
OCR AS GCE in Classical Civilisation (JACT) (3816)

OCR Advanced GCE in Classical Civilisation (JACT) (7816)

Approved Specifications – Revised Edition

First Advanced Subsidiary GCE certification was 2001

QAN (3816) 100/0597/3

First Advanced GCE certification was 2002

QAN (7816) 100/0425/7

Foreword to Revised Edition

This Revised Edition has been produced to consolidate earlier revisions to these specifications and any changes contained within have previously been detailed in notices to centres. **There is no change to the structure or teaching content of the specification and most differences are cosmetic.**

Sidelining will be used to indicate any significant changes.

The main changes are:

Re-sits of Units - The restrictions on re-sitting units have been removed, enabling candidates to re-take units more than once (for details see page 18).

The **Recommended Reading** lists previously found under the Specification Content section for each module can now be found within the AS/A Level GCE Classical Civilisation pages on the OCR website, www.ocr.org.uk

AS Unit 2737 will no longer be available in the January session after January 2005. It will, however, remain available in the June session.

Foreword (continued)

This booklet contains OCR's Advanced Subsidiary GCE (AS) and Advanced GCE (A level) Classical Civilisation specifications for teaching from September 2004.

The AS GCE is assessed at a standard appropriate for candidates who have completed the first year of study of a two year Advanced GCE course, i.e. between GCSE and Advanced GCE. It forms the first half of the Advanced GCE course in terms of teaching time and content. When combined with the second half of the Advanced GCE course, known as 'A2', the AS forms 50% of the assessment of the total Advanced GCE. However, the AS can be taken as a 'stand-alone' qualification. A2 is weighted at 50% of the total assessment of the Advanced GCE.

In these specifications the term **module** is used to describe specific teaching and learning requirements. The term **unit** describes a unit of assessment.

Each teaching and learning module is assessed by its associated unit of assessment.

These specifications meet the requirements of the Common Criteria (Qualifications and Curriculum Authority, 1999), the GCE AS and Advanced Level Qualification-Specific Criteria (QCA, 1999) and the relevant Subject Criteria (QCA, 1999).

Contents

Foreword	2
Contents	3
Specification Summary	4
1 Introduction	8
2 Specification Aims	11
3 Assessment Objectives	12
4 Scheme of Assessment	14
5 Specification Content	26
6 Further Information and Training for Teachers	48
7 Reading List	49
Appendix A Key Skills	50
Appendix B Assessment Grids	52
Appendix C Marks for Context Questions	63

Specification Summary

Outline

These AS GCE and Advanced GCE specifications offer candidates the opportunity to study elements of the archaeology, architecture, art, history, literature, philosophy, politics, religion and social history of the Classical world.

The specifications are designed to encourage candidates to:

- acquire, through studying literature in translation and material evidence, knowledge and understanding of selected aspects of Classical Greek and/or Roman civilisation for AS GCE and of both Classical Greek and Roman civilisation for Advanced GCE;
- develop awareness of the similarities and differences between the Classical world and later times, and thus to gain a sensitivity to past societies whose spiritual, cultural and moral values and priorities contrast with those of the modern western world;
- apply critical and evaluative skills at an appropriate level to evidence of different kinds from the materials studied;
- progress to Higher Education courses in Classical Civilisation, or directly into employment.

Rationale

These specifications have been designed to allow candidates to study across a broad range of topics within the general subject of Classical Civilisation. The structure has been designed to allow the specifications to be taught either in a linear way to separate groups of year 12 and year 13 students, or to groups of students in schools and colleges where it may be more appropriate to combine year groups or deliver the whole specification in one year.

There is **no** requirement for prior certificated learning (for example, GCSE in Classical Civilisation) and it is anticipated that a wide range of candidates with varied experience will be entered for these specifications. The broad range of disciplines and skills which are fostered by the study of Classical Civilisation reflects the diversity of the potential candidature and ensures that candidates' learning is enhanced in many ways as is appropriate for their development as lifelong learners.

Specification Content

All modules draw, as appropriate, on the QCA Subject Criteria for Classical Subjects. The content is chosen to provide a balanced and coherent study of Classical Civilisation by reference to Classical texts in translation and material evidence. See Section 5 for detailed information on prescribed texts.

Scheme of Assessment

The AS GCE forms 50% of the assessment weighting of the full Advanced GCE. AS GCE is assessed at a standard between GCSE and Advanced GCE and can be taken as a stand-alone qualification or as the first half of the full Advanced GCE course.

Assessment is by means of **3 Units of Assessment** for AS and **6 Units of Assessment** for Advanced GCE.

Rules of Combination

AS GCE

Candidates must take: **one** unit from Units 2736, 2737, 2738 and 2739;
one unit from Units 2740, 2741, 2742, 2743, 2744 and 2745;
 and **one** unit from Units 2746, 2747, 2748 and 2799.

Advanced GCE

Candidates must take: **one** unit from Units 2736, 2737, 2738 and 2739;
one unit from Units 2740, 2741, 2742, 2743, 2744 and 2745;
one unit from Units 2746, 2747, 2748 and 2799; (see below)
one unit from Units 2749 and 2750; (see below)
one unit from Units 2751, 2752 and 2753; (see below)
 and **one** unit from Units 2754, 2755, 2756 and 2757; (see below)
subject to the restrictions below.

Units 2749 - 2753 cover the synoptic assessment requirements, and as such:

Candidates who have taken Unit 2736 or 2737 **must** take A2 Unit 2749.

Candidates who have taken Unit 2738 or 2739 **must** take A2 Unit 2750.

Candidates who have taken Unit 2740 or 2741 **must** take A2 Unit 2751.

Candidates who have taken Unit 2742 or 2743 **must** take A2 Unit 2752.

Candidates who have taken Unit 2744 or 2745 **must** take A2 Unit 2753.

Candidates may not take both Unit 2799 and Unit 2757.

Units of Assessment

Unit	Level	Name	Duration	Weighting	
				AS	Advanced GCE
2736	AS	Greek Epic	1 hour 30 min	33.3%	16.7%
2737	AS	Roman Epic	1 hour 30 min	33.3%	16.7%
2738	AS	Greek Historians	1 hour 30 min	33.3%	16.7%
2739	AS	Roman Historians	1 hour 30 min	33.3%	16.7%
2740	AS	Greek Tragedy 1	1 hour 30 min	33.3%	16.7%
2741	AS	Greek Tragedy 2	1 hour 30 min	33.3%	16.7%
2742	AS	Roman Satire and Society 1	1 hour 30 min	33.3%	16.7%
2743	AS	Roman Satire and Society 2	1 hour 30 min	33.3%	16.7%
2744	AS	Archaeology 1	1 hour 30 min	33.3%	16.7%
2745	AS	Archaeology 2	1 hour 30 min	33.3%	16.7%
2746	AS	Greek Comedy 1	1 hour 30 min	33.3%	16.7%
2747	AS	Greek Art and Architecture	1 hour 30 min	33.3%	16.7%
2748	AS	Roman Britain 1	1 hour 30 min	33.3%	16.7%
2799	AS	Individual Study: Classical Civilisation (AS)	-	33.3%	16.7%
2749	A2	Greek and Roman Epic	1 hour 30 min	-	16.7%
2750	A2	Greek and Roman Historians	1 hour 30 min	-	16.7%
2751	A2	Greek Tragedy 3	1 hour 30 min	-	16.7%
2752	A2	Roman Satire and Society 3	1 hour 30 min	-	16.7%
2753	A2	Archaeology 3	1 hour 30 min	-	16.7%
2754	A2	Greek Comedy 2	1 hour 30 min	-	16.7%
2755	A2	Greek Art and Architecture	1 hour 30 min	-	16.7%
2756	A2	Roman Britain 2	1 hour 30 min	-	16.7%
2757	A2	Individual Study: Classical Civilisation (A2)		-	16.7%

All units are assessed by a written examination except for the optional coursework Units 2799 and 2757.

Question Paper Requirements

All question papers in AS and A2 have a duration of 1 hour 30 minutes.

All question papers require candidates to display their knowledge and understanding of aspects of Classical Civilisation through answering context questions [commenting on extracts from texts or items of material culture (works of art, buildings, archaeological evidence, *etc.*)] and discursive essays. In each AS question paper and in A2 question papers for Units 2754 – 2756 candidates are required to attempt one context question and one essay based on the material which has been studied. In question papers which include synoptic assessment (Units 2749 – 2753 inclusive) candidates are required to answer one comparative context question and one essay question in which they are required to explore links between various parts of the specification.

Coursework Requirements

The option to submit coursework is available in AS and A2. Coursework at AS must be related to the content of modules 2746, 2747 or 2748, to which it is an alternative. It should take the form of a written dissertation of about 2 000 words. A2 coursework can take the form of a written dissertation of about 3,000 words on a chosen topic relating to Classical Civilisation, or a report of the equivalent of 3,000 words on an archaeological investigation. Topics chosen for coursework should fall within the subject criteria. See Sections 4.2.4 and 4.2.5 for further information on choosing topics.

Candidates for the Advanced GCE may only enter one coursework unit.

1 Introduction

These AS GCE and Advanced GCE specifications incorporate the QCA Subject Criteria for Classical Civilisation (1999). They offer the opportunity to study Greek and Roman civilisation by means of a range of **topics** (varied from time to time) which individually will be in one or more of the following **areas** (as specified in the subject criteria): architecture; art; archaeology; history; politics and society; literature; philosophy and values. All topics are based on the study of primary evidence, either in the form of written work of Classical authors in translation or material evidence.

It is **not** expected that candidates will achieve a comprehensive study of antiquity, which would be beyond the scope of an AS GCE/Advanced GCE course. Rather, the prescribed topics together offer study in more than one of the areas stated above, include material of importance for the development of civilisation, and develop the skills of candidates in using evidence.

There is **no** requirement for prior certificated learning (for example, GCSE in Classical Civilisation) and it is anticipated that a wide range of candidates with varied experience will be entered for these specifications. The broad range of disciplines and skills which are fostered by the study of Classical Civilisation reflects the diversity of the potential candidature and ensures that candidates' learning is enhanced in many ways as is appropriate for their development as lifelong learners. Study of the specifications presented here demands no previous study of the ancient world nor of Classical languages.

The following topics are offered at AS GCE:

- Greek Epic
- Roman Epic
- Greek Historians
- Roman Historians
- Greek Tragedy 1: Aeschylus and Sophocles
- Greek Tragedy 2: Euripides
- Roman Satire and Society 1: Horace and Petronius
- Roman Satire and Society 2: Juvenal and Pliny
- Archaeology 1: Approaches to Classical Archaeology
- Archaeology 2: Case Study
- Greek Comedy 1: Aristophanes and Attic Old Comedy
- Greek Art and Architecture 1: Vase-painting and Architecture
- Roman Britain 1: The Occupation and Tacitus' *Agricola*
- Individual Study

The following topics are offered at A2:

- Greek and Roman Epic
- Greek and Roman Historians
- Greek Tragedy 3
- Roman Satire and Society 3
- Archaeology 3
- Greek Comedy 2: Later Aristophanes and Menander
- Greek Art and Architecture 2: Sculpture
- Roman Britain 2: Sites and Artefacts
- Individual Study

1.1 Certification Title

These qualifications are shown on a certificate as

- OCR Advanced Subsidiary GCE in Classical Civilisation.
- OCR Advanced GCE in Classical Civilisation.

1.2 Language

These specifications and associated assessment materials are available in English only.

1.3 Overlaps With Other Qualifications

- Module 2748 (Roman Britain 1) and Module 2756 (Roman Britain 2) overlap in subject matter with areas studied in GCE Ancient History.

1.4 Exclusions

Candidates who enter for this AS GCE specification may **not** also enter for any other AS GCE specification with the certification title **Classical Civilisation** in the same examination session.

Candidates who enter for this Advanced GCE specification may **not** also enter for any other Advanced GCE specification with the certification title **Classical Civilisation** in the same examination session.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

Centres should be aware that candidates who enter for more than one GCE 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 these specifications is 6530.

1.5 Code of Practice Requirements

These specifications will comply in all respects with the 2004 revised Code of Practice.

2 Specification Aims

The aims of these AS GCE and Advanced GCE specifications are to encourage candidates to

- acquire through studying literature in translation and material evidence, knowledge and understanding of selected aspects of Classical Greek and/or Roman civilisation for AS GCE and of both Classical Greek and Roman civilisation for Advanced GCE;
- develop awareness of the similarities and differences between the Classical world and later times, and thus to gain a sensitivity to past societies whose spiritual, cultural and moral values and priorities contrast with those of the modern western world;
- apply critical and evaluative skills at an appropriate level to evidence of different kinds from the materials studied;
- progress to Higher Education courses in Classical Civilisation, or directly into employment.

2.1 Spiritual, Moral, Ethical, Social and Cultural Issues

The study of Classical Civilisation contributes to an understanding of these issues by:

- presenting the study of a culture or cultures alien to the candidate's own, and of their moral values and religious beliefs;
- promoting awareness of aspects of human life other than the physical and material;
- providing opportunities for the analysis of works of literature, history and philosophy which offer a profound insight into the morality of human behaviour.

2.2 European Dimension

As these specifications focus on the two societies which form the root of large sections of modern European culture, the European dimension is an inherent part of them. Candidates have the opportunity to discover how influences from the Classical world were of great significance for the formation of Europe and European institutions and culture as we know them, and how Classical influences are still important in modern Europe.

2.3 Avoidance of Bias

OCR has taken great care in the preparation of these specifications and assessment materials to avoid bias of any kind.

3 Assessment Objectives

The assessment objectives for AS and A2 are:

- AO1 recall, select and understand primary Classical sources and use relevant knowledge specified for the course of study
- AO2 evaluate, analyse and respond to primary Classical sources, including Greek/Latin authors in translation, in their Greek/Roman context
- AO3 select, organise and present relevant information in a clear, logical and appropriate form, taking into account the use of specialist vocabulary, grammar, punctuation and spelling.

The assessment objectives are weighted as follows:

	AS GCE	A2	Advanced GCE
AO1	46%	44%	45%
AO2	44%	46%	45%
AO3	10%	10%	10%

3.1 Specification Grid

The relationship between the assessment objectives and the units of assessment is shown in the specification grid below.

Unit	Level	Percentage of Advanced GCE			Total
		AO1	AO2	A03	
Three of 2736 – 2748, or 2799	AS	7.7	7.3	1.7	16.7
		7.7	7.3	1.7	16.7
		7.7	7.3	1.7	16.7
Three of 2749 – 2757	A2	7.3	7.7	1.7	16.7
		7.3	7.7	1.7	16.7
		7.3	7.7	1.7	16.7
Total		45	45	10	100

In A2 candidates study a wider range of topics and should be able to answer broader and more complex questions and to demonstrate a higher level of critical awareness.

The assessment objectives apply to the whole specification.

3.2 Quality of Written Communication

All units require responses in continuous English prose. Quality of written communication is assessed in relation to the following: clarity of expression, structure of arguments, presentation of ideas, and grammar, punctuation and spelling.

4 Scheme of Assessment

Candidates take three units for AS, followed by three further units at A2 if they are seeking an Advanced GCE award.

Units of Assessment

Unit	Level	Name	Duration	Weighting	
				AS	Advanced GCE
2736	AS	Greek Epic	1 hour 30 mins	33.3%	16.7%
2737	AS	Roman Epic	1 hour 30 mins	33.3%	16.7%
2738	AS	Greek Historians	1 hour 30 mins	33.3%	16.7%
2739	AS	Roman Historians	1 hour 30 mins	33.3%	16.7%
2740	AS	Greek Tragedy 1	1 hour 30 mins	33.3%	16.7%
2741	AS	Greek Tragedy 2	1 hour 30 mins	33.3%	16.7%
2742	AS	Roman Satire and Society 1	1 hour 30 mins	33.3%	16.7%
2743	AS	Roman Satire and Society 2	1 hour 30 mins	33.3%	16.7%
2744	AS	Archaeology 1	1 hour 30 mins	33.3%	16.7%
2745	AS	Archaeology 2	1 hour 30 mins	33.3%	16.7%
2746	AS	Greek Comedy 1	1 hour 30 mins	33.3%	16.7%
2747	AS	Greek Art and Architecture 1	1 hour 30 mins	33.3%	16.7%
2748	AS	Roman Britain 1	1 hour 30 mins	33.3%	16.7%
2799	AS	Individual Study (AS)	-	33.3%	16.7%
2749	A2	Greek and Roman Epic	1 hour 30 mins	-	16.7%
2750	A2	Greek and Roman Historians	1 hour 30 mins	-	16.7%
2751	A2	Greek Tragedy 3	1 hour 30 mins	-	16.7%
2752	A2	Roman Satire and Society 3	1 hour 30 mins	-	16.7%
2753	A2	Archaeology 3	1 hour 30 mins	-	16.7%
2754	A2	Greek Comedy 2	1 hour 30 mins	-	16.7%
2755	A2	Greek Art and Architecture 2	1 hour 30 mins	-	16.7%
2756	A2	Roman Britain 2	1 hour 30 mins	-	16.7%
2757	A2	Individual Study: (A2)	-	-	16.7%

All units are assessed by a written examination except for the optional coursework Units 2799

and 2757.

Notes

The structure is designed to

- cover both Greek and Roman topics at A2 since candidates must study either Greek and Roman Epic (Unit 2749) or Greek and Roman Historians (Unit 2750).
- ensure that candidates study the areas of Classical Civilisation which are required by the QCA subject criteria.

Rules of Combination

AS GCE

Candidates must take: **one** unit from Units 2736, 2737, 2738 and 2739;

one unit from Units 2740, 2741, 2742, 2743, 2744 and 2745;

and **one** unit from Units 2746, 2747, 2748 and 2799.

Advanced GCE

Candidates must take:

one unit from Units 2736, 2737, 2738 and 2739;

one unit from Units 2740, 2741, 2742, 2743, 2744 and 2745;

one unit from Units 2746, 2747, 2748 and 2799; (see below)

one unit from Units 2749 and 2750; (see below)

one unit from Units 2751, 2752 and 2753; (see below)

and **one** unit from Units 2754, 2755, 2756 and 2757 (see below)

subject to the restrictions below.

Units 2749 - 2753 cover the synoptic assessment requirements, and as such:

Candidates who have taken Unit 2736 or 2737 **must** take A2 Unit 2749.

Candidates who have taken Unit 2738 or 2739 **must** take A2 Unit 2750.

Candidates who have taken Unit 2740 or 2741 **must** take A2 Unit 2751.

Candidates who have taken Unit 2742 or 2743 **must** take A2 Unit 2752.

Candidates who have taken Unit 2744 or 2745 **must** take A2 Unit 2753.

Candidates may not take both Unit 2799 and Unit 2757.

Unit Availability

There are two examination sessions each year, in January and June.

The availability of units is shown below.

Unit	Level	Unit title	Jan* 2005	June 2005	Jan 2006	June 2006
2736	AS	Greek Epic	✓	✓	✓	✓
2737*	AS	Roman Epic	✓	✓	—	✓
2738	AS	Greek Historians	-	✓	-	✓
2739	AS	Roman Historians	-	✓	-	✓
2740	AS	Greek Tragedy 1	✓	✓	✓	✓
2741	AS	Greek Tragedy 2	✓	✓	✓	✓
2742	AS	Roman Satire and Society 1	-	✓	-	✓
2743	AS	Roman Satire and Society 2	-	✓	-	✓
2744	AS	Archaeology 1	-	✓	-	✓
2745	AS	Archaeology 2	-	✓	-	✓
2746	AS	Greek Comedy 1	✓	✓	✓	✓
2747	AS	Greek Art and Architecture 1	✓	✓	✓	✓
2748	AS	Roman Britain 1	-	✓	-	✓
2799	AS	Individual Study: Classical Civilisation (AS)	-	✓	-	✓
2749	A2	Greek and Roman Epic	-	✓	-	✓
2750	A2	Greek and Roman Historians	-	✓	-	✓
2751	A2	Greek Tragedy 3	-	✓	-	✓
2752	A2	Roman Satire and Society 3	-	✓	-	✓
2753	A2	Archaeology 3	-	✓	-	✓
2754	A2	Greek Comedy 2	-	✓	-	✓
2755	A2	Greek Art and Architecture 2	-	✓	-	✓
2756	A2	Roman Britain 2	-	✓	-	✓
2757	A2	Individual Study: Classical Civilisation (A2)	-	✓	-	✓

*** AS Unit 2737 will no longer be available in the January session after January 2005. It will, however, remain available in the June session.**

The availability shown for 2006 will be the same for subsequent years.

Sequence of Units

The normal sequence in which the units could be taken is one of Units 2736 - 2739, plus one of Units 2740 - 2745, plus one of Units 2746 - 2748 or 2799 leading to an AS GCE award, then an allowed combination of three A2 units in the second year together leading to the Advanced GCE award. However, the units may be taken in other sequences.

Alternatively, candidates may take all units at the end of their Advanced GCE course in a 'linear' fashion, if desired.

Synoptic Assessment

Synoptic assessment tests the candidates' understanding of the connections between the different elements of the subject. It accounts for at least 25% of the total Advanced GCE marks.

Synoptic assessment for this Advanced GCE specification is contained within the A2 units 2749 - 2753, two of which must be taken. Candidates are required to answer questions which call for comparison of materials from different topics; to apply principles learnt in various units, and to demonstrate ability to work in different areas/disciplines as defined by the subject criteria.

In order to satisfy the synoptic requirements, the following rules apply:

Candidates who have taken Unit 2736 or 2737 **must** take Unit 2749.

Candidates who have taken Unit 2738 or 2739 **must** take Unit 2750.

Candidates who have taken Unit 2740 or 2741 **must** take Unit 2751.

Candidates who have taken Unit 2742 or 2743 **must** take Unit 2752.

Candidates who have taken Unit 2744 or 2745 **must** take Unit 2753.

For Advanced GCE, two of Units 2749-2753 should normally be taken at the end of a candidate's course of study, though this is no longer a requirement.

Certification

Candidates may enter for:

- AS GCE certification;
- AS GCE certification, bank the result, and complete the A2 assessment at a later date;
- Advanced GCE certification.

Candidates must enter the appropriate AS GCE and A2 units to qualify for the full Advanced GCE award.

Individual unit results, prior to the certification of the qualification, have a shelf-life limited only by that of the specification.

Re-sits of Units

The restrictions on re-sitting units have been removed, enabling candidates to re-take units more than once. Upon making an entry for certification, the best attempt will be counted towards the final award. This change applies to all candidates, including those who have already been entered for any units or full qualifications.

Re-sits of AS GCE and Advanced GCE

Candidates may still enter for the full qualification an unlimited number of times.

4.1 Question Papers

For all AS and A2 units assessed by written examination (Units 2736 - 2756), the written examination is of 1 hour 30 minutes duration.

All AS question papers (Units 2736 - 2748) consist of two parts. Section A contains 2 questions, which require candidates to respond to sub-questions, commenting in detail on a piece of primary evidence, being either an extract from a Classical author or an illustration of a piece of material evidence context questions. Section B contains 2 essay questions. Candidates are required to attempt one question from Section A (context question) and one question from Section B (essay question).

A2 question papers for Units 2749 – 2753 inclusive consist of two sections. Candidates are required to attempt one question from each section. Section A contains 2 questions which require candidates to respond to sub-questions, commenting in detail on two pieces of primary evidence, being either extract(s) from a Classical author or illustration(s) of a piece of material evidence context questions. Section B contains 3 essay questions. Candidates are required to attempt one question from Section A (context question) and one question from Section B (essay question).

The A2 question papers for Units 2754 - 2756 inclusive consist of two sections. Section A contains 2 questions which require candidates to respond to sub-questions, commenting in detail on a piece of primary evidence, being either an extract from a Classical author or an illustration of a piece of material evidence context questions. Section B contains 2 essay questions. Candidates are required to attempt one question from Section A (context question) and one question from Section B (essay question).

Note: Information about marks for context questions is given in Appendix C.

Assessment Objectives AO1, AO2 and AO3 are assessed in all questions. The distribution of credit by assessment objectives within types of assessment in both AS and A2 is as follows:

Type of assessment	Level	Percentage		
		AO1	AO2	AO3
Context questions	AS	46	44	10
Essay questions	AS	46	44	10
Individual Study	AS	46	44	10
Context questions	A2	44	46	10
Essay questions	A2	44	46	10
Individual Study	A2	44	46	10

4.2 Coursework



C3.1a, C3.1b, C3.2, C3.3; IT3.1, IT3.3

LP3.1, LP3.2, LP3.3; PS3.2, PS3.3

Candidates may be assessed on an optional Individual Study at AS **or** at A2.

This coursework must be internally marked according to the criteria detailed in the mark scheme in Appendix B. This marking is subject to external moderation by OCR.

The purpose of the coursework requirement is to give candidates the opportunity:

- to express themselves in writing of a different kind from writing produced under examination conditions;
- to take advantage of the particular strengths of local resources and other learning opportunities.

Titles

Topics for coursework should provide candidates with the opportunity to demonstrate an ability to apply critical and evaluative skills and, if appropriate, to develop awareness of the similarities and differences between the Classical world and later times. The choice of topic must allow adequate opportunity to test a candidate's understanding of the connections between different elements of the subject.

Candidates are strongly advised that they should **not** choose very wide or generalised topics. Studies which are related (for instance) to a single play or monument are unlikely to be appropriate. Conversely, candidates are likely to gain most from a topic which asks a definite question or attempts to solve a problem.

Centres are encouraged to seek guidance from one of OCR's Assessor's about the precise question(s) they have in mind. The board does **not** approve titles but offers advice from senior examiners. Proposal forms can be requested from the board or downloaded from the website (www.ocr.org.uk) and should be sent to the Subject Officer for Classical Civilisation, OCR, 1 Hills Road, Cambridge, CB2 2EU **at the latest** by 1st March in the academic year the Individual Study is to be submitted.

Further details relevant to AS or A2 Individual Studies are given in Sections 4.2.4 and 4.2.5.

Guidance

The assistance given to candidates in the preparation and pursuit of their investigation is a matter for professional judgement. However, it is expected that teachers keep within the following guidelines:

- they may offer guidance to candidates about the purpose and requirements of the Individual Study;
- they may offer guidance to candidates in their selection of an appropriate title;
- they may offer advice about methods of study, on the selection of reading and on the planning of candidates' time;
- where necessary, they may give guidance to candidates on practical and conceptual problems encountered;
- they should monitor progress to ensure that candidates are proceeding satisfactorily;
- they should satisfy themselves that the Individual Study represents the outcome of the candidate's own work;
- they should see and comment on the initial plans for the study, but should **not** comment upon completed drafts either of particular sections or of the completed Individual Study.

Presentation

The submitted coursework should be clearly written, typed or word-processed, on one side of A4 paper, with the pages numbered. Presentation is important, but professional typing or word-processing will not in itself command marks.

The Individual Study at AS or A2 (Units 2799 or 2757) must be submitted for marking in a folder, not a ring binder. A bibliography and a record of any relevant fieldwork, including visits to relevant sites or museums, should be included at the end of the Study.

Candidates are reminded of the importance of keeping within the specified length of the essay. Footnotes and bibliography are excluded from the word count. Quotations in the body of the text are included in the word count.

4.2.1 Assessment and Moderation

All coursework is marked by the teacher (using the appropriate Assessment Grid in Appendix B) and then internally standardised by the Centre. Marks are then submitted to OCR by a specified date, after which postal moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard for the award of marks in coursework is the same for each Centre, and that each teacher has applied the standards appropriately across the range of candidates within the Centre.

The sample of work which is submitted to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria.

4.2.2 Minimum Coursework Requirements

If a candidate submits no work for the optional coursework unit, then the candidate should be indicated as being absent from that unit on the coursework mark sheets submitted to OCR. If a candidate completes any work at all for the coursework unit then the work should be assessed according to the mark descriptors and marking instructions and the appropriate mark awarded, which may be 0 (zero).

4.2.3 Authentication

The teacher is required to verify that the work submitted for assessment is the candidate's own work. Sufficient work must be carried out under direct supervision to allow the teacher to authenticate the coursework marks with confidence.

All coursework must be submitted with full bibliographies and references to avoid any accusation of plagiarism. References should cover all published material that has been used whether this was in the form of books or articles or material available on the Internet.

4.2.4 *AS Individual Study*

Unit 2799 is the AS Individual Study.

The Individual Study should be about 2000 words long on a title chosen by the candidate. The work **must** be based on the content of Units 2746, 2747 or 2748 to which it is an alternative. Unit 2799 is examined according to the same marking criteria as are applied to all other units in AS.

Titles

In addition to the general information above the following points should be noted:

- topics chosen for coursework must relate to the content of Units 2746, 2747 or 2748.
- candidates should submit coursework in the form of a continuous essay (with appropriate section divisions and headings).

GCE candidates who take the AS Individual Study may not take the A2 Individual Study.

Centres are encouraged to seek guidance from one of OCR's Assessors about the precise question(s) they have in mind.

4.2.5 *A2 Individual Study*

Unit 2757 is the A2 Individual Study.

The Individual Study should be about 3000 words long on a title chosen by the candidate. The work is an alternative to one of Unit 2754 – 2756 in A2. Unit 2757 is examined according to the same marking criteria as are applied to all other units in A2.

Titles

In addition to the general information above the following points should be noted:

- Topics chosen for coursework should fall within the subject criteria. Coursework which relates to topics already studied in AS Modules 2736 to 2748 and A2 Modules 2749 to 2753 inclusive is **not** normally appropriate, although a proportion of material relating to these topics, which amounts to less than 50%, **may** be appropriate.
- Candidates may submit coursework in the form of a continuous essay (with appropriate section divisions and headings) or in the form of an archaeological report presenting studies based on field work or study of material in museums and archaeological collections. Coursework in the form of an archaeological report should **not** relate predominantly to areas covered in Modules 2744, 2745 and 2753.

GCE candidates may not take the A2 Individual Study if they have taken the AS Individual Study.

Centres are encouraged to seek guidance from one of OCR's Assessors about the precise question(s) they have in mind.

4.3 Special Arrangements

For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Inter-Board Regulations and Guidance Booklet for Special Arrangements and Special Consideration*. In such cases advice should be sought from OCR as early as possible during the course. Applications for special consideration in coursework units should be accompanied for internal assessment by Coursework Assessment Forms giving the breakdown of marks in each assessment objective.

4.4 Differentiation

In the question papers, differentiation is achieved by setting questions which are designed to assess candidates at their appropriate levels of ability and which are intended to allow all candidates to demonstrate what they know, understand, and can do.

In coursework, differentiation is by task and by outcome. Candidates undertake assignments which enable them to display positive achievement.

4.5 Awarding of Grades

The AS GCE has a weighting of 50% when used in an Advanced GCE award. The Advanced GCE award is based on the certification of the weighted AS (50%) and A2 (50%) marks.

Both AS GCE and Advanced GCE results are awarded on the scale A - E, and U (unclassified).

4.6 Grade Descriptions

The following grade descriptions indicate the level of attainment characteristic of the given grade at **Advanced GCE**. They give a general indication of the required learning outcomes at each specified grade. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

Grade A

In relation to specified works of literature and other kinds of specified source material, candidates display an excellent range of accurate and relevant knowledge and understanding, enabling logical and sensitive evaluation and analysis.

Candidates construct persuasive and coherent arguments, which focus on the tasks set in external assessment. Prescribed primary materials are very well understood in their contemporary artistic, literary, social and historical contexts. Candidates offer informed comment and evaluation of prescribed authors and materials. They display excellent understanding of concepts specific to the classical world. They produce excellent personal responses, which show clear insight into the author's meaning.

They write in a clear, concise and logical manner. Their spelling, punctuation and grammar are accurate. Classical names and technical terms are properly rendered.

Grade C

In relation to specified works of literature and other kinds of specified source material, candidates display a good range of accurate and relevant knowledge and understanding, enabling sensible and straightforward evaluation and analysis.

Candidates construct arguments, which generally focus on the tasks set in external assessment. Understanding of prescribed primary materials is on the whole rooted in their contemporary artistic, literary, social and historical contexts. Candidates are generally able to offer informed comment and evaluation of prescribed authors and materials. They display good understanding of concepts specific to the classical world. They produce personal responses, which demonstrate understanding of the author's meaning.

Their written work demonstrates some clarity and evidence of planning. Their spelling, punctuation and grammar are generally accurate. Classical names and technical terms are generally properly rendered.


Grade E

In relation to specified works of literature and other kinds of specified source material, candidates display a basic range of accurate and relevant knowledge and understanding, enabling basic evaluation and analysis.

Candidates deploy arguments, which show some relevance to the tasks set in external assessment. There is some attempt to set prescribed primary materials in their contemporary artistic, literary, social and historical contexts. Candidates offer relevant or generalised comment and evaluation of prescribed authors and materials. They display some understanding of concepts specific to the classical world. They produce some attempt at a personal response, which demonstrates a basic understanding of the author's meaning.

In their written work in English they demonstrate some ability to organise and present information, ideas, descriptions and arguments in a satisfactorily clear and appropriate form, making some accurate use of grammar, punctuation, spelling and sometimes using specialist vocabulary. Classical names and technical terms are recognisable.

5 Specification Content

Throughout section 5 the symbol  is used in the margin to highlight where Key Skills development opportunities are signposted. The following abbreviations are used to represent the above Key Skills:

5.1 Module 2736: Greek Epic

AS



C3.1a, C3.1b, C3.2, C3.3; IT3.1, IT3.2, IT3.3

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.1, PS3.2, PS3.3

5.1.1 *Scope of the Module*

This module deals principally with areas of literature and society, but is also concerned with religion and values, and, to a lesser extent, history, archaeology and politics. Candidates should concentrate on the critical analysis of content, structure, presentation of character and style. Attention should be paid to the moral and social values expressed and implied in the poems (through the actions and speeches of the main characters), including the concepts of 'honour' and 'reputation', the part played by women in the poems and their place in their society, the role of the gods and the power of Fate. Although candidates should be aware of the tradition of oral poetry which lies behind the epics, the question of when the poems were written down, what their preliterate form was, and whether they were written by one or more poets, are of relatively minor concern. In analysing Homer's literary techniques (such as variety of narrative, use of flashback, retardation, episodes, similes), however, candidates should be able to demonstrate awareness of the formulaic elements in the poems and to assess their effect.

5.1.2 *Prescribed Material*

Candidates are expected to read either the *Iliad* or the *Odyssey*, with the prescription varying from time to time. The following translations will be printed on the paper:

Iliad, Richmond Lattimore (University of Chicago Press) and M Hammond (Penguin).

Odyssey, Richmond Lattimore (Harper and Row) and E V Rieu revised by D C H Rieu (Penguin).

In 2005 and 2006 candidates will be expected to have read the *Odyssey* and passages for comment will be chosen as follows:

January 2005 to January 2007

Odyssey, Books 5-7 and 17.

5.2 Module 2737: Roman Epic

AS



C3.1a, C3.1b, C3.2, C3.3; IT3.1, IT3.2, IT3.3

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.2, PS3.3

5.2.1 Scope of the Module

This module deals principally with literature, and the context and influences of the epic tradition, but is also concerned with society, politics and religion, and, to a lesser extent, history. The *Aeneid* is studied both as a literary work and as a response by Virgil to the political and social developments of his day. Although it is necessary for candidates to have a working knowledge of Roman history of the late Republican and the Augustan age to serve as a basis for effective study of the poem, they are **not** required to show a detailed historical knowledge.

Some suggested areas of study are: Virgil's relationship to the regime of Augustus, political influences on the poem, including the possible relevance of recent history to themes and characters in the poem; the concept of the hero in the *Aeneid*; the gods and fate in the *Aeneid*; literary techniques of the poem; the characterisation of Aeneas and the other major figures; the moral values of the poem; the structure and design of the poem.

5.2.2 Prescribed Material

Virgil, *The Aeneid*.

The following translations will be printed on the question paper:

C Day Lewis (Oxford University Press) and D. West (Penguin).

In 2005 and 2006 passages for comment will be chosen as follows:

January 2005 to June 2006

Aeneid, Books 3, 4 and 10.

Unit 2737 is being withdrawn from January sessions with **the last January assessment offered in 2005**. The unit will **not** be available in January 2006 but will continue to be available in June sessions.

5.3 Module 2738: Greek Historians

AS



C3.1a, C3.1b, C3.2, C3.3; IT3.1, IT3.2, IT3.3

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.2, PS3.3

5.3.1 *Scope of the Module*

This module deals principally with areas of literature and society, but is also concerned with history and politics. Candidates should have a detailed knowledge of the set texts; they also need to know in outline the history of the period with which the prescribed text deals, but detailed historical knowledge is **not** required. The course might begin with some study of the ancient historians' collection and treatment of their material: what did they regard as historical sources, how carefully did they test the accuracy of their evidence, what did they think was the purpose of writing history? In tackling these questions, appropriate comparisons with the attitudes and approaches of modern historians might well be made. Candidates might then examine selected episodes from the prescribed texts in detail, comparing the different ways in which the different writers select, represent and explain events, and contrasting the approaches of historians and biographers. Some important considerations would be the literary form chosen by the writers (for example, their use of speeches and set-piece descriptions), the moral values and social attitudes implicit in their works, and their treatment of religion and of supernatural causation.

5.3.2 *Prescribed Material*

June 2005, 2006

Herodotus, *Histories*, Books 6 and 7.

Thucydides, *Peloponnesian War*, Books 1 and 2.

Passages for comment will be chosen from Herodotus, *Histories*, Book 7 and Thucydides, *Peloponnesian War*, Book 1.

The following translations will be printed on the question paper:

Herodotus, A de Selincourt, revised J Marincola (Penguin) 1996;

Thucydides, R. Warner (Penguin) revised 1972.

5.4 Module 2739: Roman Historians

AS



C3.1a, C3.1b, C3.2, C3.3; IT3.1, IT3.2, IT3.3

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.2, PS3.3

5.4.1 *Scope of the Module*

This module deals principally with areas of literature and society, but is also concerned with history and politics. Candidates should have a detailed knowledge of the set texts; they also need to know in outline the history of the period with which the prescribed text deals, but detailed historical knowledge is **not** required. The course might begin with some study of the ancient historians' and biographers' collection and treatment of their material; what did they regard as historical sources, how carefully did they test the accuracy of their evidence, what did they think was the purpose of writing history? In tackling these questions, appropriate comparisons with the attitudes and approaches of modern historians might well be made. Candidates might then examine selected episodes from the prescribed texts in detail, comparing the different ways in which the different writers select, represent and explain events, and contrasting the approaches of historians and biographers. Some important considerations would be the literary form chosen by the writers (for example, their use of speeches and set-piece descriptions), the moral values and social attitudes implicit in their works, and their treatment of religion and of supernatural causation.

5.4.2 *Prescribed Material*

June 2005, 2006

Tacitus, *Annals*, 14 and 15. (Penguin edition pages 312-381).

Suetonius, *Life of Nero*.

Passages for comment will be chosen from Suetonius, *Life of Nero* and Tacitus, *Annals* 14. (Penguin edition pages 312-344).

The following translations will be printed on the question paper:

Tacitus, Grant, M. Revised 1989. (Penguin);

Suetonius, Graves, R., revised by Grant, M. 1979. (Penguin).

5.5 Module 2740: Greek Tragedy 1 - Aeschylus and Sophocles AS



C3.1a, C3.1b, C3.2, C3.3; IT3.1, IT3.2, IT3.3

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.2, PS3.3

5.5.1 Scope of the Module

This module deals principally with areas of literature and society, but is also concerned with history, religion and values. The main focus of this module is a close study of the chosen texts. The plays offer ample material for discussion, both in themselves and in relation to contemporary society and attitudes. In their reading of the plays, candidates will find it helpful to have some understanding of how 5th-century Athenians viewed the following: the gods; their role in the world and their festivals, the stories of the heroes, and the roles both of men and women in the life of the city. Comparison with more recent drama is an effective way of illuminating what is different about Greek tragedy, for example: dramatic technique and conventions, the use of music and dance, and the treatment of character and use of language.

Candidates studying this module should be familiar with the particular styles and characteristic approaches of Aeschylus and Sophocles and their contributions to the development of Greek Tragedy.

5.5.2 Prescribed Material

June 2005 to January 2007

Aeschylus, *Agamemnon*.

Sophocles, *Oedipus the King*, *Electra*.

Passages for comment will be chosen as follows:

January 2005 Aeschylus, *Agamemnon* and Sophocles, *Electra*.

June 2005, January 2006 Sophocles, *Oedipus the King*, *Electra*.

The following translations will be printed on the question paper:

Aeschylus, *Agamemnon*, translated by R Fagles (Penguin) **OR** R Lattimore (Chicago);

Sophocles, *Oedipus the King* and *Antigone*, translated by R Fagles (Penguin) **OR** D Grene (Chicago);

Sophocles, *Electra*, translated by E F Watling (Penguin) **OR** D Grene (Chicago).

5.6 Module 2741: Greek Tragedy 2 – Euripides

AS



C3.1a, C3.1b, C3.2, C3.3; IT3.1, IT3.2, IT3.3

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.2, PS3.3

5.6.1 Scope of the Module

This module deals principally with areas of literature and society, but is also concerned with history, religion and values. The main focus of this module is a close study of the chosen texts. The plays offer ample material for discussion, both in themselves and in relation to contemporary society and attitudes. In their reading of the plays, candidates will find it helpful to have some understanding of how 5th-century Athenians viewed the following: the gods; their role in the world and their festivals, the stories of the heroes, and the roles both of men and women in the life of the city. Comparison with more recent drama is an effective way of illuminating what is different about Greek tragedy, for example: dramatic technique and conventions, the use of music and dance, and the treatment of character and use of language.

Candidates studying this module should be familiar with the particular style and characteristic approach of Euripides and his contribution to the development of Greek Tragedy.

5.6.2 Prescribed Material

January 2005 to January 2007

Euripides, *Medea*, *Hippolytus*, *Bacchae*.

Passages for comment will be chosen as follows:

January 2005 Euripides, *Medea*, *Bacchae*.

June 2005, January 2006 Euripides, *Hippolytus*, *Bacchae*

The following translations will be printed on the question paper:

Euripides, *Hippolytus*, translated by J Davie (Penguin) **OR** D Grene (Chicago);

Euripides, *Medea*, translated by P Vellacott (Penguin) **OR** R Warner (Chicago);

Euripides, *Bacchae*, translated by P Vellacott (Penguin) **OR** W Arrowsmith (Chicago).

5.7 Module 2742: Roman Satire and Society 1 - Horace and Petronius

AS



C3.1a, C3.1b, C3.2, C3.3; IT3.1, IT3.3

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.2, PS3.3

5.7.1 *Scope of the Topic*

This module deals principally with areas of literature and society, but is also concerned with philosophy, values and history. Candidates should have a detailed knowledge of the set texts and should be able to set them in their contemporary Roman social contexts, in order to explain how the texts are effective commentaries. In addition candidates should be aware of the origins of Roman satire as a genre, its purposes and its themes; in particular they might study the way in which the satirists present and use a persona in their works. They should also have an understanding of social and political structures and events touched upon by the authors, though very detailed historical knowledge is **not** required. The module also provides an opportunity for candidates to consider later forms of satire and commentary, either directly based on the ancient satirists (for example, Johnson) or in various modern manifestations, as they appear in the contemporary media.

Candidates studying this module should be familiar with the particular styles and characteristic approaches of Horace and Petronius and their contribution to the development of Roman Satire, and with the ways in which the prescribed material provides an effective commentary on life and society in Rome under Augustus and Nero.

5.7.2 *Prescribed Material*

June 2005, 2006

Horace, *Satires*, Book 1, Satires 1, 4, 6, 9, 10; Book 2, Satires 2, 6, translated by N Rudd, (Penguin).

Petronius, *Dinner with Trimalchio* in the *Satyricon*, translated by J P Sullivan, (Penguin).

5.8 Module 2743: Roman Satire and Society 2 - Juvenal and Pliny AS



C3.1a, C3.1b, C3.2, C3.3; IT3.1, IT3.3

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.2, PS3.3

5.8.1 Scope of the Module

This module deals principally with areas of literature and society, but is also concerned with philosophy, values and history. Candidates should have a detailed knowledge of the set texts and should be able to set them in their contemporary Roman social contexts, in order to explain how the texts are effective commentaries. In addition candidates should be aware of the origins of Roman satire as a genre, its purposes and its themes; in particular they might study the way in which Juvenal presents and uses a persona in his works. They should likewise have an understanding of Pliny's letters as a personal commentary on Roman life. They should also have an understanding of social and political structures and events touched upon by the authors, though very detailed historical knowledge is **not** required. The module also provides an opportunity for candidates to consider later forms of satire and commentary, either directly based on the ancient satirists (for example Johnson) or in various modern manifestations, as they appear in the contemporary media.

Candidates studying this module should be familiar with the particular styles and characteristic approaches of Juvenal and Pliny and with the ways in which the prescribed material provides an effective commentary on life and society in Rome under the Flavians/Antonines.

5.8.2 Prescribed Material

June 2005, 2006

Juvenal. *Satires*, 1, 3, 5, 7, translated by P Green (Penguin).

Pliny, *The Letters of the Younger Pliny*, 1.6; 1.15; 1.22; 2.6; 2.8; 3.6; 3.14; 3.21; 4.13; 5.19; 5.20; 6.4; 6.7; 6.21; 6.34; 7.18; 7.20; 7.21; 7.27; 7.29; 8.8; 8.16; 9.17; 10.33; 10.34; 10.96; 10.97; 10.98; 10.99, translated by B Radice, (Penguin).

5.9 Module 2744: Archaeology 1 - Approaches to Classical Archaeology

AS



C3.1a, C3.1b, C3.2, C3.3; IT3.1, IT3.3

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.2, PS3.3

5.9.1 *Scope of the Module*

This module deals primarily with the area of archaeology, but is also concerned with history, art, architecture and society. The focus of study should be on the ways in which archaeology is used to explicate and extend our knowledge and understanding of Classical Civilisation. Candidates should be familiar with the methods which archaeologists employ to study the physical remains of antiquity, and the classes of evidence which are available to archaeologists. Study for this module involves reflection on the relationship and interaction between archaeology and history, and consideration of how material evidence can be used to draw historical, social and cultural conclusions. Inevitably it will be appropriate to introduce candidates to the issues by means of looking at particular sites, but candidates must be encouraged to take account of the theories and methods which archaeologists employ. Candidates should study particular sites, such as Pompeii and Wroxeter, to back up the principles. The actual choice of case-studies is at the teacher's discretion.

5.9.2 *Prescribed Material*

Study for this module should be based around the areas covered in:

Bowkett, Hill and D. and K.A. Wardle; *Classical Archaeology in the Field: Approaches*. (Bristol Classical Press).

Context questions will be set from this book.

Study for this topic should include the following material:

- definition and history of archaeology;
- archaeological methods and practice - fieldwork, excavation, aerial photography, geophysics, finds analysis and dating, etc.);
- archaeological principles – stratigraphy, typology, seriation;
- interpretation of archaeological evidence;

5.10 Unit 2745: Archaeology 2 - Case Study

AS**C3.1a, C3.1b, C3.2, C3.3; IT3.1, IT3.3****WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.2, PS3.3**

5.10.1 *Scope of the Module*

This module deals principally with areas of archaeology and art, but is also concerned with society, and, to a lesser extent, with history and religion. The major Mycenaean archaeological sites on mainland Greece, the remains of palaces and the evidence of the decorative arts, graves and tombs, architectural structures, pottery and artefacts should be the focus of study. A comprehensive knowledge is not the aim, but candidates should be able to show a fairly thorough knowledge of chosen aspects of Mycenaean civilisation. They should be able to discuss and demonstrate skills appropriate to the representative works of art, monuments and artefacts. It is expected that candidates will have some acquaintance with the relevant social, political and religious contexts of Mycenaean civilisation and the causes of its decline, although **no** detailed historical knowledge will be required. The module also provides the opportunity for candidates to explore the position of the Mycenaeans in the Bronze Age world.

NOTE: It is intended that the period/culture to be studied in this module should vary from time to time.

5.10.2 *Prescribed Material*

Study should be based on:

Wardle, K A and Wardle, Diana. 1997. *Cities of Legend: the Mycenaean World*. (Bristol Classical Press/Duckworth).

The sites of Mycenae, Tiryns and Pylos should be the subject of special study.

5.11 Module 2746: Greek Comedy 1 - Aristophanes and Attic Old Comedy AS



C3.1a, C3.1b, C3.2, C3.3; IT3.1, IT3.3

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.2, PS3.3

5.11.1 Scope of the Module

This module deals principally with areas of literature and society, but is also concerned with history and politics and, to a lesser extent, religion. Candidates are expected to show an understanding of Aristophanes' comic and dramatic technique (areas for study might include issues such as plot structure and theme, the element of fantasy, escapism, the use of parody, the presentation of character, types and sources of humour, the degree of seriousness underlying the humour), and to examine his presentation of contemporary society. The latter will involve some understanding of Athenian social and political life and of the festival context of performance, though **no** detailed historical knowledge is expected.

Candidates studying this module should be familiar with the particular style and characteristic approach of the plays of Aristophanes' earlier career.

5.11.2 Prescribed Material

June 2005 to January 2007

The prescription will be *Peace*, *Wasps*, *Acharnians*.

Passages for comment will be chosen as follows:

January 2005 *Acharnians*, *Peace*.

June 2005, January 2006 *Acharnians*, *Wasps*.

The following translations will be printed on the question paper:

Aristophanes, *Peace*, *Knights*, translated by D Barrett and A. Sommerstein (Penguin);
Wasps, translated by D. Barrett (Penguin);

Acharnians, translated by A Sommerstein (Penguin).

5.12 Module 2747: Greek Art and Architecture 1 - Vase Painting and Architecture

AS



C3.1a, C3.1b, C3.2, C3.3; IT3.1, IT3.3

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2,
LP3.3; PS3.2, PS3.3

5.12.1 Scope of the Module

This module deals principally with areas of art and architecture, but is also concerned with religion and society, and to a lesser extent, with history and politics. A comprehensive knowledge of Greek art is not the aim, but candidates should be able to show a fairly thorough knowledge of chosen aspects. They should also be able to discuss representative works and monuments and to demonstrate skills appropriate to the assessment of visual materials. The pots and buildings of the sanctuaries must form the focus of the module, but it is also expected that candidates will have some acquaintance with the relevant social and political contexts. It is expected that during the course of studying this module candidates will be given the opportunity to express their personal response to works under consideration.

5.12.2 Prescribed Material

i Vase-Painting

Study should be based on:

Woodford, S, 1986, *An Introduction to Greek Art*, Duckworth,

Woodford, S, *Mythology on Greek Vases*, (filmstrip).

Evans, P. and Eveille, L, *Symposia and Women on Greek Vases*, (filmstrip).

The filmstrips, with commentary booklets, are available from Old Vicarage Publications, Reades Lane, Dane in Shaw, Congleton, Cheshire CW12 3LL. The illustrations are also available in Kodak photoCD format.

Candidates may be asked to show knowledge and understanding of:

- Shapes and uses;
- Stylistic features and development including consideration of physical form and drapery, movement and emotion;
- Subject matter;
- Mythology;
- Contemporary life.

A question which may require knowledge of mythology or contemporary life will be set in alternate years.

In January 2005 the topic will be contemporary life.

In June 2005 and January 2006 the topic will be mythology.

In June 2006 and January 2007 the topic will be contemporary life.

ii **Greek Architecture**

The focus of study should be the buildings in the sanctuaries of Delphi, Olympia and the Athenian Acropolis. Other temples from the period (e.g. the Temple of Hera at Olympia, the Temple of Apollo at Bassae) should also be considered.

Candidates may be asked to show knowledge and understanding of:

- Function of the sanctuary complex as a whole;
- Appearance of the sanctuary complex as a whole;
- Individual buildings; their physical characteristics and functions;
- The evolution of the temple as a building;
- The function of the temple as a building;
- The architectural elements of the Doric and Ionic orders;
- Methods of construction.

Tomlinson, R A, 1989, *Greek Architecture*, Duckworth is a good starting point, particularly for the development of temples, construction methods and potted histories of the major sanctuaries; this information needs to be supplemented by reference to books which deal with aspects of the topic in greater detail.

5.13 Module 2748: Roman Britain 1 -The Occupation and Tacitus' Agricola AS



C3.1a, C3.1b, C3.2, C3.3; IT3.1, IT3.3

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.2, PS3.3

5.13.1 Scope of the Module

This module deals principally with areas of archaeology and history, and, to a lesser extent, literature. Candidates should be familiar with the various types of written evidence (both historical texts and inscriptions) for the Roman conquest and occupation of Britain, and the factors which influenced the Roman decision to invade the island of Britain. Candidates should study the campaigns of Caesar and Agricola and should be familiar with the general history of the Roman occupation of Britain. It would also be desirable to consider the nature of Britain and the British tribes at the time of the Roman conquest. Care should be taken to evaluate the reliability of the available source material, taking account of other available evidence, especially the evidence of archaeology. It will be appropriate to give some thought to the motives of Roman authors, especially Caesar and Tacitus, who wrote about Britain. Candidates are expected to show knowledge and understanding of the Roman army and military sites up to and including the Antonine Wall.

5.13.2 Prescribed Material

June 2005

Tacitus, *Agricola*, in *The Agricola and the Germania*, translated by H. Mattingly 2nd edition (Penguin 1970).

Caesar, *The Conquest of Gaul*, Book 4 chapters 20-38, Book 5 chapters 1-23, translated by S A Handford (Penguin).

Hill, S. and Ireland, S, *Roman Britain*, Bristol Classical Press/Duckworth, chapters 1-4.

5.14 Module 2749: Greek and Roman Epic

A2



C3.1a, C3.1b, C3.2, C3.3; IT3.1, IT3.2, IT3.3

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.1, PS3.2, PS3.3

5.14.1 Scope of the Module

Candidates are examined on the content of both Greek Epic (see Module 2736, section 5.1) and Roman Epic (see Module 2737, section 5.2). Candidates are expected to explore the relationships between Greek and Roman epic as it is evidenced from the prescribed material.

5.14.2 Prescribed Material

The prescribed material consists of the material prescribed for Module 2736: Greek Epic (see section 5.1) and that prescribed for Module 2737: Roman Epic (see section 5.2).

June 2005, 2006

Passages for comment will be chosen from:

Homer, *Odyssey* Books 5-7 and 17.

Virgil, *The Aeneid* Books 3, 4 and 10.

5.15 Module 2750: Greek and Roman Historians

A2

C3.1a, C3.1b, C3.2, C3.3; IT3.1, IT3.2, IT3.3

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.2, PS3.3

5.15.1 Scope of the Module

Candidates are examined on the content of both Greek Historians (Module 2738, section 5.3) and Roman Historians (Module 2739, section 5.4). Candidates are expected to explore the relationships between Greek and Roman historians as it is evidenced from the prescribed material.

5.15.2 Prescribed Material

The prescribed material consists of the material prescribed for Module 2738: Greek Historians (see section 5.3) and that prescribed for Module 2739: Roman Historians (see section 5.4).

June 2005, 2006

Passages for comment will be chosen from:

Herodotus, *Histories*, Book 7.

Thucydides, *Peloponnesian War*, Book 1.

Suetonius, *Life of Nero*.

Tacitus, *Annals*, 14.

5.16 Module 2751: Greek Tragedy 3

A2**C3.1a, C3.1b, C3.2, C3.3; IT3.1, IT3.2, IT3.3****WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.2, PS3.3****5.16.1 Scope of the Module**

Candidates are examined on the content of both Greek Tragedy 1 (see Module 2740, section 5.5) and Greek Tragedy 2 (see Module 2741, section 5.6). Candidates are expected to explore the relationships and developments between different plays of Aeschylus/Sophocles and Euripides as they are evidenced from the prescribed material.

5.16.2 Prescribed Material

The prescribed material consists of the material prescribed for Module 2740: Greek Tragedy 1 (see section 5.5) and that prescribed for Module 2741: Greek Tragedy 2 (see section 5.6).

June 2005

Passages for comment will be chosen from:

Aeschylus, *Agamemnon*.

Sophocles, *Electra*.

Euripides, *Medea*, *Bacchae*.

June 2006

Passages for comment will be chosen from:

Sophocles, *Oedipus*, *Electra*.

Euripides, *Hippolytus*, *Bacchae*.

5.17 Module 2752: Roman Satire and Society 3

A2



C3.1a, C3.1b, C3.2, C3.3; IT3.1, IT3.3

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.2, PS3.3

5.17.1 Scope of the Module

Candidates are examined on the content of both Roman Satire and Society 1 (see Module 2742, section 5.7) and Roman Satire and Society 2 (see Module 2743, section 5.8).

Candidates are expected to explore the relationships and developments between different works of Horace/Petronius and Juvenal/Pliny as commentators on Roman society.

5.17.2 Prescribed Material

The prescribed material consists of the material prescribed for Module 2742: Roman Satire and Society 1 (see section 5.7) and that prescribed for Module 2743: Roman Satire and Society 2 (see section 5.8).

June 2005, 2006

Horace, *Satires*, Book 1, Satires 6, 10; Satires 2, 6.

Petronius, *Dinner with Trimalchio*, chapters 53-78.

Juvenal, *Satires* 1 and 7.

Pliny, *Letters* 1.6, 1.15, 1.22, 2.6, 2.8, 3.6, 3.14, 3.21, 4.13, 5.19, 5.20, 6.4, 6.7, 6.21, 6.34.

5.18 Module 2753: Archaeology 3

A2

C3.1a, C3.1b, C3.2, C3.3; IT3.1, IT3.3

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.2, PS3.3

5.18.1 Scope of the Module

Candidates are examined on the content of both Archaeology 1 (see Module 2744, section 5.9) and Archaeology 2 (see Module 2745, section 5.10). Candidates are expected to employ archaeological evidence from the Mycenaean world as a case study for understanding the principles and methods of Classical archaeology.

NOTE: *It is intended that the period/culture to be studied for AS unit Archaeology 2 should vary from time to time in order to provide different case studies for the illustration of archaeological principles and methods.*

5.18.2 Prescribed Material

The prescribed material consists of the material prescribed for both Module 2744: Archaeology 1 (see section 5.9) and that prescribed for Module 2745: Archaeology 2 (see section 5.10).

For June 2005 to June 2006 context questions will be set on Mycenae and Pylos.

5.19 Module 2754: Greek Comedy 2 - Later Aristophanes and Menander

A2



C3.1a, C3.1b, C3.2, C3.3; IT3.1, IT3.3

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.2, PS3.3

5.19.1 Scope of the Module

This module deals principally with areas of literature and society, but is also concerned with history and politics and, to a lesser extent, religion. Candidates are expected to show an understanding of Aristophanes' and Menander's comic and dramatic technique (areas for study might include issues such as plot structure and theme, the element of fantasy, escapism, the use of parody, the presentation of character, types and sources of humour, the degree of seriousness underlying the humour), and to examine their presentation of contemporary society. The latter involves some understanding of Athenian social and political life and of the festival context of performance, though **no** detailed historical knowledge is expected.

Candidates studying this module should be familiar with the particular styles and characteristic approaches of Aristophanes' later plays and the work of Menander.

5.19.2 Prescribed Material

Candidates are expected to study **three** plays.

June 2005

The prescription is Aristophanes, *Lysistrata*, *Assemblywomen* and Menander, *Dyskolos*.

Passages for comment will be chosen as follows:

June 2005 to June 2006 *Lysistrata*, *Assemblywomen*.

The following translations will be printed on the question paper:

Aristophanes, *Frogs*, translated by D. Barrett (Penguin); *Assemblywomen*, translated by D. Barrett and A. Sommerstein (Penguin); *Lysistrata*, translated by A Sommerstein (Penguin);

Menander, *Dyskolos*, translated by N. Miller (Penguin).

5.20 Module 2755: Greek Art and Architecture 2

A2**Sculpture**

C3.1a, C3.1b, C3.2, C3.3; IT3.1, IT3.3

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.2, PS3.3

5.20.1 Scope of the Module

This module deals principally with areas of art and architecture, but is also concerned with religion and society, and to a lesser extent, with history and politics. A comprehensive knowledge of Greek art is not the aim, but candidates should be able to show a fairly thorough knowledge of chosen aspects. They should also be able to discuss representative works and monuments and to demonstrate skills appropriate to assessment of visual materials. The sculpture must form the focus of the module, but it is also expected that candidates will have some acquaintance with the relevant social and political contexts. It is expected that during the course of studying this module candidates will be given the opportunity to express their personal response to works under consideration.

5.20.2 Prescribed Material**Sculpture**

The focus of study should be free-standing sculpture and architectural sculpture discussed in *An Introduction to Greek Art*, Woodford S, Duckworth, 1986.

Candidates may be asked to show knowledge and understanding of:

- function;
- effect, advantages and limitations of materials;
- stylistic features and development, including consideration of composition, portrayal of physical form and drapery, movement and emotion [to include stelai of C5th/C4th];
- subject matter;
- in the case of architectural sculpture, the physical characteristics of each architectural element, and relation to and position on the building.

5.21 Module 2756: Roman Britain 2 - Sites and Artefacts

A2

C3.1a, C3.1b, C3.2, C3.3; IT3.1, IT3.3
WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.2, PS3.3

5.21.1 Scope of the Module

This module deals principally with areas of archaeology, society, history and art. The main focus should be on the material evidence for the Roman occupation of Britain, especially civilian sites in both urban and rural contexts as these are documented in the archaeological record. Candidates should be prepared to comment on plans and drawings of sites and also on illustrations of artefacts and works of art. Although it is useful to have a grasp of the historical background to the subject, questions will concentrate on cultural and social issues and interpretation of archaeological evidence. It is therefore important to study the ways archaeological evidence casts light on the Romanisation of a Celtic tribal society; urbanisation; villas and the countryside; religion and art.

5.21.2 Prescribed Material

Candidates are expected to be familiar with the archaeological material in:

Hill, S. and Ireland, S. 1996. *Roman Britain*. Bristol Classical Press/Duckworth (chapters 5-8).

Candidates may be asked to show knowledge and understanding of:

- administration of Roman Britain;
- urbanisation and the towns of Roman Britain;
- villas and the countryside in Roman Britain;
- religion in Roman Britain;
- art, especially sculpture and mosaics;
- types of artefact found during excavation of Roman sites in Britain.

In Unit 2756, one context question is based on an illustration from Hill, S and Ireland, S. 1996. *Roman Britain*. The other context question is based on an illustration of material relevant to the topics prescribed above.

6 Further Information and Training for Teachers

To support teachers using these specifications OCR will make the following materials and services available:

- a full programme of In-Service Training (INSET) meetings;
- specimen question papers and mark schemes;
- past question papers and mark schemes after each examination session;
- coursework guidance materials;
- written advice on coursework proposals;
- individual feedback to each Centre on the moderation of coursework;
- a Report on the Examination, compiled by senior examining personnel after each examination session.

Centres should also be aware of the service provided by JACT, Senate House, Malet Street, London WC1E 7HU. JACT is able to provide fuller and more extensive annotated bibliographies as well as a range of teaching materials.

If you would like further information about these specifications, please contact OCR.

7 Reading List

Details of prescribed reading are incorporated into the descriptions of each module (see Section 5).


A separate booklet of suggested reading is available on the OCR website (www.ocr.org.uk). The resources referred to may prove useful in delivering AS GCE and Advanced GCE Classical Civilisation. The list is not intended to be exhaustive nor does inclusion on the list constitute a recommendation of the suitability of the resource for the specification. Teachers will need to use their professional judgement in assessing the suitability of the material contained in this list. From time to time the list will be updated.

Appendix A

Key Skills

The specifications provide opportunities for the development of the Key Skills of *Communication, Information Technology, Working With Others, Improving Own Learning and Performance* and *Problem Solving* as required by QCA's subject criteria for Classical Civilisation.

Through classwork, coursework and preparation for external assessment, candidates may produce evidence for Key Skills at Level 3. However, the extent to which this evidence fulfils the requirements of the QCA Key Skills specifications at this level will be dependent on the style of teaching and learning adopted for each module. In some cases, the work produced may meet the evidence requirements of the Key Skills specifications at a higher or lower level.

Throughout section 5 the symbol  is used in the margin to highlight where Key Skills development opportunities are signposted. The following abbreviations are used to represent the above Key Skills:

C = Communication

IT = Information Technology

WO = Working with Others

LP = Improving Own Learning and Performance

PS = Problem Solving

These abbreviations are taken from the QCA Key Skills specifications for use in programmes starting from September 2000. References in section 5 and Appendix A, for example **IT3.1**, show the Key Skill (IT), the level (3) and subsection (1).

Centres are encouraged to consider the OCR Key Skills scheme to provide certification of Key Skills for their candidates.

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website, www.ocr.org.uk

Key Skills Coverage

The following matrix indicates those Key Skills for which opportunities for at least some coverage of the relevant Key Skills exist.

Module	Communication	IT	Working with Others	Learning Performance	Problem Solving
	Level 3	Level 3	Level 3	Level 3	Level 3
2736	✓	✓	✓	✓	✓
2737	✓	✓	✓	✓	✓
2738	✓	✓	✓	✓	✓
2739	✓	✓	✓	✓	✓
2740	✓	✓	✓	✓	✓
2741	✓	✓	✓	✓	✓
2742	✓	✓	✓	✓	✓
2743	✓	✓	✓	✓	✓
2744	✓	✓	✓	✓	✓
2745	✓	✓	✓	✓	✓
2746	✓	✓	✓	✓	✓
2747	✓	✓	✓	✓	✓
2748	✓	✓	✓	✓	✓
2799	✓	✓	✓	✓	✓
2749	✓	✓	✓	✓	✓
2750	✓	✓	✓	✓	✓
2751	✓	✓	✓	✓	✓
2752	✓	✓	✓	✓	✓
2753	✓	✓	✓	✓	✓
2754	✓	✓	✓	✓	✓
2755	✓	✓	✓	✓	✓
2756	✓	✓	✓	✓	✓
2757	✓	✓	✓	✓	✓

Appendix B

Assessment Grids

The grids on the following pages are used to assess the level of performance on essays marked out of 50 at AS and A2 and for the optional Coursework marked out of 100 in AS and A2. The grids have been designed to reflect the differing levels of performance which may be expected at AS and A2.

Grid for marking essays in AS Units 2736-2748

	ASSESSMENT OBJECTIVE 1: Recall, select and understand primary Classical sources and use relevant knowledge specified for the course of study. (max 23 marks)	ASSESSMENT OBJECTIVE 2: Evaluate, analyse and respond to primary Classical sources, including Greek/Latin authors in translation, in their Greek/Roman context. (max 22 Marks)	ASSESSMENT OBJECTIVE 3: Select, organise and present relevant information in a clear, logical and appropriate form, taking into account the use of specialist vocabulary, grammar, punctuation and spelling. (max 5 Marks)
BAND 1	<p>20-23</p> <p>Very useful citation of relevant data, picked out with care and backed up by effective use of primary sources.</p> <p>Lower in the range: thorough collection of appropriate material.</p>	<p>20-22</p> <p>Interesting evaluation/analysis response, on the right lines and largely successful. Understands the value and limitations of the primary evidence and can place it in its cultural/social/literary context.</p> <p>Lower in the range: A particularly thoughtful and coherent argument; maybe noticeable benefit from secondary reading. Very sound grasp on the primary material and its cultural/social/literary context.</p>	<p>5</p> <p>Clear, concise, and convincing. Expressive use of vocabulary.</p> <p>Lower in the range: fluent, logically planned and thought through. Very accurate spelling, punctuation and grammar in either case.</p>
BAND 2	<p>17-19</p> <p>An above average range of data, including good reference to primary evidence.</p>	<p>17-19</p> <p>More thorough/solid argument than average, but not as thoughtful as the highest category. Alternatively, lively and vigorous, but not necessarily wholly reliable. In either case, has a good grasp of the cultural/social/literary context of the primary material.</p>	<p>4</p> <p>Quite accurately/clearly written and thought through. Spelling, punctuation and grammar have only a few blemishes.</p>
BAND 3	<p>14-16</p> <p>A generally competent grasp of a range of appropriate detail including adequate reference to primary sources. This candidate knows the main/usual details relevant to the question.</p>	<p>14-16</p> <p>Knows how to construct a routine argument (with adequate use of primary material). May exhibit <i>personal</i> insight into the primary material or at least a sense of personal response, and has a good enough grasp on its cultural/social/literary context within the parameters of the prescribed material.</p>	<p>3</p> <p>The typical candidate. Adequately written, some mistakes of spelling and expression; tolerably organised. Classical names are generally correct.</p>

Grid for marking essays in AS Units 2736-2748

(cont..)	ASSESSMENT OBJECTIVE 1: Recall, select and understand primary Classical sources and use relevant knowledge specified for the course of study. (max 23 marks)	ASSESSMENT OBJECTIVE 2: Evaluate, analyse and respond to primary Classical sources, including Greek/Latin authors in translation, in their Greek/Roman context. (max 22 Marks)	ASSESSMENT OBJECTIVE 3: Select, organise and present relevant information in a clear, logical and appropriate form, taking into account the use of specialist vocabulary, grammar, punctuation and spelling. (max 5 Marks)
BAND 4	11-13 Presents information and primary sources, but should offer more detail and/or grasp its relevance more accurately.	11-13 Constructs arguments and uses primary material in a straightforward way, but could extend the argument and offer more fresh, personal, insight into the material. There is little, maybe no, fresh, personal insight into the material. Routine views drive the essay; or the argument could be more securely founded. Has a limited sense of the implications and cultural/social/literary context of the primary material, and there are signs of comparative discussion. Synoptic reasoning is fairly basic.	2 Conveys meaning adequately despite shortcomings in spelling, punctuation, grammar, expression and/or organisation.
BAND 5	9-10 Some detail with some limited sense of its significance. Fails to achieve higher marks because the detail is too thin or sparse, and/or there is insufficient grasp on what detail is appropriate.	9-10 The candidate makes some attempt to construct an argument/analysis, but in fact is limited beyond the recall of information. Argument is sparse or poorly directed to the particular question asked. Makes some attempt to use primary material, but could be more discriminating and has a low level of understanding of its cultural/social/literary context.	
BAND 6	6-8 Clearly inadequate recall or understanding of detail, but some material in the answer is in principle usable.	6-8 The candidate makes no useful attempt to construct an argument and almost entirely fails to identify suitable material. Almost no or no sense of how to understand other cultures, or how to describe the effects of literature.	1 Spelling, punctuation and grammar beyond acceptable limits at this level. Largely lacking sense or logic; difficult to read. Random spelling of Classical names.
BAND 7	0-5 The candidate shows no or almost no knowledge over and above what is stated in the question paper.	0-5 (Almost) nothing worth classing as an attempt at argument or analysis; (almost) complete lack of logical thought and critical, cultural or literary skills.	0 Wholly lacking sense or logic and/or scores 0 under the other criteria.

Grid for marking coursework in AS Unit 2799

	ASSESSMENT OBJECTIVE 1: recall, select and understand primary Classical sources and use relevant knowledge specified for the course of study. (max 46 marks)	ASSESSMENT OBJECTIVE 2: evaluate, analyse and respond to primary Classical sources, including, Greek/Latin authors in translation, in their Greek/Roman context. (max 44 Marks)	ASSESSMENT OBJECTIVE 3: present and organise relevant information in a clear, logical and appropriate form, using specialist vocabulary, grammar, punctuation and spelling. (max 10 Marks)
BAND 1	39-46 Very useful citation of relevant data, picked out with care and backed up by effective use of primary sources, showing excellent understanding of topic. Lower in the range: thorough collection of useful and appropriate material showing very good understanding of the topic.	39-44 Interesting evaluation/analysis/response, on the right lines and largely successful. Not necessarily always credible but striving after insight. Understands the value and limitations of the primary evidence and can place it in its cultural/social/literary context. Lower in the range: A particularly thoughtful and coherent argument; may be noticeable benefit from, though not unduly dependent on, secondary reading. Very sound grasp on the primary material and its cultural/social/literary context.	9-10 Clear, concise, and convincing. Expressive use of vocabulary. Lower in the range: fluent, logically planned and thought through. Very accurate spelling, punctuation and grammar in either case. Apt sense of illustration.
BAND 2	33-38 An above average range of data, including good reference to primary evidence. This candidate shows good understanding of the material/topic.	33-38 More thorough/solid argument than average, but not as thoughtful as the highest category. Alternatively, lively and vigorous, but not necessarily wholly reliable. In either case, has a good grasp of the cultural/social/literary context of the primary material.	7-8 Quite accurately/clearly written and thought through. Spelling, punctuation and grammar have only a few blemishes.
BAND 3	27-32 A generally confident grasp of a range of appropriate detail including adequate reference to primary sources. This candidate has provided the main/usual details relevant to the title.	27-32 Knows how to construct a routine argument (with adequate use of primary material). May exhibit <i>personal</i> insight into the primary material or at least a sense of personal response, despite general dependence on secondary literature. Has a good enough grasp on its cultural/social/literary context within the parameters of the prescribed material.	5-6 The typical candidate. Adequately written, some mistakes of spelling and expression; tolerably organised. Classical names are generally correct.

Grid for marking coursework in AS Unit 2799

(cont..)	ASSESSMENT OBJECTIVE 1: recall, select and understand primary Classical sources and use relevant knowledge specified for the course of study. (max 46 marks)	ASSESSMENT OBJECTIVE 2: evaluate, analyse and respond to primary Classical sources, including Greek/Latin authors in translation, in their Greek/Roman context. (max 44 Marks)	ASSESSMENT OBJECTIVE 3: present and organise relevant information in a clear, logical and appropriate form, using specialist vocabulary, grammar, punctuation and spelling. (max 10 Marks)
BAND 4	21-26 Presents more or less adequate amount of material but should use greater range of sources and offer more detail and/or grasp its relevance more accurately.	21-26 Constructs arguments and uses primary material in a straightforward way, but could extend the argument and offer more fresh, personal, insight into the material. Routine views drive the essay; or the argument could be more securely founded. Has a limited sense of the implications and cultural/social/literary context of the primary material, and there are signs of comparative discussion.	3-4 Conveys meaning adequately despite shortcomings in spelling, punctuation, grammar, expression and/or organisation.
BAND 5	17-20 Some detail with some limited sense of its significance. Fails to achieve higher marks because the detail is too thin or sparse, and/or there is insufficient grasp or insufficient work on what detail is appropriate. Unfocused response to title.	17-20 The candidate makes some attempt to construct an argument/analysis, but in fact is limited beyond the recall of information. Argument is sparse or poorly directed to the particular title. Makes some attempt to use primary material, but could be more discriminating and has a low level of understanding of its cultural/social/literary context. Unduly dependent on secondary literature.	
BAND 6	11-16 Clearly inadequate recall or understanding of detail, but some material in the study is in principle usable. Derived thoughtlessly from 1 or 2 books. Lacks primary sources.	11-16 The candidate makes no useful attempt to construct an argument and almost entirely fails to identify suitable material. Almost no or no sense of how to understand other cultures, or how to describe the effects of literature.	1-2 Spelling, punctuation and grammar beyond acceptable limits at this level. Largely lacking sense or logic; difficult to read. Random spelling of Classical names.
BAND 7	0-10 The candidate shows no or almost no knowledge of the classical world or of the subject chosen.	0-10 (Almost) nothing worth classing as an attempt at argument or analysis; (almost) complete lack of logical thought and critical, cultural or literary skills.	0 Wholly lacking sense or logic and/or scores 0 under the other criteria.

Grid for marking essays in A2 Units 2749-2753

	ASSESSMENT OBJECTIVE 1: recall, select and understand primary Classical sources and use relevant knowledge specified for the course of study. (max 22 marks)	ASSESSMENT OBJECTIVE 2: evaluate, analyse and respond to primary Classical sources, including Greek/Latin authors in translation, in their Greek/Roman context. (max 23 Marks)	ASSESSMENT OBJECTIVE 3: select, organise and present relevant information in a clear, logical and appropriate form, taking into account the use of specialist vocabulary, grammar, punctuation and spelling. (max 5 Marks)
BAND 1	<p>19-22 Very fine citation of telling, useful and relevant data, picked out with remarkable discrimination and backed up by wide knowledge of primary sources. Lower in the range: very thorough collection of appropriate material.</p>	<p>19-23 Particularly interesting evaluation/analysis/response, not necessarily always credible, but insightful and largely successful. Very much understands the value and limitations of the primary evidence and has an authentic understanding of its cultural/social/literary context. Deploys synoptic reasoning to powerful effect. Lower in the range: A powerful, thoughtful and coherent argument; with obvious benefit from secondary reading. Notably sound grasp on the primary material and its cultural/social/literary context. Very good synoptic reasoning.</p>	<p>5 Beautifully written. A model of clarity and conciseness, makes convincing sense. Sophisticated vocabulary; elegant style. Lower in the range: expressed with fluency and sophistication. Logically planned and thought through. Very accurate spelling, punctuation and grammar in either case.</p>
BAND 2	<p>16-18 A superior range of data, exhibiting familiarity with primary evidence.</p>	<p>16-18 More thorough/solid argument than average, but not as telling as the highest category. Alternatively, lively and vigorous, but not necessarily wholly reliable. In either case, has a good grasp of the cultural/social/literary context of the primary material, and displays effective synoptic reasoning.</p>	<p>4 Quite accurately/clearly written and planned. Spelling, punctuation and grammar have only a few minor blemishes.</p>
BAND 3	<p>14-15 A generally confident and convincing grasp of a range of appropriate detail including adequate reference to primary sources. This candidate knows the main/usual details relevant to the question.</p>	<p>14-15 Knows how to construct an argument (with adequate use of primary material), if perhaps one that is fairly routine rather than compelling. Demonstrates <i>personal</i> insight into the primary material and has a good enough grasp on its cultural/social/literary context. Evidence of clear synoptic thinking.</p>	<p>3 The typical candidate. Adequately written, only a few mistakes of spelling and expression; tolerably organised. Most classical names are correct.</p>

Grid for marking essays in A2 Units 2749-2753

(cont..)	ASSESSMENT OBJECTIVE 1: recall, select and understand primary Classical sources and use relevant knowledge specified for the course of study. (max 22 marks)	ASSESSMENT OBJECTIVE 2: evaluate, analyse and respond to primary Classical sources, including Greek/Latin authors in translation, in their Greek/Roman context. (max 23 Marks)	ASSESSMENT OBJECTIVE 3: select, organise and present relevant information in a clear, logical and appropriate form, taking into account the use of specialist vocabulary, grammar, punctuation and spelling. (max 5 Marks)
BAND 4	11-13 Presents information and primary sources, but should offer more detail and/or should grasp its significance and relevance more accurately.	11-13 Constructs arguments and uses primary material in a straightforward way, but could extend the argument and offer more fresh, personal, insight into the material. There is little, maybe no, fresh, personal insight into the material. Routine views drive the essay; or the argument could be more securely founded. Has a limited sense of the implications and cultural/social/literary context of the primary material, and there are signs of comparative discussion. Synoptic reasoning is fairly basic.	2 Conveys meaning adequately despite shortcomings in spelling, punctuation, grammar, expression and/or organisation.
BAND 5	9-10 Some detail (including some reference to primary sources) with some limited sense of its significance. Fails to achieve higher marks because the detail is too thin or sparse, there are too many generalities, and/or there is insufficient grasp on what detail is appropriate.	9-10 The candidate makes some attempt to construct an argument/analysis, but in fact is very limited beyond the recall of information. Argument is too sparse or conspicuously not directed to the particular question asked. Makes some attempt to use primary material, but could be more discriminating and has a poor/inadequate understanding of its cultural/social/literary context. Attempts at synoptic reasoning are either minimal or not very effective.	
BAND 6	6-8 Clearly inadequate recall or understanding of detail, and/or severe lack of use of primary sources, but some material in the answer is in principle usable.	6-8 The candidate makes no useful attempt to construct an argument and almost entirely fails to identify suitable material. Almost no or no sense of how to understand other cultures, or how to describe the effects of literature. Synoptic reasoning is almost entirely missing.	1 Spelling, punctuation and grammar beyond acceptable limits at this level. Largely lacking sense or logic; difficult to read. Random spelling of Classical names.
BAND 7	0-5 The candidate shows no or almost no knowledge over and above what is stated in the question paper.	0-5 (Almost) nothing worth classing as an attempt at argument or analysis; (almost) complete lack of logical thought and critical, cultural or literary skills. No evidence of synoptic reasoning.	0 Wholly lacking sense or logic and/or scores 0 under the other criteria.

Grid for marking essays in A2 Units 2754-2756

	ASSESSMENT OBJECTIVE 1: recall, select and understand primary Classical sources and use relevant knowledge specified for the course of study. (max 22 marks)	ASSESSMENT OBJECTIVE 2: evaluate, analyse and respond to primary Classical sources, including Greek/Latin authors in translation, in their Greek/Roman context. (max 23 Marks)	ASSESSMENT OBJECTIVE 3: select, organise and present relevant information in a clear, logical and appropriate form, taking into account the use of specialist vocabulary, grammar, punctuation and spelling. (max 5 Marks)
BAND 1	<p>19-22</p> <p>Very fine citation of telling, useful and relevant data, picked out with remarkable discrimination and backed up by wide knowledge of primary sources.</p> <p>Lower in the range: very thorough collection of appropriate material.</p>	<p>19-23</p> <p>Particularly interesting evaluation/analysis/response, not necessarily always credible, but insightful and largely successful. Very much understands the value and limitations of the primary evidence and has an authentic understanding of its cultural/social/literary context.</p> <p>Lower in the range: A powerful, thoughtful and coherent argument; with obvious benefit from secondary reading. Notably sound grasp on the primary material and its cultural/social/literary context.</p>	<p>5</p> <p>Beautifully written. A model of clarity and conciseness, makes convincing sense. Sophisticated vocabulary; elegant style.</p> <p>Lower in the range: expressed with fluency and sophistication. Logically planned and thought through. Very accurate spelling, punctuation and grammar in either case.</p>
BAND 2	<p>16-18</p> <p>A superior range of data, exhibiting familiarity with primary evidence.</p>	<p>16-18</p> <p>More thorough/solid argument than average, but not as telling as the highest category. Alternatively, lively and vigorous, but not necessarily wholly reliable. In either case, has a good grasp of the cultural/social/literary context of the primary material.</p>	<p>4</p> <p>Quite accurately/clearly written and planned. Spelling, punctuation and grammar have only a few minor blemishes.</p>
BAND 3	<p>14-15</p> <p>A generally confident and convincing grasp of a range of appropriate detail including adequate reference to primary sources. This candidate knows the main/usual details relevant to the question.</p>	<p>14-15</p> <p>Knows how to construct an argument (with adequate use of primary material), if perhaps one that is fairly routine rather than compelling. Demonstrates <i>personal</i> insight into the primary material and has a good enough grasp on its cultural/social/literary context.</p>	<p>3</p> <p>The typical candidate. Adequately written, only a few mistakes of spelling and expression; tolerably organised. Most classical names are correct.</p>

Grid for marking essays in A2 Units 2754-2756

(cont.)	ASSESSMENT OBJECTIVE 1: recall, select and understand primary Classical sources and use relevant knowledge specified for the course of study. (max 22 marks)	ASSESSMENT OBJECTIVE 2: evaluate, analyse and respond to primary Classical sources, including Greek/Latin authors in translation, in their Greek/Roman context. (max 23 Marks)	ASSESSMENT OBJECTIVE 3: select, organise and present relevant information in a clear, logical and appropriate form, taking into account the use of specialist vocabulary, grammar, punctuation and spelling. (max 5 Marks)
BAND 4	11-13 Presents information and primary sources, but should offer more detail and/or grasp its significance and relevance more accurately.	11-13 Constructs arguments and uses primary material in a straightforward way, but could extend the argument and offer more fresh, personal, insight into the material. There is little, maybe no, fresh, personal insight into the material. Routine views drive the essay; or the argument could be more securely founded. Has a limited sense of the implications and cultural/social/literary context of the primary material, and there are signs of comparative discussion. Synoptic reasoning is fairly basic.	2 Conveys meaning adequately despite shortcomings in spelling, punctuation, grammar, expression and/or organisation.
BAND 5	9-10 Some detail (including some reference to primary sources) with some limited sense of its significance. Fails to achieve higher marks because the detail is too thin or sparse, there are too many generalities, and/or there is insufficient grasp on what detail is appropriate.	9-10 The candidate makes some attempt to construct an argument/analysis, but in fact is very limited beyond the recall of information. Argument is too sparse or conspicuously not directed to the particular question asked. Makes some attempt to use primary material, but could be more discriminating and has a poor/inadequate understanding of its cultural/social/literary context.	
BAND 6	6-8 Clearly inadequate recall or understanding of detail, and/or severe lack of use of primary sources, but some material in the answer is in principle usable.	6-8 The candidate makes no useful attempt to construct an argument and almost entirely fails to identify suitable material. Almost no or no sense of how to understand other cultures, or how to describe the effects of literature.	1 Spelling, punctuation and grammar beyond acceptable limits at this level. Largely lacking sense or logic; difficult to read. Random spelling of Classical names.
BAND 7	0-5 The candidate shows no or almost no knowledge over and above what is stated in the question paper.	0-5 (Almost) nothing worth classing as an attempt at argument or analysis; (almost) complete absence of logical thought and critical, cultural or literary skills.	0 Wholly lacking sense or logic and/or scores 0 under the other criteria.

Grid for marking coursework in A2 Unit 2757

	ASSESSMENT OBJECTIVE 1: recall, select and understand primary Classical sources and use relevant knowledge specified for the course of study. (max 44 marks)	ASSESSMENT OBJECTIVE 2: evaluate, analyse and respond to primary Classical sources, including Greek/Latin authors in translation, in their Greek/Roman context. (max 46 Marks)	ASSESSMENT OBJECTIVE 3: select, organise and present relevant information in a clear, logical and appropriate form, taking into account the use of specialist vocabulary, grammar, punctuation and spelling. (max 10 Marks)
BAND 1	38-44 Very fine citation of telling, useful and relevant data, picked out with remarkable discrimination and backed up by wide knowledge of primary sources. Lower in the range: very thorough collection of appropriate material.	38-46 Particularly interesting evaluation/analysis/response, not necessarily always credible, but insightful and largely successful. Very much understands the value and limitations of the primary evidence and has an authentic understanding of its cultural/social/literary context. Lower in the range: A powerful, thoughtful and coherent argument; with obvious benefit from secondary reading. Notably sound grasp on the primary material and its cultural/social/literary context.	9-10 Beautifully written. A model of clarity and conciseness, makes convincing sense. Sophisticated vocabulary; elegant style. Lower in the range: expressed with fluency and sophistication. Logically planned and thought through. Very accurate spelling, punctuation and grammar in either case.
BAND 2	31-37 A superior range of data, exhibiting familiarity with primary evidence.	31-37 More thorough/solid argument than average, but not as telling as the highest category. Alternatively, lively and vigorous, but not necessarily wholly reliable. In either case, has a good grasp of the cultural/social/literary context of the primary material.	7-8 Quite accurately/clearly written and planned. Spelling, punctuation and grammar have only a few minor blemishes.
BAND 3	28-30 A generally confident and convincing grasp of a range of appropriate detail including adequate reference to primary sources. This candidate knows the main/usual details relevant to the title.	28-30 Knows how to construct an argument (with adequate use of primary material), if perhaps one that is fairly routine rather than compelling. Demonstrates <i>personal</i> insight into the primary material and has a good enough grasp on its cultural/social/literary context.	5-6 The typical candidate. Adequately written, only a few mistakes of spelling and expression; tolerably organised. Most classical names are correct.

Grid for marking coursework in A2 Unit 2757

(cont..)	ASSESSMENT OBJECTIVE 1: recall, select and understand primary Classical sources and use relevant knowledge specified for the course of study. (max 44 marks)	ASSESSMENT OBJECTIVE 2: evaluate, analyse and respond to primary Classical sources, including Greek/Latin authors in translation, in their Greek/Roman context. (max 46 Marks)	ASSESSMENT OBJECTIVE 3: select, organise and present relevant information in a clear, logical and appropriate form, taking into account the use of specialist vocabulary, grammar, punctuation and spelling. (max 10 Marks)
BAND 4	21-27 Presents more or less adequate amount of material but should use greater range of sources and offer more detail and/or grasp its relevance more accurately.	21-27 Constructs arguments and uses primary material in a straightforward way, but could extend the argument and offer more fresh, personal, insight into the material. Routine views drive the essay; or the argument could be more securely founded. Has a limited sense of the implications and cultural/social/literary context of the primary material, and there are signs of comparative discussion.	3-4 Conveys meaning adequately despite shortcomings in spelling, punctuation, grammar, expression and/or organisation.
BAND 5	17-20 Some detail (including some reference to primary sources) with some limited sense of its significance. Fails to achieve higher marks because the detail is too thin or sparse, there are too many generalities, and/or there is insufficient grasp on what detail is appropriate.	17-20 The candidate makes some attempt to construct an argument/analysis, but in fact is very limited beyond the recall of information. Argument is too sparse or conspicuously not directed to the particular question asked. Makes some attempt to use primary material, but could be more discriminating and has a poor/inadequate understanding of its cultural/social/literary context	
BAND 6	11-16 Clearly inadequate recall or understanding of detail, and/or severe lack of use of primary sources, but some material in the answer is in principle usable.	11-16 The candidate makes no useful attempt to construct an argument and almost entirely fails to identify suitable material. Almost no or no sense of how to understand other cultures, or how to describe the effects of literature.	1-2 Spelling, punctuation and grammar beyond acceptable limits at this level. Largely lacking sense or logic; difficult to read. Random spelling of Classical names.
BAND 7	0-10 The candidate shows no or almost no knowledge over and above what is stated in the title.	0-10 (Almost) nothing worth classing as an attempt at argument or analysis; (almost) complete lack of logical thought and critical, cultural or literary skills	0 Wholly lacking sense or logic and/or scores 0 under the other criteria.

Appendix C

Marks for Context Questions

The grid for marking essays is also applied to context questions which are divided into sub-questions. The following conversion tables are used to derive marks for sub-questions according to the allocations by assessment objective. These grids should be used in conjunction with the appropriate grid for the module.

AS Context Questions						
AO1				AO2		
Out of	10	6	7	Out of	9	13
Band 1	8-10	6	7	Band 1	8-9	12-13
Band 2	7	5	6	Band 2	7	10-11
Band 3	6	4	5	Band 3	6	9-10
Band 4	5	3	4	Band 4	5	7-8
Band 5	4	2	3	Band 5	4	5-6
Band 6	3	2	2	Band 6	3	3-4
Band 7	0-2	0-1	0-1	Band 7	0-2	0-2

A2 Context Questions					
AO1			AO2		
Out of	10	6	Out of	9	14
Band 1	8-10	6	Band 1	8-9	13-14
Band 2	7	5	Band 2	6-7	11-12
Band 3	6	4	Band 3	5	9-10
Band 4	5	3	Band 4	4	7-8
Band 5	4	2	Band 5	3	5-6
Band 6	3	2	Band 6	2	3-4
Band 7	0-2	0-1	Band 7	0-1	0-2