

Cambridge Pre-U Syllabus

Cambridge
Pre-U

Cambridge International Level 3
Pre-U Certificate in
LATIN

For examination in 2013, 2014 and 2015



UNIVERSITY of CAMBRIDGE
International Examinations

Latin (9788)

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

For examination in 2013, 2014 and 2015

QN 500/4024/8

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**.

Syllabus updates

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

If there are any changes to this syllabus, CIE will write to Centres to inform them. This syllabus will also be published annually on the CIE website (**www.cie.org.uk/cambridgepreu**). 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**

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Cambridge International Level 3 Pre-U Certificate

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Introduction

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

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

All Cambridge Pre-U Principal subject syllabuses are linear. Candidates taking a Principal subject 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 Latin. It is also intended to encourage candidates to read more widely, by studying Roman writers in both the original Latin and in translation and by reading modern works of critical scholarship.

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

Aims

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

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

Scheme of assessment

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

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

Assessment objectives

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

Relationship between scheme of assessment and assessment objectives

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

* Weighted marks for comparison

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

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

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

Description of components

Paper 1 – Verse Literature (2 hours 30 minutes)

This paper consists of **three** sections:

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

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

Section C (20 marks): Candidates choose either:

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

or

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

Paper 2 – Prose Literature (2 hours)

This paper consists of **two** sections:

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

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

Paper 3 – Unseen Translation (2 hours)

This paper consists of two questions:

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

Question 2 (50 marks) requires candidates to translate a passage of Latin verse (approx. 18 lines) into good English. Unusual vocabulary items will be glossed. Candidates are required to scan two lines (hexameter or elegiac couplet).

Candidates must answer **both** questions.

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

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

Section A (40 marks): A passage of 130–140 words is set for translation into Latin. 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

Paper 1 – Verse Literature

The focus of this paper is the study of one prescribed text chosen from two. It includes either the study of literary criticism techniques or of theme through set theme texts, read in Latin 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 Latin or English, is compulsory.

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

A candidate's chosen prescribed text should be studied in Latin. Theme texts may be studied either in Latin or in English translation.

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

Paper 2 – Prose Literature

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

Candidates' chosen prescribed text should be studied in Latin.

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 accidence, syntax and vocabulary used by Latin authors such as those prescribed for Paper 1 and Paper 2.

Paper 4 – Prose Composition or Comprehension

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

Appendix 1: Prescribed texts and theme texts for Paper 1

Prescribed texts

Virgil *Aeneid* IV, 1–521

Recommended edition: Virgil *Aeneid* IV, ed. K. MacLennan (BCP, 2007)

Candidates will be expected to be familiar with the rest of *Aeneid* IV in translation.

or

Juvenal *Satires* 2, 3

Recommended edition: Juvenal, *Satires* Book I, ed. S. Braund (CUP, 1996)

Theme texts

Theme, Virgil *Aeneid* IV, lines 1–521: Men and women

Ovid *Amores* I.1, 2, 4, 5, 6, 9, 10, 11, 12, 13, 14

Ovid *Heroides* 1, 7, 10

Propertius I

or

Theme, Juvenal, *Satires* 2, 3: Roman satire

Juvenal *Satires* 1, 6

Horace *Satires* I.4, 5, 9; 2.1, 4, 7

Persius *Satires* 1, 3, 5

The prescribed texts and theme texts in this syllabus are for examination in 2013. For examination in 2014 onwards, please see the CIE website (www.cie.org.uk), as changes may occur.

Appendix 2: Prescribed texts for Paper 2

Prescribed texts

Cicero *Pro Milone*

Sections 24–56 (*P. Clodius cum statuisset... pro domini vita expetiverunt*); 72–78 (*nec vero me... quantum exiti fuerit*); 83–90 (*sed huius benefici... quam vivus everterat*).

Recommended edition: Cicero *Pro Milone* ed. F. H. Colson (BCP, 1991)

Candidates will be expected to be familiar with the rest of *Pro Milone* in translation.

or

Tacitus *Annals* XV

Sections 38–74 (*sequitur clades... inter homines desierit*).

Recommended edition: Tacitus *Annals* XV, ed. N. P. Miller (BCP, 1998)

Candidates should also read the following in translation:

Annals XIV sections 1–22 and 47–65; *Annals* XV sections 32–37.

The prescribed texts in this syllabus are for examination in 2013. For examination in 2014 onwards, please see the CIE website (www.cie.org.uk), as changes may occur.

Appendix 3: Suggested bibliography

General reference

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

General reading

- Ash, R. and Sharrock, A. *Fifty Key Classical Authors* (London, 2002)
 Braund, S. *Roman Literature* (London, 2002)
 Conte, G. B. *Latin Literature: a history* (Baltimore and London, 1994)
 Croally, N. and Hyde, R. (eds.) *Classical Literature: an introduction* (London, forthcoming)
 Harrison, S. (ed.) *A Companion to Latin Literature* (Oxford, 2005)
 Ogilvie, R. *Roman Literature and Society* (London, 1980)
 Rutherford, R. *Classical Literature: a Concise History* (Oxford, 2005)
 Taplin, O. (ed.) *Literature in the Roman World* (Oxford, 2001)

Verse

Theme: Virgil *Aeneid* IV, 1–521; Men and women

- Armstrong, R. *Ovid and his Love Poetry* (London, 2007)
 Boyd, B. *Ovid's Literary Loves* (Michigan, 1997)
 Cairns, F. *Virgil's Augustan Epic* (Cambridge, 2006)
 Cairns, F. *Sextus Propertius: the Augustan elegist* (Cambridge, 2009)
 Camps, W. A. *An Introduction to Virgil's Aeneid* (Oxford, 1969)
 D'Ambra, E. *Roman Women* (Cambridge, 2007)
 Davis, P. *Ovid and Augustus: a political reading of Ovid's erotic poems* (London, 2006)
 Gransden, K. and Harrison, S. J. *Virgil: the Aeneid* (Cambridge, 2003)
 Griffin, J. *Latin Poets and Roman Life* (London, 1985)
 Griffin, J. *Virgil* (Oxford, 1986)
 Hardie, P. R. *Virgil's Aeneid: cosmos and imperium* (Oxford, 1989)
 Hardie, P. R. (ed.) *The Cambridge Companion to Ovid* (Cambridge, 2002)
 Harrison, S. J. (ed.) *Oxford Readings in Virgil's Aeneid* (Oxford, 1990)
 Hubbard, M. *Propertius* (London, 2001)
 James, S. *Learned Girls and Male Persuasion* (California, 2003)
 Jenkyns, R. *Classical Epic: Homer and Virgil* (London, 1998)
 Keith, A. M. *Engendering Rome* (Cambridge, 2000)
 Kennedy, D. *The Arts of Love* (Cambridge, 1993)
 Lindheim, S. and Rosenmeyer, P. *Mail and Female: epistolary narrative and desire in Ovid's Heroides* (Wisconsin, 2003)
 Lyne, R. O. A. M. *The Latin Love Poets from Catullus to Horace* (Clarendon, 1980)
 Lyne, R. O. A. M. *Further Voices in Virgil's Aeneid* (Clarendon, 1987)
 Martindale, C. *The Cambridge Companion to Virgil* (Cambridge, 1997)
 MacAuslan, I. and Walcot, P. (eds.) *Virgil* (Oxford, 1990)
 Miller, P. A. *Latin Erotic Elegy* (London, 2002)
 Quinn, K. *Virgil's Aeneid: a critical description* (London, 1968)
 Sullivan, J. *Propertius: a critical introduction* (Cambridge, 1976)

Veyne, P. *Roman Erotic Elegy* (Chicago, 1988)

Wyke, M. *The Roman Mistress* (Oxford, 2002)

Theme: Juvenal *Satires* 2, 3; Roman satire

Anderson W. S. *Essays on Roman Satire* (Princeton, 1982)

Braund, S. *Greece and Rome: Roman Verse Satire* (Oxford, 1992)

Braund, S. *The Roman Satirists and their Masks* (Bristol, 1996)

Coffey, M. *Roman Satire* (BCP, 1995)

Freudenburg, K. *Satires of Rome: threatening poses from Lucilius to Juvenal* (2001)

Freudenburg, K. *The Cambridge Companion to Roman Satire* (Cambridge, 2005)

Harrison, S. (ed.) *The Cambridge Companion to Horace* (Cambridge, 2007)

Hills, P. *Horace* (Bristol, 2005)

Hooley, H. *Roman Satire* (Blackwell, 2006)

Keane, C. *Figuring Genre in Roman Satire* (Oxford, 2006)

Martin, J. R. *Juvenal: A Farrago: a collection of essays on the satires of Juvenal and on Roman satire* (AM Hakkert, 1996)

McKay, A. G. and Shepherd, D. M. *Roman Satire: Horace, Juvenal, Persius, Petronius and Seneca* (Nelson Thornes, 1976)

Plaza, M. *The Function of Humour in Roman Verse Satire: laughing and lying* (Oxford, 2007)

Rudd, N. *Themes in Roman Satire* (Duckworth, 1986)

Schlegel, A. and Rosenmeyer, P. *Satire and the Threat of Speech in Horace Satires Book I* (Wisconsin, 2003)

Prose

Cicero *Pro Milone*

Booth, J. (ed.) *Cicero on the Attack* (Wales, 2007)

Douglas, A. *Greece and Rome: Cicero* (Oxford, 1968)

Gildenhard, I. *Creative Eloquence: the construction of reality in Cicero's speeches* (Oxford, 2010)

Habinek, T. *Ancient Rhetoric and Oratory* (Blackwell, 2004)

Powell J. and Patterson, J. *Cicero the Advocate* (Oxford, 2006)

Rawson E. *Cicero: a portrait* (BCP, 2007)

Steel, C. *Roman Oratory* (New Surveys in the Classics, Cambridge, 2006)

Stockton, D. *Cicero: a political biography* (Oxford, 1971)

Usser, S. *Cicero's Speeches: the critic in action* (Aris & Phillips, 2008)

Vasaly, A. *Representations: images of the world in Ciceronian oratory* (Berkeley, 1991)

Tacitus *Annals* XV, 38–74

Ash, R. *Tacitus* (London, 2006)

Ginsburg, J. *Tradition and Theme in the Annals of Tacitus* (Arno, 1981)

Haynes, H. *Tacitus on Imperial Rome* (Berkeley, 2003)

Henderson, J. G. *Fighting for Rome* (Cambridge, 1998)

Luce, T. and Woodman, A. (eds.) *Tacitus and the Tacitean tradition* (Princeton, 1993)

Mellor, R. *Tacitus' Annals* (Oxford, 2010)

O'Gorman, E. *Irony and Misreading in the Annals of Tacitus* (Cambridge, 2000)

Syme, R. *Tacitus* (2 vols., Oxford, 1958)

Woodman, A. J. *Tacitus Reviewed* (Oxford, 1998)

Woodman, A. J. *The Cambridge Companion to Tacitus* (Cambridge, 2010)

Appendix 4: Grade descriptors

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 performance in others.

Distinction (D2)

Candidates show comprehensive knowledge and understanding of linguistic structures and sensitive and informed appreciation of the prescribed Latin 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 Latin 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 Latin 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

Guided learning hours

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

Certification title

This qualification is shown on a certificate as:

- Cambridge International Level 3 Pre-U Certificate in **Latin (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 **6610**.

Language

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

Procedures and regulations

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

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

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

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

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

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

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

Avoidance of bias

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

Key Skills

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

The Key Skills awarding bodies and the regulatory authorities have produced a suite of example portfolios that will help to give candidates and practitioners a clear understanding of the requirements for the Key Skills portfolio. These are available on the QCDA website (**www.qcda.org.uk/keyskills**). 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
Paper 1						
Section A	✓		✓	✓	✓	✓
Section B	✓		✓	✓	✓	✓
Section C	✓		✓	✓	✓	✓
Paper 2						
Section A	✓		✓	✓	✓	✓
Section B	✓		✓	✓	✓	✓
Paper 3						
Question 1	✓		✓	✓	✓	✓
Question 2	✓		✓	✓	✓	✓
Paper 4						
Section A	✓		✓	✓	✓	✓
Section B	✓		✓	✓	✓	✓

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