SYLLABUS

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

9788
For centres in the UK

For examination in 2022

This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate. QN: 500/4024/8
Changes to the syllabus for 2022

The syllabus has been updated. The latest syllabus is version 1, published September 2019.

Changes to syllabus content

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

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

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

Why choose Cambridge Pre-U?

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

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

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

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

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

Why choose Cambridge Pre-U Latin?

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

Prior learning

Cambridge Pre-U builds on the knowledge, understanding and skills gained by learners achieving a good pass in Level 1/Level 2 qualifications in Latin.
Progression
The course is designed to meet the needs of a variety of candidates: those who show an interest in the subject but are not intending to study it further; those who will enter employment, for which knowledge of the subject is helpful; and those who intend to study it at a higher level.

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

<table>
<thead>
<tr>
<th>first year</th>
<th>second year</th>
</tr>
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<tbody>
<tr>
<td>Cambridge Pre-U Principal Subject</td>
<td>Cambridge Pre-U Principal Subject*</td>
</tr>
<tr>
<td>Cambridge Pre-U Principal Subject*</td>
<td>Cambridge Pre-U Principal Subject*</td>
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<tr>
<td>Cambridge Pre-U Global Perspectives and Independent Research (GPR)</td>
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</tbody>
</table>

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

Learn more about the Cambridge Pre-U Diploma at [www.cambridgeinternational.org/cambridgepreu](http://www.cambridgeinternational.org/cambridgepreu)

Support
Cambridge International provides a wide range of support for Pre-U syllabuses, which includes recommended resource lists, Teacher Guides and Example Candidate Response booklets. Teachers can access these support materials at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)
The aims of the syllabus, listed below, are the same for all candidates and are to:

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

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paper 1 Verse Literature</strong></td>
<td>30%</td>
</tr>
<tr>
<td>2 hours 15 minutes</td>
<td></td>
</tr>
<tr>
<td>Translation, context and style question</td>
<td></td>
</tr>
<tr>
<td>essay question</td>
<td></td>
</tr>
<tr>
<td>Choice of unseen literary appreciation question</td>
<td></td>
</tr>
<tr>
<td>or paired text essay question</td>
<td></td>
</tr>
<tr>
<td>Written paper, externally assessed, 90 marks</td>
<td></td>
</tr>
<tr>
<td><strong>Paper 2 Prose Literature</strong></td>
<td>20%</td>
</tr>
<tr>
<td>1 hour 30 minutes</td>
<td></td>
</tr>
<tr>
<td>Translation and context and style question</td>
<td></td>
</tr>
<tr>
<td>Choice of commentary question or essay question</td>
<td></td>
</tr>
<tr>
<td>Written paper, externally assessed, 60 marks</td>
<td></td>
</tr>
<tr>
<td><strong>Paper 3 Unseen Translation</strong></td>
<td>30%</td>
</tr>
<tr>
<td>2 hours</td>
<td></td>
</tr>
<tr>
<td>Translation of prose and verse unseen passages</td>
<td></td>
</tr>
<tr>
<td>Written paper, externally assessed, 90 marks</td>
<td></td>
</tr>
<tr>
<td><strong>Paper 4 Prose Composition or Comprehension</strong></td>
<td>20%</td>
</tr>
<tr>
<td>1 hour 30 minutes</td>
<td></td>
</tr>
<tr>
<td>Choice of translation into Latin or comprehension</td>
<td></td>
</tr>
<tr>
<td>Written paper, externally assessed, 60 marks</td>
<td></td>
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</tbody>
</table>

### Availability

This syllabus is examined in the June examination series.

This syllabus is available to private candidates.

### Combining this with other syllabuses

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

| AO1 | Recall and deploy knowledge and understanding of the linguistic structures and literary features of prescribed Latin literature, including its wider context and issues, where appropriate. |
| AO2 | Recall and deploy knowledge and understanding of linguistic structures and literary features when translating unseen passages. |
| AO3 | Analyse, evaluate and respond to prescribed and translated Latin literature, applying relevant knowledge, including of secondary material, and clearly communicating information and arguments. |
Relationship between scheme of assessment and assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

**Assessment objectives as a percentage of the qualification**

<table>
<thead>
<tr>
<th>Assessment objective</th>
<th>Weighting in Pre-U %</th>
</tr>
</thead>
<tbody>
<tr>
<td>AO1</td>
<td>33</td>
</tr>
<tr>
<td>AO2</td>
<td>50</td>
</tr>
<tr>
<td>AO3</td>
<td>17</td>
</tr>
</tbody>
</table>

**Assessment objectives as a percentage of each component**

<table>
<thead>
<tr>
<th>Assessment objective</th>
<th>Weighting in components %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Paper 1</td>
</tr>
<tr>
<td>AO1</td>
<td>62</td>
</tr>
<tr>
<td>AO2</td>
<td>0</td>
</tr>
<tr>
<td>AO3</td>
<td>38</td>
</tr>
</tbody>
</table>
Cambridge International Level 3 Pre-U Certificates (Principal Subjects and Global Perspectives Short Course) are qualifications in their own right. Cambridge Pre-U reports achievement on a scale of nine grades: Distinction 1, Distinction 2, Distinction 3, Merit 1, Merit 2, Merit 3, Pass 1, Pass 2 and Pass 3.

<table>
<thead>
<tr>
<th>Cambridge Pre-U band</th>
<th>Cambridge Pre-U grade</th>
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<tbody>
<tr>
<td>Distinction</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Merit</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Pass</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
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</table>
Grade descriptions

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

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

**Distinction (D2)**
- candidates show comprehensive knowledge and understanding of linguistic structures and sensitive and informed appreciation of the prescribed 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 demonstrate 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, and its wider context
- candidates demonstrate some understanding of the basic structures of grammar and there is evidence of successful recall and interpretation of vocabulary. Success in more challenging linguistic tasks is restricted owing to gaps in grammatical awareness and unreliable identification of vocabulary
- candidates show through their written responses a basic appreciation of the major issues of the prescribed literature. Their responses are expressed with limited argument and illustration, and reference to the wider context is either weak or absent.
Description of components

Paper 1 Verse Literature
2 hours 15 minutes, 90 marks, 30 per cent of the total marks

This paper consists of three sections.

Section A (40 marks)
Candidates answer two questions on their chosen prescribed text.

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

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

Section B (25 marks)
Candidates answer one of two essay questions set on their chosen prescribed text. The question will require knowledge of the set text and its historical, social, political and cultural context. Credit will be given for engagement with secondary literature, where appropriate.

Section C (25 marks)
Candidates choose one question from this section.

Either

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

Or

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

Paper 2 Prose Literature
1 hour 30 minutes, 60 marks, 20 per cent of the total marks

This paper consists of two sections.

Section A (35 marks)
Candidates answer two questions on their chosen prescribed text.

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

The translation question may be taken from a separate part of the prescription.
Section B (25 marks)
Candidates answer one of three questions set on their chosen prescribed text.

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

Paper 3 Unseen Translation
2 hours, 90 marks, 30 per cent of the total marks

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

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

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

**Question 2 (45 marks)** requires candidates to translate a passage of Latin verse (approx. 18 lines) into good English. Unusual vocabulary will be glossed. Candidates are required to scan two lines (hexameter or elegiac couplet).

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

Paper 4 Prose Composition or Comprehension
1 hour 30 minutes, 60 marks, 20 per cent of the total marks

Candidates answer one question.

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

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

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

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

Paper 1 Verse Literature

The focus of this paper is the study of one prescribed text from a choice of two. It includes both close literary analysis of passages from the text and demonstration of broader understanding of the text through essay writing. In section C, candidates also have a choice between further close literary analysis of an unseen passage or an even broader exploration in the essay set on the paired texts (the set text and one additional related text). Candidates are expected to be able to translate short extracts from their chosen prescribed text accurately and fluently, to have a sensitive appreciation of the author’s literary style and idiomatic use of language, and to demonstrate an understanding of the historical, social, political and cultural context.

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

For the paired text questions, knowledge of both texts is compulsory. Candidates’ chosen prescribed text and paired text should be studied in Latin.

Prescribed texts and paired texts for Paper 1 Verse Literature

For examination in 2022

<table>
<thead>
<tr>
<th>Prescribed texts</th>
<th>Recommended edition</th>
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</table>

<table>
<thead>
<tr>
<th>Paired texts</th>
<th>Recommended edition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virgil, <em>Georgics</em> 2</td>
<td></td>
</tr>
<tr>
<td>Juvenal, <em>Satires</em> 1 and 3</td>
<td></td>
</tr>
<tr>
<td>Juvenal, <em>Satires</em> 2 and 6, Horace, <em>Satires</em> 1.4, 5; 2.1</td>
<td></td>
</tr>
</tbody>
</table>
Paper 2 Prose Literature

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

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

Candidates’ chosen prescribed text should be studied in Latin.

Prescribed texts for Paper 2 Prose Literature

For examination in 2022

<table>
<thead>
<tr>
<th>[Tacitus, Annals 14.1–16, 47–65]</th>
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</thead>
<tbody>
<tr>
<td>or</td>
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<tr>
<td>Apuleius, Metamorphoses 6</td>
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</tbody>
</table>

Paper 3 Unseen Translation

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

Paper 4 Prose Composition or Comprehension

The focus of this paper is linguistic.

Candidates answer either Question 1 or Question 2.

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

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

Note: Throughout the assessment in the four examination papers, consonantal –u- will be printed as –v- and accusative plurals ending in –is will be printed as –es.
Additional information

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

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

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken. Information on access arrangements is found in the Cambridge Handbook (UK), for the relevant year, which can be downloaded from the website www.cambridgeinternational.org/eoguide

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

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

If you are not yet a Cambridge school
Learn about the benefits of becoming a Cambridge school at www.cambridgeinternational.org/startcambridge. Email us at info@cambridgeinternational.org to find out how your organisation can register to become a Cambridge school.

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