

Cambridge Pre-U Syllabus

Cambridge  
**Pre-U**

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

For examination in 2013, 2014 and 2015



UNIVERSITY *of* CAMBRIDGE  
International Examinations



# **Classical Heritage (9786)**

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

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

**QN 500/3831/X**

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

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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 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. A candidate taking a Principal Subject must take all the components together at the end of the course in one examination session.

### Prior knowledge and progression

The syllabus builds on the skills and understanding typically gained by candidates taking Level 2 qualifications. The content allows smooth progression from an IGCSE/GCSE/O Level in Ancient History, Classical Civilisation or Classical Studies, but prior classical study is not essential. It is recommended that candidates have attained communication and literacy skills at a level equivalent to IGCSE/GCSE/O Level Grade C in English.

The syllabus aims to equip candidates with the skills required for university study, including a solid grounding in methodologies of the classical domain, the ability to think critically and undertake independent learning. The syllabus has been devised to reflect key developments in this domain in higher education over the past two decades. Designed for candidates aiming for university, the skills fostered nonetheless provide solid grounding for those intending to progress directly into employment or professional training.

## Aims

### The study of the classical heritage provides opportunity to:

- Develop awareness of diversity in civilisations by understanding cultures, their values and assumptions, different from our own.
- Understand core foundations for the western traditions of art, history, literature, philosophy, political thought and science – traditions that have had major influences on the shape of the modern world.
- Investigate not just the histories and cultures of the classical world but to explore their subsequent impact on later cultures.
- Follow an interdisciplinary course, integrating different types of study (e.g. literature, art, history, archaeology, philosophy). This develops understanding of relationships and tensions between different intellectual disciplines.

### This syllabus has been designed to:

- Set new standards in the study of the classical past.
- Offer a holistic alternative to Ancient History and Classical Civilisation.
- Enable candidates to develop as reflective and independent learners.
- Encourage candidates to develop a life-long interest in and enthusiasm for the classical world and its heritage.
- Promote understanding of the history, culture and thought of the various classical civilisations (Minoan, Greek and Roman).
- Foster candidates' abilities to understand, interpret and present evidence relating to the classical world and its heritage.

### Key features of the syllabus:

- Flexible and open-ended options which encourage broad and imaginative teaching and study.
- Open questions which encourage candidates to think broadly and argue critically.
- The opportunity for each individual to undertake personal research.
- Broad study of the classical world through a variety of perspectives.
- Recognition that the legacies of the classical world have been received and interpreted for different purposes throughout history. Issues of transmission and reception are increasingly the focus of interest in higher education.

“The aim of *Classics* is not only to discover or uncover the ancient world . . . its aim is also to define and debate our relationship to that world.”

Beard & Henderson (1995) *Classics: A Very Short Introduction*.

This linear syllabus offers a series of converging domains: history, archaeology and mythology, literature and drama, religion and society, art and architecture, philosophy and science, government and politics, social and personal life. These are brought together in four strands. Paper 1 and Paper 2 survey aspects of the classical world across a broad time frame: archaeological, cultural, historical, literary, political. In addition, each offers one topic focused on the consideration of viewpoints so that candidates may examine how contemporaries or near contemporaries reacted to a significant individual of their own time. In every topic, cross-reference to relevant evidence needs to be integral to teaching, while incorporation of the study of pertinent material culture is always to be encouraged. To equip candidates with breadth in their foundation study, teachers are **encouraged** to select topics in Paper 2 that do not repeat the perspectives selected for Paper 1 (e.g. not teaching both literary topics).

Paper 3 and Paper 4 also invite candidates to take a broad view. Paper 3 seeks to discover and uncover the classical world through study of a range of classical texts in context. Paper 4 offers the opportunity to define and debate our relationship with the past through a personal investigation into issues of heritage and/or reception. Bringing together knowledge, skills and insights acquired throughout the course, each candidate chooses and undertakes their own research project (written up in an examination).

Throughout, this syllabus encourages the development of analytical and evaluative skills and the ability to write essays. All sources will be studied in English. No specific edition of a text will be prescribed. Individual topics and texts will not rotate every few years.

## Scheme of assessment

For the Pre-U Principal qualification in Classical Heritage, candidates take all four components together at the end of the course in one examination session.

Component	Component name	Duration	Raw mark	Weighting (%)	Type of assessment
<b>Paper 1</b>	Foundations of history and culture (Greek)	1 hour 30 minutes	50	25	Written paper externally set and marked
<b>Paper 2</b>	Foundations of history and culture (Roman)	1 hour 30 minutes	50	25	Written paper externally set and marked
<b>Paper 3</b>	Classical literature – sources and evidence	1 hour 30 minutes	50	25	Written paper externally set and marked
<b>Paper 4</b>	The Classical heritage	2 hours	50	25	Personal investigation chosen by each candidate, written up under exam conditions, externally marked

## Assessment objectives

<b>AO1</b>	Demonstrate relevant knowledge and critical understanding (including critical appreciation of the contexts from which people, events, ideas and/or artefacts emerged and were valued within classical cultures) by presenting well-informed, effective answers.
<b>AO2</b>	Interpret and evaluate critically a range of evidence (historical, literary, material) in context to draw substantiated judgements.
<b>AO3</b>	Articulate substantiated views about ways in which the classical world and its legacy have been interpreted in and/or seen as relevant by/to a later time or times.

## Relationship between scheme of assessment and assessment objectives

The weightings indicated in the table below are approximate.

	<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Paper 4</b>
<b>AO1</b>	67%	67%	50%	25%
<b>AO2</b>	33%	33%	50%	25%
<b>AO3</b>	–	–	–	50%

AO3 will apply only to Paper 4. All four papers will require critical argument and evaluation. Assertions will have to be justified.

## Description of components

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### Paper 1 and Paper 2: Foundations of history and culture

Six topics will be set per paper. There are no limits to the number of topics that may be studied.

#### Paper 1: Foundations of history and culture (Greek)

Historical: Alexander the Great

Literary: Foundations of comedy: Aristophanes and Menander

Viewpoint: Socrates as seen through the eyes of Plato

Artistic: Greek architecture

Political: The rise of democracy in fifth-century Athens

Archaeological: The archaeology of Minoan Crete

#### Paper 2: Foundations of history and culture (Roman)

Historical: Augustus and the creation of the principate

Literary: Ovid's *Metamorphoses*

Viewpoint: Nero as seen through the eyes of Suetonius and Tacitus

Artistic: Roman architecture and building

Political: Cicero and the fall of the republic

Archaeological: Urban archaeology in the Roman Near East

Candidates will answer on **two** topics per paper. For every topic, candidates will select **one** essay from a choice of two. All essays will include an initial 'prompt' to encourage candidates to discuss the topic set. Each essay will be marked out of 25. Assertions made in answers will have to be justified. Relevant evidence must be used to support arguments being made.

Paper 1 and Paper 2 will be set at full Pre-U standard, but should nonetheless be regarded as the foundation papers of the course, enabling candidates to discover and uncover the classical world. Skills developed on these papers through the critical examination and evaluation of information and evidence will feed into and help to prepare candidates for Paper 3 and Paper 4.

#### Paper 3: Classical literature – sources and evidence

Paper 3 also takes a broad view, offering opportunities to discover and uncover the classical world through the critical interpretation and evaluation of its literary texts, studied in their own context. There are no limits to the number of topics that may be studied.

Assessed by essays, candidates will answer **one** essay on **one** topic. Essays will be marked out of 50. There will be no sub-questions requiring specific textual facts or details. Knowledge of the exact context of each passage will not be required.

Complete works or selections from them will be set for closer study and the questions will lead directly out of those prescribed sections. In the examination, two extracts (often conflicting/contrasting) from those prescriptions will be given, together with an unseen quotation from a primary or secondary author (combined length of these three extracts will be 300–400 words). Candidates will be expected to have read widely and in their answer to respond using understanding drawn from that wider reading (both primary and secondary), not just the prescriptions. Assertions made in answers will have to be justified.

Candidates answer on **one** of the following topics:

The changing world of Athens: its friends and enemies

The Roman empire: civilisation or submission?

Drama: the idea of tragedy

Gods and heroes: the importance of epic

#### Paper 4: The Classical heritage

Paper 4 offers the opportunity for personal research and requires a synoptic approach, bringing together knowledge, skills and insights acquired throughout the course. In consultation with their teachers, each candidate will select a topic and then, after preliminary reading and research, refine it into a specific draft question. At that point, every draft question must be submitted to a CIE moderator for comment and approval. Moderators will be experienced examiners acting as friendly critics. Proposed questions may be referred back for further clarification or may be rejected if they fail to meet the criteria so Centres are advised to use their own preliminary internal verification process and to submit forms early, allowing time for possible resubmissions. Deadline extensions will **not** be granted for submissions or resubmissions.

The personal investigation will be marked out of 50.

Every investigation must be rooted in reception, articulating the candidate's own substantiated critical evaluation of ways in which an aspect of the classical world has been interpreted in and/or seen as relevant by/to a later time or times (including the present).

Approved questions will be researched using academic resources (primary, secondary, printed, visual, material and/or on the web) as appropriate. Teachers should act as supervisors, but must not offer or provide detailed guidance – Paper 4 provides an important opportunity for individual work.

No length for an investigation is prescribed, but it has to be written in a two-hour examination as a single essay. All quotations must be footnoted and a full bibliography must be provided.

One sheet of A4 paper with notes (not continuous prose) on one side only may be taken into the exam.

This must be attached to the completed investigation. The bibliography should also be pre-prepared, taken into the exam and attached to the investigation.

For further details, please see Curriculum content (pages 10–23) and Appendix 1 (pages 24–26). Exemplar material and more detailed guidance will be provided in the Teacher Guide.

## Curriculum content

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### Paper 1: Foundations of history and culture (Greek)

There are no limits to the number of topics that may be studied, but candidates must answer on **two** topics, answering **one** essay on each:

#### Alexander the Great

The critical assessment of the character, career and success of Alexander, with reference to key aspects of his reign. Candidates should study:

- Alexander's relationships with family members, friends and foes, including their impact on his development and behaviour.
- Alexander's military ambitions and the reality of his achievements; his campaigns and travels in the East. This will require an understanding of warfare in the age of Alexander and of the military legacy of Philip of Macedon.
- Alexander's effectiveness as a monarch and administrator; how he organised and how effectively he controlled his conquests; the Macedonians and Macedonia during Alexander's reign; 'conspiracies' against Alexander.
- Persian influences on Alexander and his empire.
- Alexander's attitude to religion, mythology and historical precedents.
- Alexander's concern for his image, reputation and legacy.

Candidates will also be expected to be familiar with modern assessments and evaluations of Alexander's career.

Set texts: The principal material is to be found in Plutarch, *Life of Alexander*, and the biography by Arrian. Candidates should use Plutarch, chapters 1–15, as the ancient source material for Alexander's early life and relationships, and relevant selections from Arrian for Alexander's campaigns. Extracts from Arrian should be read in conjunction with parallel passages from Plutarch, *Life of Alexander*, chapters 16–77 so that attentive reading, comparison and critical evaluation/analysis of historical evidence may be made. Those parts of Plutarch's *Life of Alexander* that are not touched on in Arrian may be studied in less detail. Candidates will be expected to understand the nature of these sources and problems in their use as evidence.

A useful selection from Arrian is available in Lloyd, J. G., *Alexander the Great: Selections from Arrian* (Translations from Greek & Roman Authors, Cambridge University Press, 1981), ISBN 0 521 28195 4.

Useful compilations covering some material are:

Gergel, T. (ed.), *Alexander the Great: The Brief Life and Towering Exploits of History's Greatest Conqueror as told by his Original Biographers* (Penguin, 2004), ISBN 0 142 00140 6 and/or

Worthington, I. (ed.), *Alexander the Great: A Reader* (Routledge, 2002), ISBN 0 415 29187 9.

### Foundations of comedy: Aristophanes and Menander

A critical examination of the development of comedy and changing tastes in comedy during the fifth and fourth centuries BC through the political, topical comedies of Aristophanes to the social comedies of Menander. Study should focus on: comic and dramatic conventions, techniques and effects; plot structures; the structure of performance; characterisations; fantasy and parody; types of humour (verbal and visual); the function of the chorus; the socio-political context of these plays (including their place within the framework of the state-sponsored festival); and the treatment of contemporary figures and the issues that they reflect. Comparison between the main themes and distinctive characteristics of Old and New Comedy will be required.

Set texts: No specific plays are set. Rather, candidates will be expected to demonstrate an overview knowledge and understanding of the genre and of the output of these two writers. For Aristophanes, study should thus be made of a range of material across the early, middle and late periods of his work (at least one play from each would be necessary). For Menander, study should survey the fragmentary remains of his plays sufficient to understand and explain his surviving work.

In addition, study should be made of relevant visual material (archaeological, architectural, vase painting) so that, as appropriate, candidates are able to consider it in their essays to support/develop their arguments. Please see the Teacher Guide.

Open questions will be set, enabling candidates to use (and make reference to) whichever works they have studied to discuss the issues raised and construct their answers.

### Socrates as seen through the eyes of Plato

The principal source material is contained in the following dialogues of Plato: *Apology*, *Crito*, *Euthyphro*, *Phaedo* and *Republic*. Candidates will be expected to have a good working knowledge of the history of late fifth-century Athens so that Socrates can be understood in his political, social, religious and cultural as well as intellectual contexts. However, this is more a philosophical than a historical topic. Candidates will be expected to have a good working knowledge of Socratic method and the doctrines that Socrates put forward on justice, how an individual should live and the nature/immortality of the human soul (and their relationship to the Theory of Forms).

Candidates should be familiar with Plato and the main modern treatments of Socrates, and should be able to engage in a critical assessment of the material, both ancient and modern. Candidates must undertake a critical examination of the ideas and character of Socrates as they appear in the set texts, with particular reference to: Socrates' views of and relationship to Athenian democracy; the relationship between Socrates and the sophists; the reasons for Socrates' unpopularity, trial and conviction; his view on virtue, oratory, politicians and the citizen's duty under the law and to the state; his attitudes to life and death; the relationship between philosophical enquiry and the well-being of society; the nature and purpose of Socratic method. Candidates should also understand the difficulties in ascribing a specific philosophy to the historical Socrates.

Set texts:

Plato, *The Last Days of Socrates* [*Euthyphro*, *The Apology*, *Crito*, *Phaedo*]

Plato, *Republic*, Books 1, 2.357–372, 4.427–444, 7.514–521, 8.543–561

## Greek architecture

A critical examination of Greek public architecture from the sixth to the fourth centuries BC, with reference to continuities, developments and changes in the architecture of temples and sanctuaries. These should be studied within their religious, social/economic, cultural and political contexts so that candidates appreciate how these buildings and sites fulfilled their function(s), mirrored the beliefs and aspirations of their patrons and users, and served their various needs.

Candidates should study: the origin and development of Greek architectural principles, building methods and materials; the development and uses of the Doric, Ionic and Corinthian orders and other stylistic changes/innovations; relationships between the functions of a building and its form and style; relationships between buildings and their environment (geographical, religious, social/economic and political); relationships between temples/sanctuaries and other buildings; relationships between architecture and its sculptural decoration (including problems and solutions in its use); the uses of architecture and its sculptural decoration for religious, cultural, political statement; the roles of makers and patrons. Candidates must be able to evaluate the significance of temple and sanctuary architecture of this period.

Candidates are expected to have a sound working knowledge of architectural elements and technical vocabulary, such as may be gained from glossaries in Tomlinson's *Greek Architecture* or Emerson's *Greek Sanctuaries: An Introduction*.

Buildings themselves need to be studied, but they must also be understood in their religious, social/economic, cultural and political contexts. Candidates will need to be able to discuss representative examples and particular, but not exclusive, study should be made of the following: the key buildings of the sanctuaries at Athens (Acropolis), Delphi, Epidauros and Olympia, the temple of Aphaea (on Aegina), the Hephaisteion (Athens), the temple of Apollo Epikourios (Bassae), the temples at Paestum (Italy), the temple of Concord (Agrigento, Sicily), the temple at Segesta (Sicily).

Exam answers will require specific references not for mere illustration, but to help to explain and substantiate arguments being made.

Questions will not require candidates merely to identify or date specific buildings, but candidates will need to be able to discuss critically representative buildings and monuments and their dates to help to explain and substantiate arguments being made. Candidates may include simple sketch diagrams/drawings to support their analysis/evaluation, but such will **not** be required.

Set texts: No published material will be prescribed for the examination so there is no set work, but the named buildings/sites should be regarded as set texts.

## The rise of democracy in fifth-century Athens

Approached as political history, this topic expects candidates to undertake a critical examination of the major political developments in Athens and the workings of its major institutions. These are to be studied in the light of the external rivalries and military conflicts that shaped the rise of the Athenian empire. An awareness of the impact of these political developments upon the cultural life of Athens is also expected, as is an appreciation for just how 'democratic' Athens really was during this period. Pericles should be used as a springboard for this exploration.

Developments in Athens need to be studied in the context of the triumphs over the Persians. A biographical study of Pericles' career as a soldier and politician is suggested as one potential way to examine the workings and relevant importance of key institutions. No knowledge of the events of the Peloponnesian War is expected.

Candidates should study: the psychological effect of victory against the Persians at Marathon and Salamis; the concepts of *polis*, *deme*, *ekklesia*, *boule*, *prytaneis*; law courts; ostracism; the role of *strategos*; the reforms of Ephialtes; the emergence of Pericles as a political force and how he achieved a power base; the importance of Pericles' military achievements in forging a political career; the reputation of Pericles as 'first citizen'; the position of Aspasia; Athens' taxation policy and the importance of economic buoyancy to the growing empire; Pericles' building programme and support for other cultural events as a means of bolstering the empire; the death of Pericles and the reaction of Athenians.

Set texts: No material will be prescribed for the examination so there is no set text. A wide range of standard historical works address this subject, with excellent source material available in the various LACTORs covering this period.

### The archaeology of Minoan Crete

A critical archaeological examination of Minoan civilisation from c. 2000 BC (Middle Minoan 1b) to c. 1400 BC (Late Minoan II). The topic focuses on the palace civilisations of this period. Teachers may select any sites as case studies to support archaeological interpretation, but five form the essential core of the study: Gournia, Hagia Triada, Knossos, Mallia, Phaestos.

Candidates should study: the form and function of the palaces and the settlement at Gournia; building materials, methods of construction and architectural design of palaces, houses and tombs; the palace economy – agriculture, metallurgy, manufacturing and transport; evidence for government and state organisation both at a palace level and across the island of Crete as a whole; evidence for Cretan political influence overseas, the 'Cretan Supremacy'; evidence for international trade between Crete, mainland Greece, Egypt and the Near East; evidence for social organisation and the role of gender in Cretan society; Cretan hieroglyphics (Linear A and B); art and architecture in the form of wall painting, pottery, faience and ivory artefacts, stone vases and seals; evidence for religion and ritual, funerary practice, sacred symbols, places of worship, evidence for divinities, rites and ceremonies.

Candidates should be familiar with the following archaeological techniques only as far as they influence the interpretation of evidence: survey techniques, methods of excavation, dating and phasing of sites, post-excavation analysis of artefacts and sites. Candidates should have a firm grasp of methods of archaeological interpretation: distribution maps, spatial analysis, site catchment analysis, indicators of demography, central place theory, Thiessen polygons, environmental evidence and fall-off analysis. Guidance linked to sites is provided in the Teacher Guide.

Questions will not require candidates to identify or date specific buildings or objects, but candidates need to be able to evaluate representative sites and objects to help them to explain and substantiate arguments being made. Candidates may include simple sketch diagrams/drawings to support analysis/evaluation, but such will **not** be required.

Set texts: No material will be prescribed for the examination so there is no set text, but the specified sites should be regarded as set texts.

## Paper 2: Foundations of history and culture (Roman)

There are no limits to the number of topics that may be studied, but candidates must answer on **two** topics, answering **one** essay on each. To equip candidates with breadth in their foundation study, teachers are **encouraged** to select topics in Paper 2 that do not repeat the perspectives selected for Paper 1 (e.g. not teaching both literary topics).

### Augustus and the creation of the principate

The principal source material is contained in Suetonius' *Life of the Divine Augustus*, the *Res Gestae Divi Augusti* and the relevant sections of the opening of Tacitus' *Annals*. Candidates will be expected to have a good working knowledge of Augustus' early career and principate. Candidates will also need to be familiar with both the ancient sources and the main modern treatments of the period, and should be able to engage in a critical assessment of the material, both ancient and modern.

Candidates should undertake a critical examination of: Augustus' rise to power; the constitutional settlements of 27 and 23 BC; government and administration; Augustus' relationship with the senate and the army; the imperial household; his attitude to religion, and his use of religious imagery; social legislation; the various representations (including self-presentation) of Augustus in poetry and other media; the creation of an imperial dynasty; his concern for his reputation and legacy.

#### Set texts:

relevant parts of:

Cicero, *Philippics*

Horace, *Carmen Saeculare*

*Res Gestae Divi Augusti*

Suetonius, *The Life of the Divine Augustus*

Tacitus, *Annals* 1

Virgil, *Aeneid* 1.254–296; 6.756–892; 8.608–731

Much of this material is available in *The Age of Augustus* (LACTOR 17). Candidates will be expected to understand the nature of these sources and problems in their use as evidence.

### Ovid's *Metamorphoses*

Candidates are expected to undertake a critical examination of the relevant sections of the *Metamorphoses*. Aspects of study should include: descriptive techniques, transformation, motivation, love, humour, the role of the gods and mythology, Ovid's skill in linking and uniting the different myths. The focus of study is literary and a working knowledge of literary techniques will be required for candidates to appreciate fully Ovid's style and wit. They should also have an understanding of the cultural and political context in which Ovid wrote.

Set texts: Ovid's *Metamorphoses* Book 1 and three others (to be chosen by each individual Centre – for contrasts, they might be chosen from Books 3–6, Books 7–11, Books 12–15). Knowledge and understanding of the whole *Metamorphoses* is not required. Open questions will be set, enabling candidates to use (and make reference to) Book 1 and whichever myths have been studied in subsequent books of *Metamorphoses* to discuss the issues raised and construct their answer.

### Nero as seen through the eyes of Suetonius and Tacitus

The principal source material for this topic is contained in Suetonius' *Life of the Emperor Nero* and the relevant sections of the latter stages of Tacitus' *Annals*.

Candidates are expected to have a good working knowledge of the history of Nero's principate, but this is not *per se* an historical topic.

Candidates should be encouraged to study these near contemporary sources in the light of the accepted historical background. Studies should focus on the material used by both authors to give their audience a picture of the emperor himself.

Candidates should take note of similarities, differences and omissions in the two authors' accounts to form the basis for making their own substantiated judgements about, for example, the veracity, accuracy and bias of each author.

Candidates should undertake a critical examination of: the circumstances of Claudius' marriage to Agrippina; Nero's adoption by Claudius; the death of Claudius; the death of Britannicus; the influence of Burrus and Seneca; the *quinquennium Neronis*; the fall and death of Agrippina; the great fire of Rome; the extraordinary behaviour of Nero; the plot to remove Nero and his subsequent death.

#### Set texts:

Suetonius, *Life of Nero*

Tacitus, *Annals* Books 13, 14, 15 and 16 (ignoring accounts of troubles in the East, Britain and Gaul)

### Roman architecture and building

A critical examination of the public architecture and building of the Roman empire from Augustus to Constantine the Great, with reference to continuities, developments and changes in civic architecture and temples.

Candidates should understand the origin and development of Roman architectural principles and stylistic changes/innovations as well as building methods, materials and functions. Buildings themselves need to be studied, but they must also be understood in their religious, social/economic and political contexts so candidates appreciate: relationships between the functions of a building and its form and style; relationships between buildings and their environment (geographical, religious, social/economic, political); uses of architecture for religious, cultural and political statement; the roles of makers and patrons (including the financing of buildings). Candidates must be able to evaluate the significance of the architecture and building of this period.

Candidates need to be able to discuss representative works and study should be made of: amphitheatres, aqueducts, basilicas, public baths, temples, theatres, triumphal arches from various parts of the empire. Teachers need to select a range of appropriate examples and some suggestions for sequences of buildings that illustrate continuity and/or development over time will be found in the Teacher Guide. The only restriction on the choice of examples is that they must come from **outside** the Near East.

Questions will not require candidates to identify or date specific buildings, but candidates will need to be able to discuss critically representative buildings and monuments to help them explain and substantiate arguments being made. Candidates may include simple sketch diagrams/drawings to support their analysis/evaluation, but such will **not** be required. No knowledge of architectural sculpture or other decoration will be required.

Set texts: No material will be prescribed for the examination so there is no set text, but the buildings chosen for study should be regarded as set texts.

### **Cicero and the fall of the republic**

Taken as political history, this topic expects candidates to undertake a critical examination of the major political institutions and offices of the late republic and the close scrutiny that they were put under during the closing years of that period by a combination of military and social pressures, the demands of ambitious individuals and the methods that they were prepared to employ to achieve their personal aims. The period of study begins in 70 BC and ends in 38 BC.

As an outsider and as a *novus homo*, as an avid chronicler of events and as a self-publicist, Cicero provides an enlightening source of evidence for the political chicanery of his times.

Candidates should study: the major political upheavals of the period; terms such as *optimates*, *populares*, *patronus*, *concordia ordinum*, *boni*, *senators*, *equites*; the consulship of Crassus and Pompey in 70 BC; the prosecution of Verres and what it represented; the importance of Pompey's conquests in the East; Cicero's election to the consulship and the Catilinarian conspiracy; the *bona dea* scandal; the first triumvirate and its dissolution; the behaviours of individuals (Clodius, Clodia, Caelius, Julius Caesar, Milo, Marc Antony, Octavian); the murder of Julius Caesar and its aftermath.

Set texts: No material will be prescribed for the examination so there is no set text. There are many standard historical works that cover the period. One useful source book could be Lacey, W. K. and Wilson, J. G. *Res Publica: Roman Politics & Society According to Cicero* (Bristol Classical Press, 1991), ISBN 0 906 51509 2, which covers the major events of the period principally through Cicero's own writings and speeches.

### Urban archaeology in the Roman Near East

A critical archaeological examination of the development of cities and towns in the Roman Near East from 31 BC to AD 337. Teachers may select any sites as case studies to support archaeological interpretation, but five form the essential core of the study: Aphrodisias, Ephesus, Miletos, Palmyra, Pergamum.

Candidates should study:

- the town planning of cities and their development over time (including the impact of Roman conquest on town planning)
- the infrastructure of the cities, roads, transport, communications, water supply, sanitation and baths
- the military architecture of cities
- governmental and administrative buildings, the agora, forum and basilica
- the role of the city in the administrative structure of the Empire as a whole
- the economy of the city, agriculture, metallurgy, manufacturing and transport
- the role of the city in the agricultural landscape; its relationship to the surrounding agricultural economy
- the role of the city in the economy of the Empire as a whole; evidence for trade on a regional and empire-wide level
- evidence for social organisation and the role of gender in urban society
- evidence for religion and ritual, temples, shrines and other sacred places; religious symbols and art; evidence for divinities, rites and ceremonies
- Greek, Roman and Oriental cultural influences on the development of cities
- written evidence in the form of inscriptions and historical texts

Candidates should be familiar with the following archaeological techniques only as far as they influence the interpretation of evidence: survey techniques, methods of excavation, dating and phasing of sites, post-excavation analysis of artefacts and sites. Candidates should have a firm grasp of methods of archaeological interpretation: distribution maps, spatial analysis, site catchment analysis, indicators of demography, central place theory, Thiessen polygons, environmental evidence and fall-off analysis. Guidance linked to sites is in the Teacher Guide.

Questions will not require candidates to identify or date specific buildings or objects, but candidates need to be able to evaluate representative sites and objects to help them to explain and substantiate arguments being made. Candidates may include simple sketch diagrams/drawings to support analysis/evaluation, but such will **not** be required.

Set texts: No material will be prescribed for the examination so there is no set text, but the specified sites should be regarded as set texts.

### Paper 3: Classical literature – sources and evidence

This paper focuses on the critical study and interpretation of literary texts in their own contemporary or near contemporary contexts. Complete works or selections from them will be set for closer study and questions will lead directly out of those prescribed sections. In the examination, two separate extracts from the prescription will be given for each topic. Candidates will have to compare and assess them critically in the light of the unseen passage introducing the question. Together, these three passages should serve as the starting point for discussion, but essays need to draw on understanding gained from other parts of the prescription and wider reading. Assertions made in answers will have to be justified.

It is important that candidates have a good knowledge of texts because they will not be able to answer effectively from just the extracts printed on their question paper. Exact context and direct quotation are not expected, but detailed reference to the texts in support of answers is required. Credit will be given to candidates who show evidence of wider reading.

Textual materials used on question papers as the starting point for discussion in essays will be taken from the specified passages of the set texts.

There are no limits to the number of topics that may be studied, but candidates must answer **one** essay on **one** topic:

#### **The changing world of Athens: its friends and enemies**

##### Set texts:

Herodotus, *Histories* 5.66, 69–104; 6.94–124; 7.1–37, 100–105, 131–169, 172–178, 207–239; 8.1–120, 140–144; 9.1–89

Thucydides, *History of the Peloponnesian War* 1.18–146; 2.1–14, 18–65; 3.1–50; 5.84–116; 6.1, 8–32, 42–52, 75–88; 7.10–18, 27–30, 42–87; 8.1

Aristophanes, *Acharnians*

This topic focuses on the development of Athens from 510 to 404 BC as a state, its relations with the other states with which it had contact, and the response of its citizens to the challenges of the period. In relation to the prescribed texts, candidates should understand:

- the development of Athenian democracy
- the relationship between Athens and other Greek states
- the impact of the Persian Wars on relationships between Greek states
- the growth and decline of the Athenian empire
- the conflicts between Athens and Sparta
- the differing systems of government in Athens and Sparta

Candidates should then be able to address the following questions:

- What were the benefits of being a citizen in democratic Athens?
- Why were alliances between Greek states formed and broken?
- How great was the impact of war on ordinary people?
- What was the importance of oligarchy and democracy?
- How reliable and how biased are the texts studied?

### **The Roman empire: civilisation or submission?**

Set texts:

Caesar, *The Gallic Wars* 5, 6, 7

Tacitus, *Agricola*

Josephus, *The Jewish War* (Penguin edition, trans: G. A. Williamson, revised: E. M. Smallwood) 7, 11, 19, 22, 23 (other chapters may be read as part of candidates' wider reading).

The topic focuses on the expansion of the Roman Empire from Julius Caesar to Vespasian through consideration of specific campaigns and the ways in which the Romans perceived other peoples. In relation to the prescribed texts, candidates should understand:

- Roman attitudes to expansion
- different ways in which the Empire expanded
- Roman perceptions of other cultures, including the concept of the barbarian
- the Romanisation of the provinces
- the impact of Romanisation on indigenous religion, social relations, settlement and trade/economics
- the consequences for the conquered of rejection of the Roman way of life

Candidates should then be able to address the following questions:

- What were the advantages of belonging to the Roman Empire?
- To what extent were ordinary citizens affected by Roman rule?
- To what extent did Roman rule suppress or encourage native cultures?
- What were the consequences for the conquered of rebellion?
- To what extent was there bias and 'spin doctoring' in Roman writing about empire, conquest and rebellion?

### Drama: the idea of tragedy

Set texts:

Aeschylus, *Agamemnon*

Sophocles, *Oedipus Tyrannus*

Euripides, *Medea*

Seneca, *Oedipus*

in the light of Aristotle, *Poetics* 1447a–1456a

This topic focuses on what makes a play ‘tragic’, and how the understanding of tragedy developed in the ancient world. In relation to the four prescribed plays, each of which should be read in its entirety, candidates should understand:

- the key elements of a tragedy as set out by Aristotle in the specified parts of the *Poetics*
- the conventions within which these four playwrights operated and the social settings of these four plays
- the differing treatment and presentation of their main characters
- the roles of the supporting characters in these dramas
- the motivations of the characters in these plays
- the different roles of the Chorus in these tragedies
- how Greek dramas may have been staged
- how these plays, and the events and characters within them, would have been received by their contemporary audiences

Candidates should then be able to address the following questions:

- What did ancient tragedy aim to achieve?
- What different types of tragedy are presented by these four plays?
- How effective (to ancient audiences) were the prescribed plays as tragedies?
- How did these plays conform to or differ from Aristotle’s definitions and judgements?
- Did these plays function well as tragedies independently of Aristotle’s ideas?

The prescribed parts of Aristotle are intended to inform and provide a basis for candidates’ exploration and understanding of ancient tragedy, and candidates will be expected to show familiarity with his ideas and arguments within their answers. Aristotle might be used for the quotation that precedes the question, but will not be used for one of the pair of extracts drawn from the prescription.

**Gods and heroes: the importance of epic**Set texts:

Homer, *Iliad* Books 1, 9, 12, 19 and 24

Homer, *Odyssey* Books 9, 10, 12, 22 and 23

Virgil, *Aeneid* Books 2, 4, 6, 10 and 12

This topic focuses on the behaviour of both gods and heroes in epic poetry. In relation to the prescribed texts, candidates should understand:

- the differing depictions of the nature of the hero:
  - the Iliadic depiction of life lived under the shadow of death and the nature of heroism in that context (q.v. Sarpedon's explanation in *Iliad* book 12 l. 310 ff.)
  - the adventurous hero in the *Odyssey*
  - the hero with a hard duty in the *Aeneid*
- the motivation of all three major heroes to achieve their goals
- the less prominent characters whose actions serve to illuminate the concept of the hero in each context
- the role of the gods in each epic poem and the particular assistance given to or antipathy toward the central characters

Candidates should then be able to address the following questions:

- What was the importance of epic?
- Why were the lives of these heroes depicted in these ways?
- What motivation was there to search for peace?
- What was the need for gods and what parts did they play?
- How might these ideas have resonated with the audiences of their time?

### Paper 4: The Classical heritage

There are no prescribed topics, but each candidate must investigate ways in which their chosen aspect of the classical world has been interpreted in and/or seen as relevant by/to a later time or times (including the present), e.g., a candidate might look at:

- Rome and Egypt: Cleopatra in history and/or literature and/or art
- ancient and modern: the legacies of Greek science or Roman technology
- Attic attitudes: versions of pastoral
- the idea of Troy
- the transmission of mythology or epic
- sport, spectacle and the cult of celebrity
- cinema and the classical world
- reactions to the classical world by modern novelists or travel writers
- the influence of classical philosophy
- the influence of classical architecture
- *imperium* and imperialism
- interest in Alexander the Great during the Middle Ages
- the appropriation of the classical world by a modern dictator

Consideration of reception of the classical heritage is not confined to Europe, but may only be considered in post-classical eras. A candidate may not thus investigate how the Romans interpreted the Greek world. The earliest point that may be used for consideration of reception is the reign of the Byzantine Emperor Justinian I (527–565 AD).

It is essential to an individual and independent investigation that each candidate arrives at a personal choice of topic and question. Teachers may not prescribe a set title or group of titles for their class: the focus should be strongly on the candidate's individual interests and research. In a group of candidates, therefore, each must investigate a different question.

Candidates must not be taught for Paper 4. Teachers have a very proper role as supervisors, but they must not act as more than a supervisor. Paper 4 provides an important opportunity for individual work.

#### **The role of the supervisor:**

Before research can begin, supervisors should make themselves available to:

- advise their candidates of the nature of Paper 4 and the kind of subject that each must pick for his/her individual study; then
- discuss with each candidate the topic area once he/she has devised it, helping to refine it
- assist in the development of a viable question for submission to CIE

During the research period, supervisors should make themselves available to:

- give advice on research methods and suitable sources of material
- make their candidates aware (and remind them from time to time) that a disciplined, organised approach will be required if an effective essay is to be produced in the exam
- explain how to footnote quotations and how to prepare a bibliography
- offer **general** subject advice

Supervisors might wish to run a regular tutorial system through which to provide such supervision.

In addition, candidates need direct support to help them to develop study and research skills and to understand research methodologies. This support should be provided through formal generic teaching and significant time should be allocated to this important part of preparation for Paper 4. For further information, please see the Teacher Guide.

Supervisors must not:

- offer or provide detailed subject guidance for a candidate
- undertake any research for a candidate
- write any subject-specific notes or drafts for a candidate
- correct any parts of a candidate's written subject-specific notes or drafts
- prepare all or part of a candidate's exam essay, notes or bibliography

## Appendix 1: Administrative arrangements for Paper 4

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### Essay questions: submission and approval

In consultation with their teachers, each candidate will select a topic and then, after preliminary reading and research, refine it into a specific draft question. At that point, every draft question must be submitted to a CIE moderator for comment and approval. Submission must be made not later than 31 October in the academic year the examinations are to be sat. CIE will respond within five weeks. Moderators will be experienced examiners acting as friendly critics. Proposed questions may be referred back for further clarification or may be rejected if they fail to meet the criteria. Where candidates are required to resubmit, CIE will seek to provide approval as soon as possible, but in such circumstances the timescale will be determined primarily by the response that has been made by the individual candidate to the moderator's guidance. Centres are thus advised to use their own preliminary internal verification process and to submit forms early, allowing time for possible resubmissions. Deadline extensions will be granted neither for submissions nor resubmissions.

Reading and ongoing research will almost certainly generate changes to the plan/structure of an investigation as set out on the outline proposal form. Such changes may be quite significant. That is fine, and in most cases is likely to be inevitable because research is an interactive process. No re-submission will be necessary because approval is for the question.

It is essential that each candidate devises and submits his/her own question: it will not be acceptable for some or all of the candidates from the same Centre to submit the same question. This is to ensure that the focus of this paper remains as independent (not teacher-led) study and research. Exemplar material and detailed guidance on the choice and development of questions will be found in the Teacher Guide.

### Essay notes in the exam

Candidates may bring into the exam room one sheet of A4 paper with notes (not continuous prose) on one side only. At the end of the exam, this sheet must be attached by a tag to the answer booklet containing the written essay and handed in. Apart from that and the pre-prepared bibliography, no other texts, reference materials or papers will be permitted in the examination, and Centres will be required to police this regulation.

### Assessment

The personal investigation will be marked out of 50, using the pre-published generic criteria. The A4 sheet of notes will not be assessed, but will be checked to see that it does not include blocks of text copied into the essay. (The notes may contain quotations and bibliographical references that a candidate wishes to use.)



**FOR MODERATOR'S COMMENTS ONLY**

**INSTRUCTIONS FOR COMPLETION OF THIS FORM**

1. One form should be used for each candidate. If extra space is required to complete the outline proposal, a second OPF Form should be used. Under no circumstances should separate sheets of paper be attached.
2. Type information or use a ball-point pen in the spaces provided.
3. Please send all forms to: CIE, 1 Hills Road, Cambridge, CB1 2EU with an addressed envelope for their return. Forms will **not** be accepted after 31 October in the academic year the examinations are to be sat.
4. Proposals that are being resubmitted must be accompanied by the original proposal; those candidates adjusting their proposal in line with the Moderator's comment (approved with proviso) need not resubmit.

**REMINDERS**

1. Use of forms is compulsory. Moderators are experienced examiners acting as friendly critics offering free advice.
2. Each candidate selects his/her own question, guided by his/her teacher. The same question may **not** be used by every candidate within one Centre.
3. Allow up to five weeks for return of forms.
4. Attach this form to your investigation before you hand it in at the end of the examination.
5. The earliest point that may be used for consideration of reception is 527 AD.

## Appendix 2: Grade descriptors

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The following grade descriptors 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 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 performances in others.

### **Distinction (D2)**

Candidates display a comprehensive, in-depth knowledge and critical understanding of the classical past. They make very well-informed and effective use of a wide range of relevant knowledge to present strongly supported arguments and conclusions. They display an excellent appreciation of the classical contexts within which they have studied representative aspects of the classical past.

Candidates analyse, evaluate and interpret critically a wide range of evidence in context to draw fully substantiated judgements. Their written communication is very clear, accurate, concise and logical. Classical names and terms are properly rendered.

In Paper 4, candidates display an excellent understanding of and articulate a comprehensive range of substantiated views about ways in which the classical world and its legacy have been understood and interpreted and/or represented.

### **Merit (M2)**

Candidates display a good knowledge and critical understanding of the classical past. They make good use of a wide range of relevant knowledge to present well-supported arguments and conclusions. They display a good appreciation of the classical contexts within which they have studied representative aspects of the classical past.

Candidates analyse, evaluate and interpret clearly a good range of evidence in context to draw substantiated judgements. Their written communication is usually clear, accurate and demonstrates evidence of planning. Classical names and terms are generally properly rendered.

In Paper 4, candidates display a good understanding of and articulate a good range of substantiated views about ways in which the classical world and its legacy have been understood and interpreted and/or represented.

### **Pass (P2)**

Candidates display a limited knowledge and understanding of the classical past. They present only basic arguments and basic conclusions drawn from a limited store of knowledge. They display limited appreciation of the classical contexts within which they have studied representative aspects of the classical past.

Candidates' ability to analyse, evaluate and interpret evidence is limited, as is their ability to differentiate between the relevant and the irrelevant. Their engagement with and response to the question is limited. Their written communication is adequate and shows limitations in planning and organisation. Classical names and terms are recognised but often rendered inaccurately or inappropriately.

In Paper 4, candidates display a limited understanding of and present a limited range of views about ways in which the classical world and its legacy have been understood and interpreted and/or represented.

## Appendix 3: Additional information

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### Guided learning hours

It is intended that this course 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 Heritage (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 that 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 **6530**.

### Overlap with other qualifications

There is no overlap between this syllabus and any others in the Cambridge Pre-U suite.

### Language

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

### 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 and cultural issues

The study of the classical heritage contributes to an understanding of these issues by:

- developing awareness of diversity in civilisations by understanding cultures, their values and assumptions, different from our own
- promoting awareness of aspects of human life other than the physical and material
- providing opportunities for understanding core foundations for the western traditions of art, history, literature, philosophy, political thought and science – traditions that have had major influences on the shape of the modern world

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

There are no health and safety issues in this syllabus.

CIE has developed this syllabus in line with UK, European and international legislation and agreements. This syllabus provides opportunities to consider both the European dimension at every point and the international dimension through various options.

This syllabus focuses on three civilisations which, together, form the root of the western traditions of art, history, literature, philosophy, political thought and science – traditions that have had major influences on the shape of not just Europe and the western world but human history and development globally for the last seven centuries and more.

### Avoidance of bias

CIE has taken great care in the preparation and presentation of this syllabus and specimen 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
1	✓	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓	✓
3	✓		✓	✓	✓	✓
4	✓		✓		✓	✓

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