



Key Skills – GCE AS/A Level Classical Civilisation

This Appendix offers detailed guidance on the Key Skills evidence that a candidate might produce during their programme of study. It focuses on the evidence required to meet the criteria for the internally assessed Key Skills portfolio. For example, in producing work for assessment as evidence of C3.2 (Read and synthesise information from two extended documents about a complex subject. One of these documents should include at least one image.) a candidate is required to:

- select and read material that contains the information you need;
- identify accurately, and compare, the lines of reasoning and main points from text and images; and
- synthesise the key information in a form that is relevant to your purpose.

The Key Skills and Evidence Requirements below are quoted from Part B of the QCA Key Skills specifications and, as such, are addressed to the candidate. The text below the Evidence Requirements is guidance for teachers about how the specifications might be used to provide teaching and learning opportunities and/or assessment opportunities for the Key Skill.

For further information about the requirements of these units, teachers should refer to QCA's Key Skills specifications for use in programmes starting from September 2000.

For further information about the assessment and certification of Key Skills, teachers should contact OCR.

C3 Communication Level 3

C3.1a *Contribute to a group discussion about a complex subject.*

Evidence Requirements

- i. Make clear and relevant contributions in a way that suits your purpose and situation.
- ii. Listen and respond sensitively to others, and develop points and ideas.
- iii. Create opportunities for others to contribute when appropriate.

Possible opportunities

All modules in these specifications offer opportunities for candidates to develop and produce evidence of C3.1a. Group discussions can contribute to improving candidates' ability to deal with the thought-provoking issues that are raised by their reading.

Modules 2636, 2737 and 2749

The study of Greek and Roman Epic generates many opportunities to discuss complex issues concerning human behaviour and moral and ethical issues, in the context of a society remote from that of the candidates. In particular the mythological setting, characteristic of Epic, helps to focus on complex issues of human behaviour and thought.

Records from an assessor who observed the discussion or a tape of the discussion provide suitable evidence.

C3.1b *Make a presentation about a complex subject, using at least one image to illustrate complex points.*

Evidence Requirements

- i. Speak clearly and adapt your style of presentation to suit your purpose, subject, audience and situation.
- ii. Structure what you say so that the sequence of information and ideas may be easily followed.
- iii. Use a range of techniques to engage the audience, including effective use of images.

Possible opportunities

All modules in these specifications can generate opportunities for candidates to develop and produce evidence of C3.1b by presenting an analysis of their thoughts, making appropriate use of tables and diagrams.

Modules 2736, 2737, 2738, 2749 and 2751

Candidates could, for example, present a structured analysis of role allocations between actors in Aeschylus' *Agamemnon* by means of a diagram, or discuss aspects of Homer's narrative of Odysseus' voyage using a map of the Mediterranean.

Records from an assessor who observed the discussion, a video tape of the discussion, or a copy of the notes for the talk and of the image or images used provide suitable evidence.

All modules can generate opportunities for candidates to present an analysis of their thoughts and/or research.

C3.2 *Read and synthesise information from two extended documents that deal with a complex subject. One of these documents should include at least one image.*

Evidence Requirements

- i. Select and read material that contains the information you need.
- ii. Identify accurately, and compare, the lines of reasoning and main points from texts and images.
- iii. Synthesise the key information in a form that is relevant to your purpose.

Possible opportunities

All modules in these specifications can generate opportunities for candidates to develop and produce evidence of C3.2 by making notes on primary texts or source material, consulting, where appropriate, modern scholarly discussion, and using these notes as the basis for a presentation or a piece of writing supported by use of images, including diagrams or maps

Modules 2744, 2745 and 2753

A presentation or a piece of complex writing centred upon the archaeological investigation of a site could generate opportunities for candidates to develop and produce evidence of C3.2.

A copy of the notes and of written work prepared on their basis or a tape of an oral presentation provide suitable evidence.

C3.3 Write two different types of documents about complex subjects. One piece of writing should be an extended document and include at least one image.

Evidence Requirements

- i. Select and use a form and style of writing that is appropriate to your purpose and complex subject matter.
- ii. Organise relevant information clearly and coherently, using specialist vocabulary when appropriate.
- iii. Ensure your text is legible and your spelling, grammar and punctuation are accurate so your meaning is clear.

Possible opportunities

All modules in these specifications can generate opportunities for candidates to develop and produce evidence for C3.3 by writing in different styles, backed up, where appropriate, by images such as diagrams or plans.

Modules 2747 and 2755

These modules require candidates to write analyses of complex artefacts, such as individual sculptures, vase paintings or buildings, in response to stimulus images, and to write longer studies of works or groups of works in the form of an extended document, backed up by illustrations and plans. Organisation of material and the accurate use of specialist vocabulary must be practised.

Copies of the documents produced provide suitable evidence.

IT3 IT Level 3

You must:

Plan and carry through at least one substantial activity that includes tasks for IT3.1, IT3.2 and IT3.3.

IT 3.1 *Plan, and use different sources to search for, and select, information required for two different purposes.*

Evidence Requirements

- i. Plan how to obtain and use the information required to meet the purpose of your activity.
- ii. Choose appropriate sources and techniques for finding information and carry out effective searches.
- iii. Make selections based on judgements of relevance and quality.

Possible opportunities

All modules in these specifications offer opportunities for candidates to develop and produce evidence for IT3.1 by searching for and retrieving relevant textual and visual material from appropriate books, CD-ROMs, databases and the Internet for a variety of purposes, including analysis and exposition.

Modules 2742 and 2752

Candidates could search for, access, and evaluate the material available on different websites with different approaches to the original literary sources. For example, the study of Horace's Satires could be enhanced by reference to websites presenting archaeological and historical evidence relevant to his journey to Brundisium or his acquisition of an estate in the Sabine hills.

Print-outs of the relevant information with notes of sources compared and used and notes on how the searches were made and the information selected provide suitable evidence.

IT 3.2 *Explore, develop, and exchange information and derive new information to meet two different purposes.*

Evidence Requirements

- i. Enter and bring together information in a consistent form, using automated routines where appropriate.
- ii. Create and use appropriate structures and procedures to explore and develop information and derive new information.
- iii. Use effective methods of exchanging information to support your purpose.

Possible opportunities

The study of the literary and physical remains of Classical Civilisation, in their social, cultural and historical context, can provide opportunities to bring together information derived from a variety of sources and combine it in an appropriate format, developing new information from the juxtaposition of originally discrete items, exchanging information and employing automated routines, where relevant.

Modules 2736, 2737, 2738, 2739, 2740, 2741, 2749, 2750 and 2751

A study of the incidence of key words or word groups across a range of literary texts could be effected through the use of electronic format concordances or databases, such as the Perseus Project. This could be used to explore the predominant imagery of a particular author, and to determine, for example, the conceptual connections between important value terms.

Print-outs, or a record from an assessor who has observed use of IT in this way, together with notes of how information was exchanged, explored and developed, how new information was derived, and how automated routines were employed, provide suitable evidence.

IT3.3 *Present information from different sources for two different purposes and audiences. Your work must include at least one example of text, one example of images and one example of numbers.*

Evidence Requirements

- i. Develop the structure and content of your presentation using the views of others, where appropriate, to guide refinements.
- ii. Present information effectively, using a format and style that suits your purpose and audience.
- iii. Ensure your work is accurate and makes sense.

Possible opportunities

All modules in these specifications can generate opportunities for candidates to develop and produce evidence for IT3.3 by presenting combined information for written tasks and to support oral presentations. When taught in a classroom environment, there are opportunities to make presentations to fellow candidates and to subject experts. Texts, images, and numerical data (primarily statistical data and statistical analysis of literary texts) are relevant to all modules.

Modules 2745 and 2753

In both informal presentations to fellow candidates and in a more formal piece of work, for assessment by the teacher, there is scope to bring together information, for example, about Mycenaean burial practices derived from a variety of electronic sources. Conclusions could be presented using a combination of texts from the Homeric poems, tables or graphs (summarising the results of statistical analysis of the evidence), and images of burials and grave goods.

Working drafts, or a record from an assessor who observed screen displays, together with notes on how content and presentation were developed and adapted to the target audience, and printouts of the final work, including text, images and numbers, provide suitable evidence.

WO3 Working with Others Level 3

You must:

Provide at least one substantial example of meeting the standard for WO3.1, WO3.2 and WO3.3 (you must show you can work in both one-to-one and group situations).

WO3.1 *Plan complex work with others, agreeing objectives, responsibilities and working arrangements.*

Evidence requirements

- i. Agree realistic objectives for working together and what needs to be done to achieve them.
- ii. Exchange information, based on appropriate evidence, to help agree responsibilities.
- iii. Agree suitable working arrangements with those involved.

Possible opportunities

When taught in a classroom situation involving more than one candidate, all externally assessed modules provide opportunities for projects, or group assignments, on which candidates can work together with one, or more than one, other person on activities which require realistic objectives to be identified, actions and resources needed to achieve those objectives agreed, relevant information to be selected and group working arrangements to be identified.

Modules 2738, 2739 and 2750

The planning and preparation of an investigation of Greek or Roman historians' use of speeches, set as a group assignment in the classroom, involving the allocation of tasks and the sharing of information and ideas, would provide an opportunity to develop and produce evidence for WO3.1.

Records from an assessor who observed the group work or a tape recording of the group work, together with written or recorded reports of the planning process, including objectives identified, responsibilities allocated and working arrangements agreed upon, provide suitable evidence.

WO3.2 *Seek to establish and maintain co-operative working relationships over an extended period of time, agreeing changes to achieve agreed objectives.*

Evidence requirements

- i. Organise and carry out tasks so that you can be effective and efficient in meeting your responsibilities and produce the quality of work required.
- ii. Seek to establish and maintain co-operative working relationships, agreeing ways to overcome any difficulties.
- iii. Exchange accurate information on progress of work, agreeing changes where necessary to achieve objectives.

Possible opportunities

When taught in a classroom situation involving more than one candidate, all externally assessed modules provide opportunities for projects, or group assignments, on which candidates can work together with one, or more than one, other person on activities which require participants to organise their own tasks and carry them out effectively and efficiently, to maintain co-operative working relationships, solving problems by consultation and mutual agreement, to exchange information on the timely achievement of goals and the quality of work, and to adapt plans in order to achieve objectives.

Modules 2746 and 2754

An investigation of the comic techniques of Aristophanes and/or Menander provides an opportunity for candidates to develop and produce, in collaboration with one, or more than one, other person, evidence for WO3.2. Two candidates, for example, can work together on agon scenes, while a larger group considers audience participation.

Records of how the tasks were organised co-operatively, including a progress report, provide suitable evidence. These may be generated by the candidates, by others with whom the candidate worked, or by an assessor and may take written, tape-recorded, or visual form.

WO3.3 *Review work with others and agree ways of improving collaborative work in the future.*

Evidence requirements

- i. Agree the extent to which work with others has been successful and the objectives have been met.
- ii. Identify factors that have influenced the outcome.
- iii. Agree ways of improving work with others in the future.

Possible opportunities

When taught in a classroom situation involving more than one candidate, all externally assessed modules provide opportunities for projects, or group assignments, in analysing their contribution to which candidates will be able to identify the extent to which objectives were met, the factors which influenced the outcome and the ways in which the activity could have been differently organised in order to enhance the effectiveness of the collaboration.

Modules 2740, 2741, 2746, 2751 and 2754

A group activity, such as the preparation and presentation of scenes from a Classical Drama, can provide opportunities for candidates to work together in planning, preparation and presentation. Group review of the performance will produce evidence for WO3.3.

Written or recorded statements from members of the group in which objectives and achievements are compared and ways of enhancing working relationships and methods considered, provide suitable evidence.

LP3 Improving Own Learning and Performance Level 3

You must:

Provide at least one substantial example of meeting the standard for LP3.1, LP3.2 and LP3.3.

LP3.1 *Agree targets and plan how these will be met over an extended period of time, using support from appropriate people.*

Evidence requirements

- i. Seek information on ways to achieve what you want to do, and identify factors that might affect your plans.
- ii. Use this information to agree realistic targets with appropriate people.
- iii. Plan how you will effectively manage your time and use of support to meet targets, including alternative action for overcoming possible difficulties.

Possible opportunities

All modules in these specifications can offer opportunities to develop and produce evidence for LP3.1. This can be provided through the setting of targets for both study-based and activity-based learning, and the making of plans for meeting those targets. By co-ordinating the study-based and activity-based tasks (for example, by examining the narrative techniques employed in vase-painting, as a study-based task, and by investigating the practical constraints imposed by black- or red-figure incision or brush techniques, as an activity-based task), and by using the results obtained to answer questions of aesthetic appreciation (for example involving modes of presentation), learning from two different contexts can be used.

Modules 2747 and 2755

The detailed study of mythological narrative in Greek sculpture and/or vase-painting can provide opportunities for candidates to improve learning performance, through the planning and co-ordination of both activity- and study-based tasks. Setting of targets, and selection of information and materials can be agreed with appropriate others. The implementation of the plan, and its adaptation to problems that arise, can provide opportunities for self-directed learning as well as drawing on the support of others.

Written or recorded accounts of discussion in which information that had been obtained was used to agree targets, together with an action plan covering an extended period of time and including possible alternative courses of action and notes of support needed, provide suitable evidence.

LP3.2 *Take responsibility for your learning by using your plan, and seeking feedback and support from relevant sources, to help meet targets.*

Improve your performance by:

- studying a complex subject;
- learning through a complex practical activity;
- further study or practical activity that involves independent learning.

Evidence requirements

- i. Manage your time effectively to complete tasks, revising your plan as necessary.
- ii. Seek and actively use feedback and support from relevant sources to help you meet targets.
- iii. Select and use different ways of learning to improve your performance, adapting approaches to meet new demands.

Possible opportunities

All modules in these specifications can offer opportunities to prioritise action, manage time, and make active use of feedback and support while employing a variety of approaches to both study-based and activity-based learning. This can be provided through the setting of targets for both study-based and activity-based learning, and the making of plans for meeting those targets. By co-ordinating the study-based and activity-based tasks (for example, by examining the topoi of Roman satire, as a study-based task, and by recreating the physical settings of such scenes, as an activity-based task), and by using the results obtained to answer questions of literary appreciation (for example, involving modes of presentation or dramatisation), learning from two different contexts can be used.

Modules 2742, 2743 and 2752

Appropriate tasks for the setting of study-based learning targets include short projects investigating particular literary texts, their authors or the cultural context of their production. Appropriate tasks for activity-based learning include the production and performance of a Classical drama, or the recreation of the setting of typical banquets described in the works of Roman satirists. These provide opportunities for prioritising action and managing time effectively, through, for example, the production schedule for performance of a drama. They also require feedback and the use of support from relevant sources, and provide opportunities for the application of diverse learning strategies.

A log of the study- or activity-based learning, including notes of when support was sought, how it was used, how learning from other contexts was used and adapted to new demands, and how the original learning plan was revised, together with records from those who have seen the work which demonstrated that time had been managed effectively and tasks completed, provides suitable evidence.

LP3.3 *Review progress on two occasions and establish evidence of achievements, including how you have used learning from other tasks to meet new demands.*

Evidence requirements

- i. Provide information on the quality of your learning and performance, including factors that have affected the outcome.
- ii. Identify targets you have met, seeking information from relevant sources to establish evidence of your achievements.
- iii. Exchange views with appropriate people to agree ways to further improve your performance.

Possible opportunities

All modules in these specifications provides opportunities to develop and produce evidence for LP3.3. This can be provided through the setting of targets for both study-based and activity based learning, and the making of plans for meeting those targets. These targets and plans can be monitored, for their successful completion, for factors which affected positively or negatively their achievement, and for means by which learning performance could be enhanced. By co-ordinating the study-based and activity-based tasks (for example, by examining the comic techniques employed in a play by Aristophanes, as a study-based task, and by investigating the practical constraints imposed by the conditions of Greek theatrical production, as an activity-based task), and by using the results obtained to answer questions of literary appreciation (for example, involving modes of presentation), learning from two different contexts can be used.

Modules 2751 and 2754

Appropriate tasks for the setting of study-based learning targets include short projects investigating particular literary texts, their authors or the cultural context of their production. Appropriate tasks for activity-based learning include the production and performance of a Classical drama. These provide opportunities for monitoring success in meeting targets and management of time. Critical review, for example, by appropriate others of the production and performance of a drama, in whole or in part, can identify strengths and weaknesses in the learning process.

Written or recorded analyses of the learning process together with examples of work which demonstrate what has been learned from two study-based and two activity-based learning exercises, records of discussion in which evidence of achievement was established and views on performance quality exchanged, and notes on the action plan to show the targets that have been met, provide suitable evidence.

PS3 Problem Solving Level 3

You must:

Provide at least one substantial example of meeting the standard for PS3.1, PS3.2 and PS3.3.

PS3.1 *Explore a complex problem, come up with three options for solving it and justify the option selected for taking forward.*

Evidence requirements

- i. Explore the problem, accurately analysing its figures, and agree with others on how to show success in solving it.
- ii. Select and use a variety of methods to come up with different ways of tackling the problem.
- iii. Compare the main features of each possible option, including risk factors, and justify the option you select to take forward.

Possible opportunities

All modules in these specifications provide opportunities for candidates to generate and compare methods of solving problems, both academic and practical, and to make and justify a choice between possible methods of solution. Practical problems will sometimes be amenable to solution by the application of IT skills and so provide opportunities for developing the Key Skill of IT.

Modules 2736 and 2749

An understanding of the oral nature of Homeric Epic, for example, can proceed through a statistical analysis of formulaic usage or through comparative study of material from other pre-literate cultures. Each of these methods offers distinct answers and involves different sets of resources.

A written or recorded description of the possible solutions identified, together with notes on the way in which options were generated and compared and a decision made as to which was most realistic, provides suitable evidence.

PS3.2 *Plan and implement at least one option for solving the problem, review progress and revise your approach as necessary.*

Evidence requirements

- i. Plan how to carry out your chosen option and obtain agreement to go ahead from an appropriate person.
- ii. Implement your plan, effectively using support and feedback from others.
- iii. Review progress towards solving the problem and revise your approach as necessary.

Possible opportunities

All modules in these specifications provide opportunities for candidates to plan and implement at least one option for solving problems, both academic and practical, and to review progress towards solving those problems. Practical problems will sometimes be amenable to solution by the application of IT skills and so give opportunities for developing the Key Skill of IT.

Modules 2745, 2747, 2753 and 2755

A comparison of two distinct approaches to the understanding of Classical or Mycenaean building practices can generate opportunities to develop and produce evidence for PS3.2. For example, the problem of conservatism of design (in particular, reliance on lintel-and-post design methods, and the restricted use of vaulting), can be approached by comparing technological and aesthetic considerations. This can provide candidates with the opportunity to plan, implement and review a proposed solution to a complex problem.

Two plans of the possible solutions identified, together with notes on changes made and endorsed statement of how agreement was reached as to which option to proceed with, and records of implementation of the plans, including use of support, feedback, *and reviews of progress, provide suitable evidence.*

PS3.3 Apply agreed methods to check if the problem has been solved, describe the results and review your approach to problem solving.**Evidence requirements**

- i. Agree, with an appropriate person, methods to check if the problem has been solved.
- ii. Apply these methods accurately, draw conclusions and fully describe the results.
- iii. Review your approach to problem solving, including whether alternative methods and options might have proved more effective.

Possible opportunities

All modules in these specifications provide opportunities for candidates to agree on and apply methods to check the solution of problems, both academic and practical, and to describe the results of applying those methods and review the approach taken. Practical problems will sometimes be amenable to solution by the application of IT skills and so give opportunities for developing the Key Skill of IT.

Modules 2736 and 2749

A written or recorded statement of the success of the method chosen for solving the problem of oral composition of complex literary works, can be submitted for assessment by fellow candidates and an appropriate authority. This can be evaluated against agreed standards of interpretation and alternative approaches adopted by other candidates.

Modules 2745, 2747, 2753 and 2755

A written or recorded statement of the proposed solution to the problem of conservatism of design can be submitted for assessment by fellow candidates and a subject expert. This can provide the opportunity to review the success of the solution against relevant standards, and to consider the contribution of the approach, or approaches, adopted to the successful solution of the problem.

A written or recorded description of the methods used and results obtained, together with notes of review procedures, including alternative methods and options predicted to be more effective, provides suitable evidence.