

UNIVERSITY OF OXFORD
Board of the Faculty of Classics
Board of the Faculty of Medieval
and Modern Languages



Classics and Modern Languages Prelims Handbook

For students sitting Prelims in

2026*

*Course II students who began the course in October 2024 should refer to the
2024 course handbook dated 10 October 2024

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Dates of Full Terms

Michaelmas 2025: Sunday 12 October – Saturday 6 December 2025

Hilary 2026: Sunday 18 January – Saturday 14 March 2026

Trinity 2026: Sunday 26 April – Saturday 20 June 2026

Michaelmas 2026: Sunday 11 October – Saturday 5 December 2026

Hilary 2027: Sunday 17 January – Saturday 13 March 2027

Trinity 2027: Sunday 25 April – Saturday 19 June 2027

* provisional

Disclaimer

This handbook applies to students starting the BA in Classics and Modern Languages in Michaelmas Term 2025 and sitting Prelims in 2026. The information in this handbook may be different for students starting in other years.

The *Examination Regulations* relating to this course will be published at <http://www.admin.ox.ac.uk/examregs/>. If there is a conflict between information in this handbook and the *Examination Regulations* then you should follow the *Examination Regulations*. If you have any concerns please contact undergraduate@classics.ox.ac.uk.

The information in this handbook is accurate as at 13 October 2025; however, it may be necessary for changes to be made in certain circumstances, as explained at www.ox.ac.uk/coursechanges. If such changes are made the department will publish a new version of this handbook together with a list of the changes and students will be informed.

Course Details

Full Title of Award: Bachelor of Arts in Classics and Modern Languages

Course Length: 4 or 5 years

FHEQ Level: 6

Quality Assurance Agency Subject Benchmarking Statements:

- Classics and Ancient History: [https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/classics-and-ancient-history-\(including-byzantine-studies-and-modern-greek\)](https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/classics-and-ancient-history-(including-byzantine-studies-and-modern-greek))
- Languages, Cultures and Societies: <https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/subject-benchmark-statement-languages-cultures-and-societies>
- Philosophy: https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-philosophy.pdf?sfvrsn=6fe2cb81_5

Useful Links

Classics Faculty UG Information Canvas site: <https://canvas.ox.ac.uk/courses/42438>

Modern Languages Undergraduate Course Handbook:

<https://canvas.ox.ac.uk/courses/20010/modules/items/968034>

Complaints and Appeals: <https://canvas.ox.ac.uk/courses/42438/pages/complaints-and-academic-appeals>

Data Protection: <https://www.ox.ac.uk/students/life/it/studentrecord/data>

Equality and Diversity at Oxford: <https://canvas.ox.ac.uk/courses/42438/pages/equality-and-diversity>

Harassment: <https://www.ox.ac.uk/students/welfare/harassment>

Examiners' Reports:

- Classics: https://canvas.ox.ac.uk/courses/42438/modules#module_94960
- Modern Languages: <https://canvas.ox.ac.uk/courses/20010/modules/items/185652>

Examination Information (University website):

<https://www.ox.ac.uk/students/academic/exams?wssl=1>

Joint Consultative Committees for Undergraduate Matters:

- Classics: https://canvas.ox.ac.uk/courses/42438/pages/jcc-for-undergraduate-matters?module_item_id=445998
- Modern Languages: <https://canvas.ox.ac.uk/courses/20010/modules/items/185653>

Lecture Lists:

- Classics: <https://classics.web.ox.ac.uk/lecture-list-prospectus-entries>
- Modern Languages: <https://canvas.ox.ac.uk/courses/20010/modules/items/1072330>

Prizes for Performance in Undergraduate Examinations:

- Classics: <https://canvas.ox.ac.uk/courses/42438/pages/prizes-for-exceptional-performance-in-undergraduate-examinations>
- Modern Languages: [Prelims](#) and [FHS](#)

1. Welcome

Welcome to Oxford! We hope you will find this a satisfying and enjoyable course.

You may like to know that there is a Joint Standing Committee of Senior Members responsible for supervising the course. The committee is composed of six members (three from Modern Languages and three from Classics). For the 2025-26 academic year, its members are:

- Professor Adrian Kelly (Classics; Chair of Languages & Literature Sub-Faculty)
- Professor Rhiannon Ash, Merton (Classics)
- Professor Pantelis Michelakis, St Hilda's (Classics)
- Dr Laura Lonsdale, Queen's College (Spanish; Director of Undergraduate Studies)
- Dr Rajendra Chitnis, University College (Czech)
- Dr María Luisa Coelho, Trinity College (Portuguese)

Please do not hesitate to get in touch with any of us at any stage if there are aspects of the course that you wish to discuss or that you feel ought to be drawn to our attention.

This handbook is revised annually and issued on arrival to all first-year students taking CML Option A (the Prelims route). Students taking Option B (the Classics Mods route) should refer to the Mods Handbook for details of the first five terms of the course.

Comments and corrections should be addressed to the Academic Administrative Officer, Ioannou Centre, 66 St Giles', Oxford OX1 3LU (email: undergraduate@classics.ox.ac.uk).

This handbook should be read in conjunction with the following publications:

- The Classics Faculty's UG Information Canvas site at <https://canvas.ox.ac.uk/courses/42438>
- The Faculty of Medieval and Modern Languages' general undergraduate handbook and relevant language-specific handbooks at <https://canvas.ox.ac.uk/courses/20010>

For more detail about the two faculties, including lists of their teaching staff, consult the Faculty websites (<https://classics.web.ox.ac.uk/> and www.mod-langs.ox.ac.uk). On the Modern Languages web pages, information can be found by clicking on the "Current Students" link.

You will be subscribed to undergraduate mailing lists in both faculties, which send out information about lectures and other items of interest to students.

You should also consult the [University Student Handbook](#), which covers a number of more general matters of student life, including details of the University's policies relating to equal opportunities, harassment, and disability (which are also available on the Oxford University website at www.ox.ac.uk).

Examiners' reports may be found in Canvas at https://canvas.ox.ac.uk/courses/42438/modules#module_94960 and <https://canvas.ox.ac.uk/courses/20010/modules/items/185652>

2. Introduction

This handbook gives an outline of the Prelims course, together with further information that we hope you will find helpful. Full details of the course are contained in the *Examination Regulations* online (<https://www.admin.ox.ac.uk/examregs>).

Important note: Students who sat the Course II qualifying examination in TT 2025 are advised to refer to the 2024 handbook dated 10 October 2024 for details of the Prelims course. Your text prescription for the 2026 exam will be as specified in the handbook issued at the start of your course.

The Faculty of Classics is making some changes to the Greek and Latin text prescriptions with effect from the 2025-26 academic year (as set out in this handbook), which will only apply to students starting the course in October 2025 or later.

There are two versions of this course, **Option A** in which the first exam is the Preliminary Examination in Classics and Modern Languages (taken after three terms, or after six terms for those students who spend an initial preliminary year studying either Ancient Greek or Latin language), and **Option B** in which it is Honour Moderations in Classics (taken after five terms). Please refer to the Mods Handbook if you are taking Option B.

Students taking Option A who have not studied a Classical language to A-level or equivalent spend a preparatory year learning either Ancient Greek or Latin, before continuing with the course leading up to the CML Prelims Exam.

After Prelims, there are six further terms of study at Oxford before Finals (plus a year abroad).

	MT	HT	TT	MT	HT	TT	MT	HT	TT	MT	HT	TT	MT	HT	TT	
Option A				CML Prelims			CML Finals			Year abroad			CML Finals			
Option A Beg L/G	Year studying Greek or Latin			CML Prelims			CML Finals			Year abroad			CML Finals			
Option B	Classics Mods					CML Finals					Year abroad			CML Finals		

In CML Prelims, you take papers in the language and literature of either Latin or Greek (or both), and on one modern language and its literature. If you learn Latin or Greek in a preparatory year with a view to sitting CML Prelims at the end of the second year, the tutor in your modern language may wish you to keep up your study of that language during the first three terms.

3. Aims and Objectives of Classics and Modern Languages

Aims

1. To build and encourage intellectual confidence in students, enabling them to work independently but in a well-guided framework.
2. To provide for students a sustained, carefully designed and progressively structured course which requires effort and rigour from them and which yields consistent intellectual reward and satisfaction.
3. To train and encourage students in appropriate linguistic, analytical, research and presentational skills to the highest possible standards.
4. To equip students to approach major issues in their own as well as other cultures with a thoughtful and critical attitude.
5. To produce graduates who are able to deal with challenging intellectual problems systematically, analytically, and efficiently, and who are suitable for a wide range of demanding occupations and professions, including teaching our subject in schools and higher education.

Objectives

1. To provide expert guidance over a very wide range of options in challenging fields of study within the Greco-Roman world and in the modern European languages and literatures.
2. To help students to acquire the ability to read accurately and critically texts and documents in Latin and/or Greek, and in a modern European language.
3. To help students to acquire the ability to write and speak a modern European language with a high degree of accuracy and fluency.
4. To help students to acquire the skills to assess considerable amounts of material of diverse types, and to select, summarise and evaluate key aspects.
5. To foster in students both the skills of clear and effective communication in written and oral discourse, and the organisational skills needed to plan work and meet demanding deadlines.
6. To provide a teaching environment in which the key features are close and regular personal attention to students, constructive criticism and evaluation (whether written or oral) of their work, and continuous monitoring of their academic progress.
7. To maintain and enhance the broadest possible base for student recruitment, and to maintain the highest intellectual standards at admission.
8. To provide effective mechanisms through which able students of different levels of experience can rapidly acquire the linguistic and other skills needed to achieve their potential in the subject.
9. To make full and effective use of the very wide range of research expertise in our Faculties and the excellent specialist resources and collections available in the University.
10. To offer courses which are kept under continuous review and scrutiny.

4. The Preliminary Examination in Classics and Modern Languages

In summary, the examination structure for the Preliminary Examination in Classics and Modern Languages is as follows:

One modern language (including certification of attendance and participation in oral classes) plus Latin and/or Greek.

- I. Language paper I in the modern language (three hours).
- II. Language paper II in the modern language (in two parts of 90 minutes each).
- III. Literature paper III in the modern language (three hours)
- IV. Literature paper IV in the modern language (three hours)
- V. Unseen translation from Latin and/or Greek (three hours).
- VI. Greek and Latin Literature: Essays (three hours).
- VII. Greek and Latin Literature: Translation and Comment (three hours).

For further detail about each paper, including detailed prescriptions of texts, see the entry for the Preliminary Examination in Classics and Modern Languages in the [Examination Regulations](#) and the relevant language-specific Prelims handbook in Canvas: <https://canvas.ox.ac.uk/courses/20010/modules/items/372606>

If you have been admitted to study a preliminary year of Beginners' Greek or Latin, you have to enter for two qualifying papers in Greek or Latin at the end of this preliminary year. For further details, please see below.

Classics Papers V, VI and VII

The three Classics papers overlap in many areas with those studied by first-year Classicists. Either Latin or Greek must be offered, or indeed both Classical languages.

Paper V: Unseen Translation from Latin and/or Greek

This paper consists of four passages for translation into English, a prose and verse passage from each language, of which the candidate must offer TWO.

Paper VI: Greek and Latin Literature: Essays

Paper VII: Greek and Latin Literature: Translation and Comment

These papers are based on the following four sets of ancient texts, studied in the original, from which candidates must offer TWO, including ONE and only one from (a) and (b).

(a) Homer, *Iliad* III–VI, XVIII, XXI*

(b) Virgil, *Aeneid* I, IV, VI, X*

(c) Homer, *Odyssey* IX and XI; Euripides, *Bacchae*; Aristophanes, *Lysistrata*; Lucian, *Vera Historia* II

(d) Plautus, *Menaechmi*; Catullus 1–14 (excluding 14b), 63, 64, 68–80; Ovid, *Metamorphoses* VII–VIII; Seneca *Epistulae Morales* 24, 33, 47, 64, 86

* For the purposes of paper VI, candidates who offer these texts will be expected to have knowledge of the whole work and not merely the prescribed portions.

Both papers will relate to all four sets of texts (a, b, c, d). However, each student will normally prepare two sets: either (a) or (b) together with either (c) or (d).

In paper VI candidates are required to write THREE essays, one from each section of the paper, as follows:

- Section A: Candidates must answer ONE question from this section, which contains TWO questions on the *Iliad*, and TWO questions on the *Aeneid*.
- Section B: Candidates must answer ONE question from this section, which contains EIGHT questions, one on each of the text groups (four Latin and four Greek) below.
- Section C: Candidates must answer ONE question from this section, which contains FOUR questions on general (Classical literary) topics.

Paper VII will require candidates to translate and comment on THREE passages, as follows:

- Question 1 offers two passages from the *Iliad* and two from the *Aeneid*; candidates must pick ONE of those FOUR passages for translation and commentary.
- Question 2 offers one passage from each of the eight text groups (four Latin and four Greek) below: candidates must pick TWO of these EIGHT passages for translation and commentary.

Prescribed editions:

- Homer: Allen, T. S. and Monro, D. B. (1920), *Homeri Opera: Tomi I–IV*, Oxford (OCT)
- Virgil: Mynors, R. A. B. (1969), *P. Vergili Maronis Opera*, Oxford (OCT).
- Euripides: Allan, W. and Swift, L. (2024), *Bacchae*, Cambridge.
- Aristophanes: Henderson, J. (1990), *Aristophanes: Lysistrata*, Oxford.
- Lucian: Macleod, M. D. (1972), *Luciani Opera: Tomus I*, Oxford (OCT).
- Plautus: Gratwick, A. S. (1993), *Plautus: Menaechmi*, Cambridge.
- Catullus: Mynors, R. A. B. (1958), *C. Valerii Catulli Carmina*, Oxford (OCT).
- Ovid: Tarrant, R. J. (2004), *P. Ovidi Nasonis Metamorphoses*, Oxford (OCT).
- Seneca: Edwards, C. (2019), *Seneca: Selected Letters*, Cambridge.

Qualifying examination for students taking Beginners' Latin or Greek

This consists of two papers of three hours:

i) Greek or Latin Texts.

Candidates must offer **EITHER** Homer, *Iliad* VI; Lysias 1 and 3; Euripides, *Bacchae* 1–63, 180–369, 434–518, **OR** Virgil, *Aeneid* VI; Seneca, *Epistulae Morales* 24, 33, 47, 64 and 86; Catullus 1–14 (excluding 14b).

The paper will comprise passages from these texts for translation and comment.

Prescribed editions:

- Homer: Allen, T. S. and Monro, D. B. (1920), *Homeri Opera: Tomus I*, Oxford.
- Euripides: Allan, W. and Swift, L. (2024), *Bacchae*, Cambridge.
- Lysias: Carey, C. (2007), *Lysiae Orationes cum fragmentis*, Oxford (OCT).
- Virgil: Mynors, R. A. B. (1969), *P. Vergili Maronis Opera*, Oxford (OCT).
- Catullus: Mynors, R. A. B. (1958), *C. Valerii Catulli Carmina*, Oxford (OCT).
- Seneca: Edwards, C. (2019), *Seneca: Selected Letters*, Cambridge.

ii) Greek or Latin Language.

The paper will consist of passages for unseen translation out of Latin or Greek and of sentences to be translated from English into Latin or Greek.

5. Language Work

In your Modern Language you will have a regular schedule of language classes to attend each week. These will either be organised within your college or centrally within the Faculty. It is very important to attend all your language classes and to complete the written exercises set. You will find it helpful to establish a weekly routine with regular slots set aside for completing each piece of language work.

Language teaching develops a range of different skills:

- Oral and aural skills (speaking and listening skills);

Translation into and from the target language;

- Free writing in the target language;

The aim of the course is to achieve fluency in writing and speaking, as well as an awareness of linguistic variation and register.

These skills are acquired through a range of different classes and exercises:

- Vocabulary learning (best done individually and regularly);
- Grammar classes, especially as consolidation in the first year of the course;
- Translation into the foreign language ('prose classes'), a skill in itself but also a good way of consolidating grammar knowledge so that it can be used actively;
- Translation from the foreign language, developing a sense of nuance and register and thus linking language learning with the nuanced reading required for the content papers; it also contributes to consolidating knowledge of grammar, and develops an awareness of linguistic diversity in both English and the foreign language;
- Oral exercises to develop fluency, accurate pronunciation, [and](#) listening skills;
- Essay writing classes, developing active vocabulary and the ability to communicate complex arguments in writing;
- Cultural knowledge and critical thinking, acquired through a variety of tasks such as researching a topic and presenting it orally in the target language, or writing on a topic from a critical point of view.

6. Tutors

Your college tutors in Classics and Modern Languages will be responsible for arranging your teaching each term. If you have any issues with teaching or supervision please raise these as soon as possible so that they can be addressed promptly. Details of whom to contact are provided, for Classics, at <https://canvas.ox.ac.uk/courses/42438/pages/ba-classics-and-modern-languages-overview>, and, for Modern Languages, in section 6.2 of the Undergraduate Course Handbook. If your issue relates to the course overall, contact the Chair of the Joint Standing Committee (dus@mod-langs.ox.ac.uk).

7. Tutorials, Classes and Collections

What you are expected to bring to a tutorial is an intelligent understanding of the reading which was set for it and any written work demanded. What you have a right to expect is your tutor's presence and scholarly attention throughout the hour agreed, plus guidance (e.g. a reading list) for next time. It is reasonable to expect your tutor to comment on your essays (whether orally or in writing) and to warn you if they fall below an acceptable standard. Most tutors prefer not to assign marks to essays week by week, but if you feel uncertain about the quality of your work you should not hesitate to ask.

You will often have more than one tutorial a week, and may sometimes have two essays to write in a single week. The Humanities Division has agreed that undergraduate students should not be required to write more than twelve tutorial essays during each full term; if you are asked to write more than twelve, do discuss the matter with your tutors.

The more you bring to a tutorial, the more you will gain from it. Work on an essay involves reading, thinking, and writing. Read attentively and thoughtfully. As your reading progresses, think up a structure for your essay (but do not write an elaborate plan which you won't have time to execute). Expect to have to worry out your thoughts, both during and after reading. Use essays to develop an argument, not as places to store information. You will learn best if you share ideas with fellow students, and contribute to tutorial discussion. Remember that tutorials are not designed as a substitute for lectures, or for accumulating information, but to develop articulateness and the capacity to think on one's feet, and to tackle specific difficulties and misunderstandings.

Be careful not to let the reading of secondary criticism detract from your reading of the texts on the syllabus. The examination is on the prescribed subjects and works, and the purpose of reading secondary literature is to help you to form your own thoughts about the primary material. Note also the section on 'Plagiarism' below.

Missing a tutorial is a very serious matter. If you cannot attend for a good reason (e.g. illness), you should let your tutor know in advance and make arrangements to catch up on any work missed. If circumstances force you to miss a tutorial without advance notice, please contact your tutor as soon as possible.

Some tuition is by means of college or University classes, a system specially suited to subjects in which your written work consists in exercises rather than essays - especially your language work. Written work for a class will normally be returned to you with written or oral comments.

Most colleges will require you to sit college examinations, 'collections', before the start of each term. The objects are to test your comprehension of work already covered, and to give you practice in writing timed papers. Make sure at the end of each term that you know the times and subjects of next term's collections.

Teaching patterns

For recommended patterns of teaching for all modern language papers, see the main Modern Languages Course Handbook (section 2). For Classics papers shared with the BA in Literae Humaniores, please see the Mods and Greats handbooks at

<https://classics.web.ox.ac.uk/handbooks>. The papers unique to the FHS of Classics and Modern Languages (listed in section 5 above) are typically taught in 8 tutorials.

Workload planning

As a CML student, the schedule of teaching that you follow through your degree (i.e. which papers you are taught when) is likely to be different from those of students reading single honours Classics or Modern Languages. The plans below offer illustrative schedules as examples to help you and your College tutor(s) as you map out your degree programme. Especially at FHS, where there is a lot of individual choice of options, the precise pathway that you follow will depend on the options you select, so the below should be used as a guide only.

Candidates working towards Prelims in Classics and Modern Languages (Latin only)

MT:

Latin Authors: 6 tutorials; Faculty Latin: 8 classes

ML literature: 8 tutorials (or mix of tutorials and seminars); Faculty/College language classes, c.24 hours

HT:

Virgil, *Aeneid*: 6-8 Tutorials; Faculty Latin: 8 classes

ML literature: 8 tutorials (or mix of tutorials and seminars); Faculty/College language classes, c.24 hours

TT:

Latin Authors and Revision: 6 tutorials; Latin Language in College: 6 classes

ML literature: 4-6 tutorials (or mix of tutorials and seminars) and Revision; Faculty/College language classes, c.18 hours

8. Lectures

Lecture lists are published on the web at <https://classics.web.ox.ac.uk/lecture-list-prospectus-entries> and at <https://canvas.ox.ac.uk/courses/20010/modules/items/1072330>. Your tutors will have advice on which lectures to attend.

Lectures are distinct from tutorials and classes in that they are not usually interactive, though they may involve some discussion. In Modern Languages, first-year lectures are compulsory and should be attended over the course of the academic year. If you have a lecture clash please speak to your college tutor.

9. Vacations

You are said to 'read' for an Oxford degree, and CML is certainly a reading course: its 'study' is to a great extent the study of books. In term you will mostly rush from one article or chapter to another, pick their bones, and write out your reactions. Vacations are the time for less hectic attention to complete books. Tutorials break a subject up; vacations allow consolidation. They give depth and time for serious thought, and they are particularly

important for reading set texts.

10. Examinations

It is your responsibility to enter for University examinations. Details of the exam entry procedure may be found at www.ox.ac.uk/students/exams/entry/. The Preliminary examination takes place in weeks 8 and 9 of Trinity Term.

The examiners are looking for your own ideas and convictions. When you have selected a question, work out what it means and decide what you think is the answer to it; always answer the question that has been set, *not* the question you would like to have been set. Then, putting pen to paper, state the answer and defend it; or, if you think there is no answer, explain why not. Bear in mind that an examination answer cannot hope to include as much detail as a tutorial essay; part of what is being tested is your ability to select what is relevant and to present it in a clear and well-structured argument.

In writing commentaries, bear in mind that a literary commentary is not the same thing as an essay. It is largely concerned with the explication of a single passage of text, and you should not use it as a springboard for general discussion of related issues. If the passage is from a larger work, start by identifying its context (briefly but precisely), paying attention if appropriate to what follows as well as what precedes; if it is in direct speech, identify the speaker or speakers. Say what you feel should be said about the passage as a whole (e.g. what it contributes to the larger work from which it comes, what literary conventions it displays, and how it is structured), and then discuss its most striking stylistic details and other points of interest. Points to look out for include (depending on the type of work) narratorial voice, dramatic technique, and versification. Explain allusions and references where appropriate (some may be so obvious that they do not need to be explained). Make it clear precisely what you are referring to, perhaps by giving a line-reference. You may like to go through the text in order when making your detailed comments, or you may prefer to organise the material in some other way; the important thing is to present it clearly. As in essays, do not be afraid to express ideas of your own; the purpose of the exercise is partly to test whether you have prepared your texts but also to invite you to think about and react to them.

Examination Conventions

Qualifying Examination for candidates taking Beginners' Latin or Greek

You sit two papers, either Greek Texts and Greek Language or Latin Texts and Latin Language. The result is either pass or fail. For a pass, you are required to achieve marks of 40 or above on both papers. The setting and marking conventions for these papers may be found at <https://canvas.ox.ac.uk/courses/42438/pages/ba-classics-and-modern-languages-overview>.

Prelims

The setting and marking conventions for papers I-IV in the modern language may be found in Canvas at https://canvas.ox.ac.uk/courses/20010/pages/examination-conventions?module_item_id=185651.

The setting and marking conventions for papers V-VII in Latin and/or Greek may be found at

<https://canvas.ox.ac.uk/courses/42438/pages/ba-classics-and-modern-languages-overview>.

Classification: You are required to achieve a pass in each language separately by obtaining an average mark of 40 on the papers in that language; to obtain a distinction, you must achieve an average of 70 on *all* the papers (both language and literature) in a language. For further details, please see the Prelims Examination Conventions in Canvas at <https://canvas.ox.ac.uk/courses/42438/pages/ba-classics-and-modern-languages-overview>.

11. Plagiarism

This is the University definition of plagiarism

(<https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism?wssl=1>):

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence.

While this formal definition is particularly directed towards finalists writing theses, the following guidelines are relevant to the writing of essays throughout your undergraduate career.

- i. Plagiarism is the use of material appropriated from another source or from other sources with the intention of passing it off as one's own work. Plagiarism may take the form of unacknowledged quotation or substantial paraphrase. Sources of material include all printed and electronically available publications in English or other languages, or unpublished materials, including theses, written by others. The Proctors regard plagiarism as a serious form of cheating for which offenders can expect to receive severe penalties, possibly including disqualification from the examination process or expulsion from the university (as stated in the box above). Plagiarism in tutorial essays or other work which is not formally examined is a disciplinary matter for colleges, who may choose to apply a range of severe penalties, including rustication (suspension) or even sending down (expulsion). You should be aware that there are now sophisticated electronic mechanisms for identifying plagiarised passages, and you should also be aware that anyone writing a reference for you in the future who is aware that you have plagiarised work may feel obliged to mention this fact in their reference.
- ii. Your work will inevitably sometimes involve the use and discussion of material written by others with due acknowledgement and with references given. This is standard critical practice and can be clearly distinguished from appropriating without acknowledgement material produced by others and presenting it as your own, which is what constitutes plagiarism.
- iii. An essay is essentially **your** view of the subject. While you will be expected to be familiar with critical views and debates in relation to the subject on which you are writing, and to discuss them as necessary, it is your particular response to the theme or question at issue that is required.

iv. When you read the primary texts that you will be discussing, it is a good idea to **find your own examples** of episodes, themes, arguments, etc. in them that you wish to discuss. If you work from your own examples, you will be much less likely to appropriate other people's materials.

v. When you are taking notes from secondary sources, a) Always note author, title (of book or journal, and essay or article title as appropriate), place of publication (for books), and page numbers. b) If you copy out material word for word from secondary sources, make sure that you identify it as quotation (by putting inverted commas round it) in your notes. This will ensure that you recognise it as such when you are reading it through in preparing your thesis. c) At the same time always note down page numbers of quoted material. This will make it easier for you to check back if you are in doubt about any aspect of a reference. It will also be a necessary part of citation (see vi below).

vi. When you are writing your essay, make sure that you identify material quoted from critics or ideas and arguments that are particularly influenced by them. There are various ways of doing this, in your text and in footnotes. If you are substantially indebted to a particular critic's arguments in the formulation of your materials, it may not be enough to cite his or her work once in a footnote at the start or the end of the essay. Make clear, if necessary in the body of your text, the extent of your dependence on these arguments in the generation of your own – and, ideally, how your views develop or diverge from this influence.

vii. Example: This is a passage from A. Barchiesi, *Speaking Volumes: Narrative and Intertext in Ovid and Other Latin Poets* (London, 2001), 54:

'Something similar might be observed in a "pure" elegiac text, antipodal to epic, such as *Amores* 3.6. This elegy is a long appeal addressed to an obstinate little stream obstructing Ovid's path to his love. The erotic situation lies completely in the background, abstract and vague; Ovid turns his whole attention to the obstacle and to the strategies aimed at overcoming it. The river is described in essentially "anti-Callimachean" terms: it has muddy banks (3.6.1), abundant and even filthy waters (v. 8: *et turpi crassas gurgite volvis aquas*). These features accord well with the narrative function of the stream that obstructs the amorous quest of the elegiac poet. But what is intriguing are the arguments Ovid uses to appease the flood. To honour the unnamed stream, the poet lists lofty examples of great rivers which have felt the power of love . . . He then goes on to develop a long narrative example, the story of a river in love, but, significantly, the story is of *epic* provenance: Mars' rape of Ilia, who afterward was offered consolation by the Anio. The entire story . . . appeared in a prominent position at the beginning of Ennius' *Annales*. This episode, though transcribed by Ovid in his own manner and in the style of elegy, is indeed an unforeseen guest in a poem of the *Amores*.'

A. Plagiarism

'*Amores* 3.6 is addressed to a river which is stopping Ovid from getting to his love. Ovid leaves the love-situation in the background, and turns his whole attention to the river, and strategies for overcoming this obstacle. The description of the river makes it essentially "anti-Callimachean": it has muddy banks and dirty waters. These features fit the narrative function of the stream that obstruct the elegiac love-poet's quest. Ovid's arguments to the river are very interesting. He lists lots of lofty examples of rivers in love, and then develops a long narrative of a story about a river in love from epic. This story concerns the river Anio, which offered his love to Ilia after Mars' rape of her. The whole story had a prominent position at

the beginning of Ennius' epic poem the *Annales*. Ovid treats it in his own manner and in elegiac style; but it still comes as a surprise in the *Amores*.'

This version adds almost nothing to the original; it mixes direct appropriation with close paraphrase. There is no acknowledgement of the source; the writer suggests that the argument and the development of it are his or her own.

B. Legitimate use of the passage

'*Amores* 3.6 forms part of the intensified conflict between genres which marks Book 3 of the *Amores*. In the first poem of Book 3, Tragedy and Elegy vie for Ovid's soul; in the last, he wistfully abandons elegy for tragedy. In this poem, addressed to a river that prevents the speaker from reaching his beloved, Ovid moves into the prolonged narration of a story that comes in epic: the river Anio's winning and wooing of Ilia after Mars has raped her. This story came in the first book of Ennius' *Annales*. Barchiesi has pointed out that the river seems "anti-Callimachean" in its size and dirtiness.¹ The relation with epic may, however, be more elaborate and complicated. Within the *Iliad*, Achilles' heroic advance is halted by a river; he fears an ignominious and rustic death (21.279-83). The situation of *Am.* 3.6 as a whole could be seen to mimic, on a lower level, an episode already generically disruptive. And the Anio's speech to Ilia (53-66) sounds very like a love-poem – which naturally does not work as persuasion. Epic, then, does not simply interrupt elegy in *Amores* 3.6; and the poem is part of a larger design, not just a curious surprise.

¹ A. Barchiesi, *Speaking Volumes: Narrative and Intertext in Ovid and Other Latin Poets* (London, 2001), 54.'

This version uses an acknowledged paraphrase of part of the passage in forming a wider argument, with some fresh points. (The footnote is sound scholarly practice, but its omission would not be a matter of plagiarism.) The reference to the *Annales*, though originally derived from Barchiesi, does not require acknowledgement, since the writer can reasonably suppose it to be common scholarly knowledge. The final phrase echoes Barchiesi's, while disagreeing with it; but no explicit acknowledgement is required, least of all after the earlier mention.

12. Guidance on the Use of Artificial Intelligence

The Medieval and Modern Languages Faculty's guidance on the use of AI is provided in [Canvas](#). The Faculty of Classics will publish similar guidance shortly.

13. Feedback

You will be asked to fill in questionnaires about each course of Modern Languages Lectures you attend. They are available for submission online on the Modern Languages website at <https://hermes2.mml.ox.ac.uk/lectures/index.php>.

The feedback questionnaires are read first by the Director of Undergraduate Studies, then passed to the Chairman of the Faculty Board and to the lecturers concerned. Any major issues raised in the questionnaires are discussed by the Chairman with the lecturer; this may lead to changes in emphasis or in how lectures are delivered. Positive comments may be used to support Faculty or University schemes for rewarding outstanding teaching.

14. Changing your course

Don't seek to change course at the first sign of difficulty. All courses that are worth anything bring the student up against obstacles, and your tutors will guide you past them. Seek the advice of your tutors at all times when in difficulty. Discuss problems also with your contemporaries; you are not in competition with them, and you should get into the habit of helping and being helped. If you decide you really do want to change, the first rule is, "Don't delay". You could be losing vital learning time.

Your college has admitted you to read for a particular Honour School, or a particular combination of First Public Examination plus Honour School. You cannot change without its permission, which is liable to be refused if the 'receiving' tutors think you unsuited to their course, or don't have room (in some courses, e.g. Law and English, the teaching resources are often very strained).

If you are allowed to change, your Senior Tutor or Tutor for Undergraduates will help with any necessary formalities.

15. Teaching provision

(a) Modern language papers

Please see the Modern Languages Undergraduate Handbook (Section 2).

(b) Classics papers

Preliminary Examination in Classics and Modern Languages

Paper	Faculty teaching provision (hours)						Typical college teaching provision (hours)	
	Lectures			Classes			Tutorials	Classes
	MT	HT	TT	MT	HT	TT		
Option A Qualifying Examination (for candidates taking Beginners' Latin or Greek)								
Greek Language				40	40	8	16	
Greek Texts								
Latin Language				40	40	8	16	
Latin Texts								
Preliminary Examination								
Unseen Translation from Greek and/or Latin	Students are recommended to attend Classics Mods lectures on Greek and Latin texts			MILC language classes (8 sessions in each of MT and HT)			16	
Greek and Latin Literature: Essays								
Greek and Latin Literature: Translation and Comment								

16. Equality, Diversity and Inclusion Statement

The Oxford Classics Faculty is committed to working together to ensure that we are inclusive and welcoming to all. We aim to provide an environment which promotes equality, values diversity, and maintains a working, learning, and social environment in which the rights and dignity of all its staff and students are respected to assist them in reaching their full potential. The Classics Faculty's EDI webpages and contact details for the Faculty's EDI Officer and Harassment Advisors can be found here: <https://www.classics.ox.ac.uk/edi-policy-classics>

The following is a University statement, which the Faculty strongly endorses:

"The University of Oxford is committed to fostering an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its staff and students are respected. We recognise that the broad range of experiences that a diverse staff and student body brings strengthens our research and enhances our teaching, and that in order for Oxford to remain a world-leading institution we must continue to provide a diverse, inclusive, fair and open environment that allows everyone to grow and flourish." University of Oxford **Equality Policy**

As a member of the University you contribute towards making it an inclusive environment and we ask that you treat other members of the University community with respect, courtesy and consideration.

The Equality and Diversity Unit works with all parts of the collegiate University to develop and promote an understanding of equality and diversity and ensure that this is reflected in all its processes. The Unit also supports the University in meeting the legal requirements of the Equality Act 2010, including eliminating unlawful discrimination, promoting equality of opportunity and fostering good relations between people with and without the 'protected characteristics' of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and/or belief, sex and sexual orientation. Visit our website for further details or contact us directly for advice: edu.web.ox.ac.uk or equality@admin.ox.ac.uk.

The Equality and Diversity Unit also supports a broad network of harassment advisors in departments/faculties and colleges as part of the Harassment Advisory Service. For more information on the University's Harassment and Bullying policy and the support available for students visit: edu.web.ox.ac.uk/harassment-advice

There are a range of faith societies, belief groups, and religious centres within Oxford University that are open to students. For more information visit: edu.admin.ox.ac.uk/religion-and-belief-0

Student Welfare and Support Services

The University's unique and close-knit collegiate system provides a wealth of pastoral and welfare services for students to support engagement with studies and University life, promoting student wellbeing by providing opportunities for social interaction and sport and arts. Additionally, the central Student Welfare and Support Services department offers professional support that complements provision in colleges and departments. More detail can be found in the University's Common Approach to Support Student Mental Health.

The Disability Advisory Service (DAS) can provide information, advice and guidance on reasonable adjustments to teaching and assessment, and assist with organising disability-related study support. For more information visit: www.ox.ac.uk/students/welfare/disability

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