**

- Cairns, D. (ed.) (2002), *Oxford Readings in Homer's Iliad* (OUP)  
Edwards, M. (1990), *Homer: Poet of the Iliad* (Johns Hopkins)  
Griffin, J. (1980), *Homer on Life and Death* (OUP)  
Rutherford, R. (1996), *Homer* (Greece and Rome New Surveys, OUP)  
Schein, S. (1984), *The Mortal Hero* (University of California)  
Silk, M. (2004), *The Iliad* (CUP)  
Taplin, O. (1992), *Homeric Soundings* (OUP)

## Appendix 4: Grade Descriptors

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The following grade descriptors indicate the level of attainment characteristic 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

These qualifications are shown on a certificate as:

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

The qualifications are accredited at Level 3 of the UK National Qualifications Framework and provide a solid grounding for candidates to pursue a variety of progression pathways.

### Entries

For Entry information please refer to the *Pre-U 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 available currently 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 Cambridge Pre-U 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, Environmental Education, Health and Safety Considerations, European Dimension 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 QCA Key Skills website ([www.qca.org.uk/keyskills](http://www.qca.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, including the current standards, 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.

<b>Paper</b>	<b>Communication</b>	<b>Application of Number</b>	<b>IT</b>	<b>Working with Others</b>	<b>Improving own Learning and Performance</b>	<b>Problem Solving</b>
<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	✓		✓		✓	✓

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