Classics

GCSE 2012

Ancient History

Specification

J151 – Full Course

J051 – Short Course

Version 1

April 2012

OCR

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Contents

Full Course

A031 – *The Greeks at war*

Written paper

1 hour 15 mins – 86 marks

25% of the qualification

+

A032 – *The rise of Rome*

Written paper

1 hour 15 mins – 86 marks

25% of the qualification

+

A033 – *Women in ancient politics*

Written paper

1 hour 15 mins – 86 marks

25% of the qualification

+

A034 – *Ancient societies through the study of original sources*

Controlled assessment

80 marks

25% of the qualification

Short Course

One unit out of:

A031 – *The Greeks at war*

Written paper

1 hour 15 mins – 86 marks

50% of the qualification

A033 – *Women in ancient politics*

Written paper

1 hour 15 mins – 86 marks

50% of the qualification

A032 – *The rise of Rome*

Written paper

1 hour 15 mins – 86 marks

50% of the qualification

+

A034 – *Ancient societies through the study of original sources*

Controlled assessment

80 marks

50% of the qualification

Please note that the total marks for units A031, A032 and A033 now incorporate additional marks for spelling, punctuation and grammar. Please see section 3.5 for further information.

1.2 Guided learning hours

GCSE Ancient History requires 120–140 guided learning hours in total.

GCSE (Short Course) in Ancient History requires 60–70 guided learning hours in total.

1.3 Aims and learning outcomes

GCSE specifications in classical subjects should encourage candidates to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and to gain an insight into related sectors. They should prepare candidates to make informed decisions about further learning opportunities and career choices.

The aims of these specifications are to enable candidates to:

- actively engage in the process of enquiry into the ancient world to develop as effective and independent learners and as critical and reflective thinkers

- acquire, through studying a range of appropriate sources, knowledge and understanding of selected aspects of the ancient world

- develop an awareness of the conflicting nature of source evidence for the ancient world

- develop and apply analytical and evaluative skills at an appropriate level

- make an informed, personal response to the material studied.

1.4 Prior learning

Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3, or an Entry 3 at Entry Level within the National Qualifications Framework.

2 Content of GCSE Ancient History

2.1 Unit A031: *The Greeks at war*

The aim of this unit is to encourage the understanding of key characters in the Greek world, and the Greeks' relationship with their neighbours outside Europe in Asia Minor.

Candidates must study for **either** Option 1 **or** Option 2.

2.1.1 Option 1: The Greeks defend themselves, 499–479 BC

Candidates should have a detailed knowledge of the following set sources:

- Herodotus, *The Histories* Book 1, sections 1–5
- Herodotus, *The Histories* Book 6, sections 98–118
- Herodotus, *The Histories* Book 7, sections 5–7, 23–24, 32–41, 101–104, 138, 206–228
- Herodotus, *The Histories* Book 8, sections 78–112

- Relief sculpture of Crown Prince Xerxes standing behind King Darius (Oriental Institute of University of Chicago)
- Red figure amphora – Metropolitan Museum of Art, NY, Rogers Fund, 06.1021.117.

Extracts printed on the question paper will be taken from these set sources. Candidates may study the literary sources in any complete translation.

Candidates should have a basic knowledge of the background context in order to contextualise their study of the themes and set sources.

Context		
Greek relations with the Persians under Darius and Xerxes	•	Expansion of the Persian Empire into Ionia
	•	Power within the Persian Empire
	•	The Ionian revolt.
Themes		
The Battle of Marathon	•	Connections between the Ionian Revolt and the campaign at Marathon
	•	Persian preparations for an expedition against Greece in 492 BC and 490 BC
	•	The Battle of Marathon: the role of Hippias, the Plataeans and the Spartans, the progress of the battle, reasons for the Persian defeat, the roles of Miltiades and Callimachus
	•	The significance of the Battle of Marathon for the Athenians and the other Greeks.

The battles of Artemisium, Thermopylae, Salamis, Plataea and Mycale, including the relative contributions of different Greek states and the military organisation of the Greeks and Persians	• Reasons for Xerxes' expedition against the Greeks
	• The Hellenic League
	• The battles at Artemisium, Thermopylae, Salamis, Plataea and Mycale: the course of each battle and reasons for their outcome
	• The relative roles of Athens and Sparta in defending the Greeks against the Persians
	• Military tactics, armour and weaponry used by the Persians and Greeks in each battle
	• The ships of the Greeks and Persians
	• Reasons for the failure of Xerxes' expeditions.
The importance and contribution of key individuals in this period	• Miltiades
	• Leonidas
	• Themistocles
	• Xerxes.
Sources	
Herodotus' qualities as a historian and factors that affect how he writes history	• Herodotus' aims and interests as a historian
	• The nature of Herodotus' sources and his use of them
	• The role Herodotus ascribes to individuals
	• How to evaluate Herodotus as an historian.

2.1.2 Option 2: Alexander the Great, 356–323 BC

Candidates should have a detailed knowledge of the following set sources:

- Plutarch, *Life of Alexander* 2–9, 31–33, 50–51, 73–77
- Diodorus Siculus, *Library of History* 16.91–94
- Arrian, *Anabasis of Alexander* 1.11–16
- Arrian, *Anabasis of Alexander* 2.3, 2.18–24
- Arrian, *Anabasis of Alexander* 3.9–15
- Arrian, *Anabasis of Alexander* 4.8–12
- Arrian, *Anabasis of Alexander* 7.4, 7.14, 7.24–26, 7.28–30

- Mosaic from the House of the Faun in Pompeii depicting Darius and Alexander at Issus
- The Alexander sarcophagus, showing Alexander at the battle of Issus
- Herm of Alexander from Hadrian's villa at Tivoli
- Bronze sculpture of Alexander on horseback from Herculaneum (copy of Granicus monument)
- Silver tetradrachm minted by Lysimachus showing Alexander with horns, Zeus Ammon and Athena
- Silver tetradrachm minted by Ptolemy I showing Alexander with elephant scalp headdress.

Extracts printed on the question paper will be taken from these set sources. Candidates may study the literary sources in any complete translation.

Candidates should have a basic knowledge of the background context in order to contextualise their study of the themes and set sources.

Context		
Macedon and the Greeks	•	The growth of Macedon as a political and military power in the region
	•	The battle of Chaeronea and its consequences.
Themes		
Upbringing, character, life and death of Alexander	•	The murder of Philip and its significance in the life of Alexander
	•	The character and political and personal influence of Olympias
	•	Alexander's education and character
	•	The course of his life and his relationships with members of the court, including Parmenio, Cleitus, Hephaestion and Antipater
	•	His death and the differing explanations of events surrounding it
	•	The treatment of Alexander's body after his death
	•	The deification of Alexander.

Alexander's campaigns: the reasons for his expeditions, the main battles, the nature of his opponents and cultural aspects	• Reasons for the expedition against Persia, both cultural and political
	• The course of his expeditions
	• The battles at Granicus, Issus and Gaugamela
	• The final campaign in the Indus valley and return to Babylon
	• The foundation of the cities called Alexandria and their cultural and political significance
	• The changing aims of his expeditions and changing views of the Persian empire.
Developments in the Macedonian army under Philip and Alexander	• The development of the phalanx, weapons and armour
	• Alexander's use of siege warfare at Tyre.

Sources

Arrian and Plutarch as historians and factors that affect how they write history	• The aims and interests of Arrian as a historian
	• The aims and interests of Plutarch as a biographer
	• Plutarch's sources and his use of them
	• Arrian's sources and his use of them.

2.2   Unit A032: *The rise of Rome*

The aim of this unit is to encourage the understanding of the development of the Romans into a powerful force in the development of Europe.

Candidates must study for **either** Option 1 **or** Option 2.

2.2.1   Option 1: The origins of Rome: The kings, 753–508 BC

Candidates should have a detailed knowledge of the following set sources:

*   Livy, *The History of Rome* Preface

*   Livy, *The History of Rome* 1.3–29, 1.39–40, 1.49–59

*   Virgil, *Aeneid* Book 1, 1–11; Book 6, 752–859; Book 8, 626–651

*   Bronze she-wolf with (later addition of) twins from the Capitoline museum.

Extracts printed on the question paper will be taken from these set sources. Candidates may study the literary sources in any complete translation.

Candidates should have a basic knowledge of the background context in order to contextualise their study of the themes and set sources.

Context		
Geography of Rome and the indigenous peoples of Latium	•	The position of Rome, and the advantages of its site for trading and the development of the state
	•	The peoples of Latium and their relationship with the early Romans
	•	Etruscans and Greek city states and their relationship with the early Romans.
Themes		
Identity of the Romans; conflicting versions of the origins of Rome	•	The myth of Aeneas and the connection with Troy
	•	The myth of Romulus and Remus
	•	The myth of Evander and Hercules
	•	The Sabines and their connection with Rome.
The character and reigns of the kings	•	The nature of kingship in early Rome and its development under each king
	•	The character and reign of: Romulus, Numa, Tarquinius Priscus, Servius and Tarquinius Superbus
	•	The death of Romulus and his subsequent deification.

The constitutional, religious and economic development of the Roman state under the kings	• The establishment of Rome under Romulus
	• The development of religion under Numa
	• The distinctive nature of the Tarquins and their effect on the development of Rome
	• Reasons for the removal of the kings.
Sources	
Livy and Virgil as sources and factors that affect how they write	• Livy's own statements on his work in the Preface and their significance
	• The presentation of foundation myths by Livy and Virgil
	• Livy's sources and his use of them
	• Attitudes towards kingship in Livy and Virgil's writing.

2.2.2   Option 2: Hannibal's invasion and defeat, 218–146 BC

Candidates should have a detailed knowledge of the following set sources:

*   Livy, *The History of Rome* 21.21–37
*   Livy, *The History of Rome* 22.23–26, 22.44–52
*   Livy, *The History of Rome* 30.27–37
*   Polybius, *The Rise of the Roman Empire* 1.1–4
*   Polybius, *The Rise of the Roman Empire* 3.50–56, 3.81–89
*   Plutarch, *Life of Fabius Maximus* 5.

Extracts printed on the question paper will be taken from these set sources. Candidates may study the literary sources in any complete translation.

Candidates should have a basic knowledge of the background context in order to contextualise their study of the themes and set sources

Context	
Relations between Rome and Carthage under Hasdrubal: Sicily and Spain	• Rivalry of Rome and Carthage over Sicily
	• The significance of the first Punic war
	• The significance of Spain as a Carthaginian base and the conflict at Saguntum
	• The Barcids in Carthage, including the status of Hamilcar and Hasdrubal.
Themes	
Hannibal's invasion of Italy, including details of the battles between Rome and Carthage	• Hannibal's invasion of Italy, including the crossing of the Alps
	• The battles at Trebia, Trasimene, Cannae and Zama
	• The weapons, armour and tactics used by the Carthaginians and Romans.

Character, role and achievements of key individuals	•	Hannibal
	•	Fabius Maximus
	•	Scipio Africanus
	•	The relationship of each of these individuals with their governments and people.
The significance of the conflict against Carthage in the development of Rome	•	The shift in power in the Mediterranean as a result of the Roman victory
	•	The consequences of the Carthaginian defeat for the expansion of Roman trade and the Roman Empire
	•	The consequences of defeat for Carthage.
Sources		
Livy and Polybius as historians and the relationship between their works	•	Livy's sources and his use of them
	•	Polybius' sources and his use of them
	•	Relationship between the works of Livy and Polybius.

2.3 Unit A033: *Women in ancient politics*

The aim of this unit is to encourage the understanding of significant women in the ancient world and an awareness of the difficulties associated with assessing the role of women in this period.

Candidates must study for **either** Option 1 **or** Option 2.

2.3.1 Option 1: Cleopatra and her impact on Roman politics, 69–30 BC

Candidates should have a detailed knowledge of the following set sources:

- Plutarch, *Life of Mark Antony* 24–37, 51–69, 72–86

- Suetonius, *Julius Caesar* 52

- Propertius, *Elegies* 4.6

- Horace, *Odes* 1.37

- Virgil, *Aeneid* 8.675–688

- Velleius Paterculus, *The Roman History* 2.82–87

- Coin of Ptolemy Auletes, British Museum

- Coin of Cleopatra, with distinctive hairstyle and hooked nose, British Museum

- Head of Cleopatra as a young woman, British Museum

- Portrait reliefs of Cleopatra and Caesarion from the British Museum

- Cleopatra as the goddess Isis from the wall of the temple at Dendera in Upper Egypt, British Museum

- Silver denarius of 32 BC, with heads of Antony and Cleopatra, British Museum.

Extracts printed on the question paper will be taken from these set sources. Candidates may study the literary sources in any complete translation.

Candidates should have a basic knowledge of the background context in order to contextualise their study of the themes and set sources.

Context		
The expansion of Rome into Egypt	•	The idea of client kingdoms in the Roman Empire
	•	The Ptolemies as a dynasty and their position in Egypt at the time of Cleopatra's birth
	•	Relations between Egypt and Rome in the 60s and 50s BC.
Themes		
Development of Egypt under Ptolemy Auletes and Cleopatra, including her political, domestic and foreign policies	•	Civil war in Egypt and Caesar's role in its resolution
	•	The expansion of Egyptian power under Cleopatra
	•	The effect of Cleopatra's relations with Rome on the expansion of Egyptian power.

Life, character and death of Cleopatra; her accession and relationships with members of the Egyptian Royal household	•	Family and Greek heritage of Cleopatra
	•	The death of Ptolemy Auletes and Cleopatra's accession to power
	•	Relationship with her brothers as co-rulers
	•	The character of Cleopatra as presented in Roman and other sources
	•	Method of Cleopatra's suicide and reasons for her actions.
Cleopatra's relationships with Julius Caesar and Mark Antony and their political significance	•	Cleopatra's initial contact with Julius Caesar and the development of their relationship, including the significance of Caesarion
	•	Cleopatra's visit to Rome, its significance and her departure on the murder of Julius Caesar
	•	The significance of Mark Antony in Roman politics after the murder of Julius Caesar
	•	The development of the relationship between Mark Antony and Cleopatra and its political significance for both Rome and Egypt
	•	The battle of Actium and its significance.
Sources		
The nature of the sources on Cleopatra and the manipulation of her image under Augustus	•	The political manipulation of the image of Cleopatra in Augustan poetry
	•	Plutarch and Suetonius as biographers and their reliability as historical sources
	•	Roman attitudes towards the East and their impact on the sources.

2.3.2   Option 2: Agrippina the Younger and her influence on Roman politics, AD 41–59

Candidates should have a detailed knowledge of the following set sources:

• Tacitus, *Annals* 1.33, 2.71–73, 3.4, 6.25, 11.11–12

• Tacitus, *Annals* 12.1–9, 12.22, 12.25–27, 12.37, 12.41–42, 12.58–60, 12.64–69

• Tacitus, *Annals* 13.1–5, 13.12–21, 14.1–12

• Suetonius, *Claudius* 26, 29, 43–45

• Suetonius, *Nero* 6–7, 9, 28, 33–35, 52

• Cameo depicting Claudius and Agrippina and Germanicus and Agrippina the Elder

• Sestertius showing Agrippina and her sisters

• Tetradrachma showing Agrippina and Claudius

• Aureus showing Nero and Agrippina.

Extracts printed on the question paper will be taken from these set sources. Candidates may study the literary sources in any complete translation.

Candidates should have a basic knowledge of the background context in order to contextualise their study of the themes and set sources.

Context	
Agrippina's upbringing and the influence of the imperial family	• The significance of Germanicus • The character of the elder Agrippina • Relationships within the imperial family.
Themes	
The nature of the imperial court during Agrippina's lifetime: the role of the emperor, senators, members of the imperial family and freedmen	• The nature of the imperial court under Claudius and Nero • The role and influence of freedmen under Claudius and Nero • The relationship between the Emperor and the Senate under Claudius and Nero.
The lives and characters of Agrippina, Claudius and Nero	• Agrippina's character • Claudius' nature as an emperor; his reliance on his wives and freedmen • Claudius' death and reasons for his murder • The roles of Seneca and Burrus in Nero's early years as emperor • Nero's character in his early years as emperor • Nero's attempts to step clear of controlling influences • The various attempts on Agrippina's life and the reasons for them.

The influence of Agrippina on Roman politics during the reigns of Claudius and Nero	•	Claudius' relationship with Agrippina and its impact on his reign
	•	Agrippina's role in the appointment of Seneca and Burrus
	•	Agrippina's role in the appointment of Nero as emperor
	•	Agrippina's role in the early years of Nero's reign, including her attempts to make herself a partner in his rule
	•	Agrippina's relationship with Nero and its political significance
	•	Agrippina's relationship with the imperial court and freedmen, and its political significance.
Sources		
Suetonius' and Tacitus' aims and interests	•	Suetonius as a biographer; the nature of his sources and writing
	•	Tacitus as an historian, the nature of his sources and writing
	•	The relationship between the works of Tacitus and Suetonius
	•	Roman attitudes to the involvement of women in politics and their impact on the sources.

2.4   Unit A034: *Ancient societies through the study of original sources*

The aim of this unit is to encourage candidates to enquire actively into the ancient world and to develop the skills necessary for effective and independent analysis and evaluation of historical events and sources. Candidates study **one** out of a choice of **six** ancient societies through evidence provided by source material.

Each ancient society should be studied in relation to the themes specified below, using appropriate original source material. Guidance on appropriate original source material is provided in the GCSE Ancient History resource list.

This unit is assessed through controlled assessment. Each year, two tasks will be set for each option. Each task will relate to one of the themes specified for that option.

For more information on controlled assessment please see section 4.

Option 1: Ancient Egypt 3000–1000 BC

Candidates should have a basic understanding of the historical and cultural background of Ancient Egypt during the period specified in order to be able to study the themes below in context. Candidates should be able to demonstrate knowledge, understanding and evaluation and interpretation of original source material in relation to the following themes:

- the reigns and characters of individual pharaohs: Khufu (Cheops), Akhenaten, Hapshetsut, Rameses II
- the technological achievements: pyramids, temples, tombs, cities
- the nature of religion and its importance in society and culture
- Egyptian lifestyle and culture in art: painting, sculpture, pottery and metalwork
- warfare and military campaigns of the pharaohs
- the economic and political influence of Egypt in the Eastern Mediterranean.

Option 2: Ancient Crete: Minoan civilisation 2000–1400 BC

Candidates should have a basic understanding of the historical and cultural background of Ancient Crete during the period specified in order to be able to study the themes below in context. Candidates should be able to demonstrate knowledge, understanding and evaluation and interpretation of original source material in relation to the following themes:

- the economic and political influence of the Minoans in the Aegean and beyond
- the political and social organisation of Minoan society
- the technological achievements: buildings and artefacts; the palaces, settlements, cities
- Minoan culture and lifestyle in art: painting, sculpture, pottery and metalwork
- religion and its importance in society and culture
- the decline of Minoan civilisation.

Option 3: Troy and the Mycenaeans 1450–1100 BC

Candidates should have a basic understanding of the historical and cultural background of Troy and Mycenae during the period specified in order to be able to study the themes below in context. Candidates should be able to demonstrate knowledge, understanding and evaluation and interpretation of original source material in relation to the following themes:

- the expansion of Mycenaean power in the Aegean and beyond
- the nature and development of the social and political structures
- the technological achievements: buildings and artefacts; the palaces, settlements
- Mycenaean culture and life-style in art: painting, sculpture, pottery and metalwork
- religion and its importance in society and culture
- Mycenaean warfare: the presentation of Troy and Mycenae in art and literature.

Option 4: Ancient Persia 630–499 BC

Candidates should have a basic understanding of the historical and cultural background of Ancient Persia during the period specified in order to be able to study the themes below in context. Candidates should be able to demonstrate knowledge, understanding and evaluation and interpretation of original source material in relation to the following themes:

- the nature and development of the Persian Empire
- the reigns and characters of individual kings: Cyrus, Cambyses, Darius
- the technological achievements: buildings and artefacts; the palaces, settlements, cities
- Persian society and culture in art: painting, sculpture, pottery and metalwork
- religions in Persia: Zoroastrianism, Mithraism; their importance in Persian society and culture
- Persian warfare and military campaigns.

Option 5: The Hellenistic world 323–133 BC

Candidates should have a basic understanding of the historical and cultural background of the Hellenistic kingdoms during the period specified in order to be able to study the themes below in context.
Candidates should be able to demonstrate knowledge, understanding and evaluation and interpretation of original source material in relation to the following themes:

- the succession to Alexander and the formation of Hellenistic kingdoms and monarchies
- Hellenistic monarchs: the role of the Hellenistic monarch; the reigns and characters of individual monarchs
- technological and scientific developments
- the nature of Hellenistic culture: literature, philosophy, art – painting, sculpture, pottery and metalwork
- the nature of the Hellenistic city: Alexandria, Pergamum, Athens
- the nature of Hellenistic warfare.

Option 6: The Celts c. 500 BC–AD 500

Candidates should have a basic understanding of the historical and cultural background of the Celts during the period specified in order to be able to study the themes below in context.
Candidates should be able to demonstrate knowledge, understanding and evaluation and interpretation of original source material in relation to the following themes:

- the early development and expansion of the Celts from Northern Germany and the developments of Celtic 'societies' in Gaul, Britain and Iberia

- the structure of Celtic society: political, social and economic

- the importance of religion and mythology in Celtic culture

- Celtic society and lifestyle in art: sculpture, pottery and metalwork

- the nature of Celtic warfare

- the impact of foreign ideas: Romanisation and Christianity.

3 Assessment of GCSE Ancient History

3.1 Overview of the assessment in GCSE Ancient History

For the GCSE candidates must take all **four** units.

For the GCSE (Short Course) candidates must take unit A034 and any **one** other unit.

GCSE Ancient History J151/J051

Unit A031: *The Greeks at war*

25% of the total GCSE marks 50% of the total GCSE (Short Course) marks 1 hour 15 mins written paper 86 marks	There are **two** options. Candidates answer questions on **either** Option 1 **or** Option 2. Each option has **two** sections: Section A and Section B

Section A: Candidates answer all **three** questions on their chosen option.	
Question 1	Factual question on an aspect of the period
Question 2	First set source passage, with sub-questions based on the passage requiring knowledge, explanation and evaluation
Question 3	Second set source passage, with sub-questions, requiring selection, understanding, interpretation and evaluation in the light of historical knowledge and knowledge of other sources.

Section A total: 50 marks

Section B: Candidates answer **one** essay question, from a choice of two titles, requiring demonstration of historical knowledge and understanding, selection of appropriate material, evaluation and analysis of sources.
Section B total: 36 marks

This unit is externally assessed. All Assessment Objectives are assessed in this unit.

Unit A032: *The rise of Rome*

25% of the total GCSE marks 50% of the total GCSE (Short Course) marks 1 hour 15 mins written paper 86 marks	There are **two** options. Candidates answer questions on **either** Option 1 **or** Option 2. Each option has **two** sections: Section A and Section B
	Section A: Candidates answer all **three** questions on their chosen option.
	Question 1	Factual question on an aspect of the period
	Question 2	First set source passage, with sub-questions based on the passage requiring knowledge, explanation and evaluation
	Question 3	Second set source passage, with sub-questions, requiring selection, understanding, interpretation and evaluation in the light of historical knowledge and knowledge of other sources.
	Section A total: 50 marks
	Section B: Candidates answer **one** essay question, from a choice of two titles, requiring demonstration of historical knowledge, selection of appropriate material, evaluation and analysis of sources. Section B total: 36 marks
	This unit is externally assessed. All Assessment Objectives are assessed in this unit.

Unit A033: *Women in ancient politics*

25% of the total GCSE marks 50% of the total GCSE (Short Course) marks 1 hour 15 mins written paper 86 marks	There are **two** options. Candidates answer questions on **either** Option 1 **or** Option 2. Each option has **two** sections: Section A and Section B
	Section A: Candidates answer all **three** questions on their chosen option.
	Question 1	Factual question on an aspect of the period
	Question 2	First set source passage, with sub-questions based on the passage requiring knowledge, explanation and evaluation
	Question 3	Second set source passage, with sub-questions, requiring selection, understanding, interpretation and evaluation in the light of historical knowledge and knowledge of other sources.
	Section A total: 50 marks
	Section B: Candidates answer **one** essay question, from a choice of two titles, requiring demonstration of historical knowledge, selection of appropriate material, evaluation and analysis of sources. Section B total: 36 marks
	This unit is externally assessed. All Assessment Objectives are assessed in this unit.

Unit A034: *Ancient societies through the study of original sources*

25% of the total GCSE marks
50% of the total GCSE (Short Course) marks
Controlled assessment
80 marks

There are **six** options for controlled assessment. There will be **two** tasks set on **each** option. Candidates complete **one** task under controlled conditions.

Tasks:
2000 word task.

- Tasks will take the form of essay questions and will require candidates to analyse and evaluate original sources in order to investigate a particular aspect of the civilisation studied in each option.

- Each task will relate to one of the themes specified for the option on which it is set.

This unit is internally assessed. All Assessment Objectives are assessed in this unit.

Please see section 4 for more information about controlled assessment.

3.2   Assessment Objectives (AOs)

Candidates are expected to demonstrate their ability to:

AO1	Recall, select and organise relevant knowledge of historical events and sources.
AO2	Demonstrate an understanding of historical events and sources.
AO3	Interpret, evaluate and respond to historical events and sources.

3.2.1   AO weightings – GCSE (Full Course) in Ancient History

The relationship between the units and the assessment objectives of the scheme of assessment is shown in the following grid:

Unit	% of GCSE			Total
	AO1	AO2	AO3	
Unit A031: *The Greeks at war*	8.75	7.5	8.75	25%
Unit A032: *The rise of Rome*	8.75	7.5	8.75	25%
Unit A033: *Women in ancient politics*	8.75	7.5	8.75	25%
Unit A034: *Ancient societies through the study of original sources*	8.75	7.5	8.75	25%
Total	35%	30%	35%	100%

3.2.2 AO weightings – GCSE (Short Course) in Ancient History

The relationship between the units and the assessment objectives of the scheme of assessment is shown in the following grid:

Unit	% of GCSE			Total
	AO1	AO2	AO3	
Unit A031 **or** unit A032 **or** unit A033	17.5	15	17.5	50%
Unit A034: *Ancient societies through the study of original sources*	17.5	15	17.5	50%
Total	35%	30%	35%	100%

3.3 Grading and awarding grades

GCSE results are awarded on the scale A* to G. Units are awarded a* to g. Grades are indicated on certificates. However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as *unclassified* (U or u) and this is **not** certificated.

Most GCSEs are unitised schemes. When working out candidates' overall grades OCR needs to be able to compare performance on the same unit in different series when different grade boundaries may have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

A candidate's uniform mark for each unit is calculated from the candidate's raw mark on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit, e.g. 56/80.

These specifications are graded on a Uniform Mark Scale. The uniform mark thresholds for each of the assessments are shown below:

(GCSE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								
		a*	a	b	c	d	e	f	g	u
25%	80	72	64	56	48	40	32	24	16	0

A candidate's uniform marks for each unit are aggregated and grades for these specifications are generated on the following scale:

Qualification	Max Uniform Mark	Qualification Grade								
		A*	A	B	C	D	E	F	G	U
GCSE	320	288	256	224	192	160	128	96	64	0
GCSE (Short Course)	160	144	128	112	96	80	64	48	32	0

The written papers will have a total weighting of 75% and controlled assessment a weighting of 25% within the Full Course. The Short Course will be weighted at 50% for the written papers and 50% for Controlled Assessment.

A candidate's uniform mark for each paper will be combined with the uniform marks for the controlled assessment to give a total uniform mark for the specification. The candidate's grade will be determined by the total uniform mark.

3.4 Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content 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 assessment may be balanced by better performance in others.

The grade descriptors have been produced by the regulatory authorities in collaboration with the awarding bodies.

3.4.1 Grade F

Candidates recall, select and organise limited knowledge of the ancient world. They demonstrate some understanding of significant events, issues, individuals, ideas and social and political movements in the ancient world.

They demonstrate some understanding of the conflicting nature of historical evidence.

They offer a personal response at a basic level to original source material.

They select and use evidence to draw simple conclusions.

3.4.2 Grade C

Candidates recall, select and organise relevant and sound knowledge of the ancient world. They demonstrate a sound understanding of significant events, issues, individuals, ideas and social and political movements in the ancient world.

They demonstrate a sound understanding of the conflicting nature of historical evidence.

They evaluate, interpret and offer an informed personal response to original source material.

They interpret and analyse evidence to draw relevant conclusions.

3.4.3 Grade A

Candidates recall, select and organise relevant and detailed knowledge of the ancient world. They demonstrate a thorough understanding of significant events, issues, individuals, ideas and social and political movements in the ancient world.

They demonstrate a thorough understanding of the conflicting nature of historical evidence.

They evaluate, interpret and construct an informed personal response to original source material.

They interpret, analyse and evaluate evidence in depth to reach reasoned and substantiated conclusions.

3.5 Quality of written communication and the assessment of spelling, punctuation and grammar

Quality of written communication is assessed in all units and is integrated in the marking criteria.

Candidates are expected to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- present information in a form that suits its purpose
- use an appropriate style of writing and, where applicable, specialist terminology.

From **June 2013**, all of the external assessment units will carry additional marks for spelling, punctuation and grammar. The questions will be marked with a pencil (✎).

Controlled assessment in GCSE Ancient History

This section provides general guidance on controlled assessment: what controlled assessment tasks are, when and how they are available; how to plan and manage controlled assessment and what controls must be applied throughout the process. More support can be found on the OCR website in the Guide to controlled assessment in Ancient History.

Teaching and Learning

Controlled assessment is designed to be an integral part of teaching and learning. The controlled assessment unit tests the same assessment objectives as the examined units, and therefore the same skills of interpretation and analysis of source material to draw conclusions will be relevant here. These skills can be practised in the classroom using a variety of appropriate resources (as chosen by the teacher). In preparation for controlled assessment candidates can be taught research skills in order to allow them to complete the research aspect of the controlled assessment task successfully. Candidates may also be taught about the topic areas for the option chosen, in order that they have the background knowledge to contextualise their own research.

When all necessary teaching and learning has taken place and teachers feel that candidates are ready for assessment, candidates can be given the appropriate controlled assessment task.

4.1 Controlled assessment tasks

All controlled assessment tasks are set by OCR.

Two controlled assessment tasks will be available from OCR for each of the six options within the controlled assesment unit. These tasks will be changed every year. Each candidate must complete one task; it is not compulsory for all candidates from any one centre to complete the same task, but it is acceptable for them to do so. The tasks have been written to allow centres to contextualise them to best suit their centre-specific circumstances.

The wording of controlled assessment tasks must not be changed by centres. Each task has been written to allow the use of a wide range of resources, and centres can use whatever appropriate resources are available to them.

The same OCR controlled assessment task must NOT be used as the practice material and the actual live assessment material. Centres should devise their own practice material using the OCR specimen controlled assessment tasks as guidance.

Controlled assessment tasks will be available on Interchange from 1 April for certification in the following academic year, and will be replaced each year. Guidance on how to access controlled assessment tasks from Interchange is available on the OCR website.

Centres must ensure that candidates undertake a task applicable to the correct year of the examination by checking carefully the examination dates of the tasks on Interchange.

4.2 Planning and managing controlled assessment

Controlled assessment tasks are available at an early stage to allow planning time. It is anticipated that candidates will spend a total of about 20 hours for research and producing the final piece of work. This is a guideline figure only and candidates should be allowed sufficient time to complete the tasks.

Suggested steps and timings are included below, with guidance on regulatory controls at each step of the process. Teachers must ensure that the control requirements indicated below are met throughout the process.

4.2.1 Preparation and research time

Preparation (informal supervision)

Informal supervision ensures that the work of the individual candidates is recorded accurately and that plagiarism does not take place. Assessable outcomes may be informed by group work, but must be an individual response.

- Introduction to the task (teacher led)

Includes choice of tasks, possible approaches and sources of evidence, time allocations, programmes of work and deadlines, methods of working, control requirements.

Research (limited supervision)

Limited supervision means that candidates can undertake this part of the process without direct teacher supervision and outside the centre as required. Candidates are also able to work in collaboration during this stage. However, when producing their final piece of work, candidates must complete and/or evidence all work individually.

- Research/collection of evidence **15 hours** (this is a guideline figure only, there is no time limit for research).

During the research phase candidates can be given support and guidance.

Teachers **can**

- explain the task

- advise on how the task could be approached

- advise on resources

- alert the candidate to key things that must be included in the final piece of work.

Teachers **must not**

- comment on or correct the work

- practise the task with the candidates

- provide templates, model answers or feedback on drafts

Research material can include fieldwork, internet- or paper-based research, audio and video files etc. Candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced.

4.2.2 Producing the final piece of work

Producing the final piece of work (formal supervision)

Formal supervision means under direct teacher supervision: teachers must be able to authenticate the work and there must be acknowledgement and referencing of any sources used. If writing up is carried out over several sessions, work must be collected in between sessions. Candidates should be allowed access to their research notes (compiled during the research phase of task taking). They may also have access to original source material and evidence such as ancient works in translation, images or diagrams of artefacts or archaeological evidence. They should not have access to any additional resources such as textbooks or other secondary sources, commentaries or essays on ancient works in translation, the internet etc. It is the responsibility of the centre to ensure that research notes do not include a draft or final version of the task.

• The final piece of work should be no more than **2000 words**. Headings included within the body of the materials presented by the candidate should be included in the word count, but footnotes, figures, tables, diagrams, charts and appendices should not be included.

When supervising tasks, teachers are expected to:

- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism

- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

Candidates must work independently to produce their own final piece of work.

4.2.3 Presentation of the final piece of work

Candidates must observe the following procedures when producing their final piece of work for the controlled assessment tasks:

• tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the report at the appropriate place

• any copied material must be suitably acknowledged

• quotations must be clearly marked and a reference provided wherever possible

• work submitted for moderation or marking must be marked with the:

- centre number

- centre name

- candidate number

- candidate name

- unit code and title

- assignment title.

Work submitted in digital format (CD or online) for moderation or marking must be in a suitable file structure as detailed in Appendix A at the end of these specifications. Work submitted on paper must be secured by treasury tags.

4.3 Marking and moderating controlled assessment

All controlled assessment units are marked by the centre assessor(s) using OCR marking criteria and guidance and are moderated by the OCR-appointed moderator. External moderation is either e-moderation where evidence in a digital format is supplied or postal moderation.

4.3.1 Applying the marking criteria

The starting point for marking the tasks is the marking criteria (see section 4.3.4 *Marking criteria for controlled assessment tasks*). The criteria identify levels of performance for the skills, knowledge and understanding that the candidate is required to demonstrate. Before the start of the course, and for use at INSET training events, OCR will provide exemplification through real or simulated candidate work which will help to clarify the level of achievement the assessors should be looking for when awarding marks.

4.3.2 Use of 'best fit' approach to marking criteria

The assessment task for each unit should be marked by teachers according to the given marking criteria within the relevant unit using a 'best fit' approach. For each of the assessment criteria, teachers select one of the five band descriptors provided in the marking grid that most closely describes the quality of the work being marked.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

Teachers use their professional judgement in selecting the band descriptor that best describes the work of the candidate.

To select the most appropriate mark within the band descriptor, teachers should use the following guidance:
- where the candidate's work *convincingly* meets the statement, the highest mark should be awarded
- where the candidate's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded
- where the candidate's work *just* meets the statement, the lowest mark should be awarded.

Teachers should use the full range of marks available to them and award *full* marks in any band for work which fully meets that descriptor. This is work which is 'the best one could expect from candidates working at that level'. Where there are only two marks within a band the choice will be between work which, in most respects, meets the statement and work which just meets the statement. For wider mark bands the marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but **not** the highest or lowest mark in the band.

Only one mark per assessment objective will be entered. The final mark for the candidate for the controlled assessment unit is out of a total of 80 and is found by totalling the marks for each of the assessment objectives.

There should be clear evidence that work has been attempted and some work produced. If a candidate submits no work for the internally assessed unit, then the candidate should be indicated as being absent from that unit. If a candidate completes any work at all for an internally assessed unit, then the work should be assessed according to the marking criteria and the appropriate mark awarded, which may be zero.

4.3.3   Annotation of candidates' work

Each piece of internally assessed work should show how the marks have been awarded in relation to the marking criteria.

The writing of comments on candidates' work provides a means of communication between teachers during the internal standardisation and with the moderator if the work forms part of the moderation sample.

4.3.4 Marking criteria for controlled assessment tasks

	AO1 (Select and organise relevant knowledge of historical events and sources)	AO2 (Demonstrate an understanding of relevant events and sources)	AO3 (Interpret, evaluate and respond to historical events and sources)
Level 5 Thorough	**22–28** Answers contain **thorough** knowledge of the events, sources and issues relevant to the question. Information is detailed, **thoroughly** relevant, well selected and organised. Text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly. The candidate has written with precision and succinctness, so that the prescribed word limit is not exceeded.	**20–24** Answers demonstrate a **thorough** understanding of issues, events and sources relevant to the question.	**22–28** Answers interpret, analyse and evaluate evidence **thoroughly** and reach reasoned and substantiated conclusions. They construct an informed personal response based on **thorough** evaluation and interpretation of the source material.
Level 4 Sound	**17–21** Answers contain **sound** knowledge of the events, sources and issues relevant to most of the question. Information is **sound**, relevant and organised. Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly. The candidate has written with some precision and succinctness, and has not exceeded the prescribed word limit.	**14–19** Answers demonstrate a **sound** understanding of issues, events and sources relevant to most of the question.	**17–21** Answers interpret, analyse and evaluate evidence and draw relevant conclusions. They offer a personal response based on **sound** evaluation and interpretation of the source material.

Level 3 Some	**11–16** Answers contain **some** knowledge of the events, sources and issues relevant to some of the question. There is **some** evidence of selection and organisation of information. Text is legible. There are mistakes in spelling, grammar and punctuation; however, meaning is still communicated clearly for most of the answer. The candidate has written with some precision and succinctness and has not exceeded the prescribed word limit.	**10–13** Answers show **some** understanding of issues, events and sources relevant to **some** of the question.	**11–16** Answers include **some** evaluation and interpretation of evidence and draw at least partially relevant conclusions. They offer a personal response based on **some** of the source material.
Level 2 Limited	**6–10** Answers contain **limited** knowledge of the events, sources and issues relevant to parts of the question. There is **limited** evidence of selection or organisation of information. Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication. The work of the candidate lacks precision and succinctness, but the work presented still does not exceed the prescribed word limit.	**4–9** Answers show **limited** understanding of events and sources.	**6–10** Answers draw **limited** conclusions based on the evidence they have included. Answers offer a personal response at a **limited** level.
Level 1 Minimal/ None	**1–5** Answers contain **minimal or no** knowledge of events, sources and issues. Information that has been included is disorganised and has **minimal or no** relevance. Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning. The candidate has either written relatively little or it is of some length and the content is not focused on the task.	**1–3** Answers show **minimal or no** understanding of events or sources.	**1–5** Answers offer a **minimal** personal response, without reference to evidence, or **no** response.

0 marks = no response or no response worthy of credit

4.3.5   Authentication of work

Teachers must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the teacher must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the teacher should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to check authenticity of the work and provide general feedback.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/ or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to candidates as well as the potential risks of failing to acknowledge such material. Candidates may be asked to sign a declaration to this effect. Centres should reinforce this message to ensure candidates understand what is expected of them.

Please note: Centres must confirm to OCR that the evidence produced by candidates is authentic. The Centre Authentication Form includes a declaration for assessors to sign and is available from the OCR website and OCR Interchange.

4.3.6   Internal standardisation

It is important that all internal assessors, working in the same subject area, work to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for centres' own standardisation. In subsequent years, this, or centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

4.3.7   Moderation

All work for controlled assessment is marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR, after which moderation takes place in accordance with OCR procedures: refer to the OCR website for submission dates of the marks to OCR. The purpose of moderation is to ensure that the standard of the award of marks for work 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 presented to the moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Section 4.3.4.

Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for the task. If the work is to be submitted in digital format, this cover sheet should also be submitted electronically within each candidate's files.

4.4   Submitting the moderation samples via the OCR Repository

The OCR Repository is a secure website for centres to upload candidate work and for assessors to access this work digitally. Centres can use the OCR Repository for uploading marked candidate work for moderation.

Centres can access the OCR Repository via OCR Interchange, find their candidate entries in their area of the Repository, and use the Repository to upload files (singly or in bulk) for access by their moderator.

The OCR Repository allows candidates to send evidence in electronic file types that would normally be difficult to submit through postal moderation; for example multimedia or other interactive unit submissions.

The OCR GCSE Ancient History unit A034 can be submitted electronically to the OCR Repository via Interchange: please check Section 7.4 page 41 for unit entry codes for the OCR Repository.

There are three ways to load files to the OCR Repository:

1   Centres can load multiple files against multiple candidates by clicking on 'Upload candidate files' in the Candidates tab of the Candidate Overview screen.

2   Centres can load multiple files against a specific candidate by clicking on 'Upload files' in the Candidate Details screen.

3   Centres can load multiple administration files by clicking on 'Upload admin files' in the Administration tab of the Candidate Overview screen.

The OCR Repository is seen as a faster, greener and more convenient means of providing work for assessment. It is part of a wider programme bringing digital technology to the assessment process, the aim of which is to provide simpler and easier administration for centres.

Instructions for how to upload files to OCR using the OCR Repository can be found on OCR Interchange.

5 Support for GCSE Ancient History

5.1 Free resources available from the OCR website

The following materials will be available on the OCR website:

- GCSE Ancient History Specification
- specimen assessment materials for each unit
- guide to controlled assessment
- teacher's handbook
- sample schemes of work and lesson plans
- resources for controlled assessment
- textbook
- translations.

5.2 Training

OCR will offer a range of support activities for all practitioners throughout the lifetime of the qualification to ensure they have the relevant knowledge and skills to deliver the qualification.

Please see Event Booker for further information.

5.3 OCR support services

5.3.1 Active Results

Active Results is available to all centres offering OCR's GCSE Ancient History specifications.

activeresults

Active Results is a free results analysis service to help teachers review the performance of individual candidates or whole schools.

Data can be analysed using filters on several categories such as gender and other demographic information, as well as providing breakdowns of results by question and topic.

Active Results allows you to look in greater detail at your results:

- richer and more granular data will be made available to centres including question level data available from e-marking
- you can identify the strengths and weaknesses of individual candidates and your centre's cohort as a whole
- our systems have been developed in close consultation with teachers so that the technology delivers what you need.

Further information on Active Results can be found on the OCR website.

5.3.2   OCR Interchange

OCR Interchange has been developed to help you to carry out day-to-day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate and free access to candidate information at your convenience. Sign up on the OCR website.

6 Equality and Inclusion in GCSE Ancient History

6.1 Equality Act information relating to GCSE Ancient History

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualification and subject criteria were reviewed by the regulators in order to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Access Arrangements, Reasonable Adjustments and Special Consideration* by the Joint Council www.jcq.org.uk.

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

The access arrangements permissible for use in these specifications are in line with Ofqual's GCSE subject criteria equalities review and are as follows:

	Yes/No	Type of Assessment
Readers	Yes	All written examinations
Scribes	Yes	All written examinations
Practical assistants	Yes	All written examinations
Word processors	Yes	All written examinations
Transcripts	Yes	All written examinations
Oral language modifiers	Yes	All written examinations
BSL signers	Yes	All written examinations
Live speaker	Yes	All written examinations
Modified question papers	Yes	All written examinations
Extra Time	Yes	All written examinations

6.2 Arrangements for candidates with particular requirements (including Special Consideration)

All candidates with a demonstrable need may be eligible for access arrangements to enable them to show what they know and can do. The criteria for eligibility for access arrangements can be found in the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

Candidates who have been fully prepared for the assessment but who have been affected by adverse circumstances beyond their control at the time of the examination may be eligible for special consideration. As above, centres should consult the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

In December 2011 the GCSE qualification criteria were changed by Ofqual. As a result, all GCSE qualifications have been updated to comply with the new regulations.

The most significant change for all GCSE qualifications is that, from 2014, unitised specifications must require that 100% of the assessment is terminal.

Please note that there are no changes to the terminal rule and re-sit rules for the January 2013 and June 2013 examination series:

- at least 40% of the assessment must be taken in the examination series in which the qualification is certificated

- candidates may re-sit each unit once before certification, i.e. each candidate can have two attempts at a unit before certification.

Please note that from **June 2013**, candidates will be assessed on the quality of their spelling, punctuation and grammar, see section 3.5 for more information.

For full information on the assessment availability and rules that apply in the January 2013 and June 2013 examination series, please refer to the previous version of these specifications GCSE in Ancient History and GCSE (Short Course) in Ancient History (July 2009) available on the website.

The sections below explain in more detail the rules that apply from the June 2014 examination series onwards.

7.1 Availability of assessment from 2014

There is one examination series available each year in June (all units are available each year in June).

GCSE Ancient History certification is available in June 2014 and each June thereafter.

GCSE (Short Course) in Ancient History certification is available in June 2014 and each June thereafter.

	Unit A031	Unit A032	Unit A033	Unit A034	Certification availability
June 2014	✓	✓	✓	✓	✓
June 2015	✓	✓	✓	✓	✓

7.2 Certification rules

For GCSE Ancient History and GCSE (Short Course) in Ancient History, from June 2014 onwards, a 100% terminal rule applies. Candidates must enter for all their units in the series in which the qualification is certificated.

GCSE Ancient History and GCSE (Short Course) in Ancient History can be certificated concurrently if all units are taken in the same series.

Candidates who have claimed GCSE (Short Course) in Ancient History and decide to move on to GCSE Ancient History will need to re-take all of the GCSE (Short Course) in Ancient History units alongside the additional units required for GCSE Ancient History. The new results for the units that have been re-taken will then be used to calculate the GCSE Ancient History grade. Any results previously achieved cannot be re-used.

7.3 Rules for re-taking a qualification

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

Where a candidate re-takes a qualification, **all** units must be re-entered and all externally assessed units must be re-taken in the same series as the qualification is re-certificated. The new results for these units will be used to calculate the new qualification grade. Any results previously achieved cannot be re-used.

For the controlled assessment unit, candidates who are re-taking a qualification can choose either to re-take that controlled assessment unit or to carry forward the result for that unit that was used towards the previous certification of the same qualification.

• Where a candidate decides to re-take the controlled assessment, the new result will be the one used to calculate the new qualification grade. Any results previously achieved cannot be re-used.

• Where a candidate decides to carry forward a result for controlled assessment, they must be entered for the controlled assessment unit in the re-take series using the entry code for the carry forward option (see section 7.4).

7.4 Making entries

7.4.1 Unit entries

Centres must be approved to offer OCR qualifications before they can make any entries, including estimated entries. It is recommended that centres apply to OCR to become an approved centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms and administrative materials.

It is essential that correct unit entry codes are used when making unit entries.

For the controlled assessment unit, centres can decide whether they want to submit candidates' work for moderation through the OCR Repository or by post. Candidates submitting controlled assessment must be entered for the appropriate unit entry code from the table below. Candidates who are re-taking the qualification and who want to carry forward the controlled assessment should be entered using the unit entry code for the carry forward option.

Centres should note that controlled assessment tasks can still be completed at a time which is appropriate to the centre/candidate. However, where tasks change from year to year, centres would have to ensure that candidates had completed the correct task(s) for the year of entry.

Unit entry code	Component code	Assessment method	Unit titles
A031	01	Written Paper	*The Greeks at war*
A032	01	Written Paper	*The rise of Rome*
A033	01	Written Paper	*Women in ancient politics*
A034A	01	Moderated via OCR Repository	*Ancient societies through the study of original sources*
A034B	02	Moderated via postal moderation	*Ancient societies through the study of original sources*
A034C	80	Carried forward	*Ancient societies through the study of original sources*

7.4.2 Certification entries

Candidates must be entered for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Candidates may be entered for one or both of the following:

- GCSE Ancient History certification code J151
- GCSE (Short Course) in Ancient History certification code J051.

7.5 Enquiries about results

Under certain circumstances, a centre may wish to query the result issued to one or more candidates. Enquiries about results for GCSE units must be made immediately following the series in which the relevant unit was taken and by the relevant enquiries about results deadline for that series.

Please refer to the JCQ *Post-Results Services* booklet and the OCR *Admin Guide: 14–19 Qualifications* for further guidance on enquiries about results and deadlines. Copies of the latest versions of these documents can be obtained from the OCR website at www.ocr.org.uk.

7.6 Prohibited qualifications and classification code

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for these specifications is 6510.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should seek advice, either from their centre or from the institution to which they wish to progress.

Other information about GCSE Ancient History 8

8.1 Overlap with other qualifications

There is no significant overlap between the content of these specifications and that for other GCSE qualifications.

8.2 Progression from this qualification

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D to G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A* to C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

8.3 Avoidance of bias

OCR has taken great care in preparation of these specifications and assessment materials to avoid bias of any kind. Special focus is given to the 9 strands of the Equality Act with the aim of ensuring both direct and indirect discrimination is avoided.

8.4 Regulatory requirements

These specifications comply in all respects with the current: *General Conditions of Recognition; GCSE, GCE, Principal Learning and Project Code of Practice; GCSE controlled assessment regulations*. All documents are available on the Ofqual website. Currently there are no subject criteria for GCSE Ancient History, however it compares in substance and range to the GCSE Classical Subjects criteria.

8.5 Language

These specifications and associated assessment materials are in English only. Only answers written in English will be assessed.

These specifications offer opportunities which can contribute to an understanding of these issues in the following topics:

- Presenting the study of societies and cultures, both European and non-European, that are alien to the candidate's own, and of their moral and ethical values and religious beliefs. All units and options will be relevant here. Unit A031, Option 1 offers opportunities to consider and to compare and contrast Persian, Athenian and Spartan societies, whereas Option 2 allows the study and comparison of Macedonian and Persian societies and values. Unit A032, Option 1 offers the opportunity to consider early Roman society, values and beliefs (or the later depiction of early Roman society, values and beliefs), while Option 2 allows the comparison of Republican Roman society with Carthaginian society and values. Unit A033, Option 1 offers the opportunity to compare the society and values of Rome with those of Ptolemaic Egypt, while Option 2 allows the consideration of the society, beliefs and values of Rome during the reigns of Claudius and Nero. In unit A034 there is an opportunity to research Egyptian, Minoan, Mycenaean, Persian, Hellenistic or Celtic societies.

- Considering ideas about identity and citizenship in a range of different societies and political systems. There are opportunities to address this in all units. Unit A031, Option 1 allows the consideration of what it meant to be a citizen in Athens and in Sparta, with opportunities to consider ideas about the exclusivity of citizenship, and the roles and responsibilities of citizens and non-citizens within these societies. Unit A031, Option 2 allows for consideration of Macedonian identity and the cultural identity of other societies conquered by Alexander the Great. Unit A032 offers the opportunity to address the way in which a society can re-shape its history and create its own cultural mythology, by looking at Livy's and later Virgil's mythologizing of the foundations of Rome. It also offers opportunities to consider the way that, in Republican Rome, individual identity was tied up with ideas of family identity and social standing. Unit A033 offers the opportunity to consider the idea of citizenship in the Roman Empire, and the benefits that this conferred. This could also be broadened out to include consideration of the idea of allies and subject states within the empire. Identity could also be addressed by examining the way that figures like Alexander (unit A031, Option 2), Cleopatra (A033, Option 1) or Agrippina (A033, Option 2) are portrayed in the sources. A comparison with the way public figures are portrayed today could be made here.

- Examining different systems of government, their strengths, weaknesses and supporting philosophies. Unit A031, Option 1 will offer the opportunity to study the differences between Athenian democracy, Persian monarchy and the Spartan system of government. Athenian democracy offers the opportunity to consider the idea of a democracy that excluded the majority of people who lived in Attica, and how such a system compares with ideas about the inclusiveness of democracy today. In Sparta, candidates have the opportunity to study a unique political system in which the powers and accountabilities of the different elements were intended to act as checks and balances on each other. They may also consider the extent to which, as with Athenian democracy, this system was only possible because the majority of people were not Spartan citizens. Unit A031, Option 2 offers the chance to consider the Macedonian system and the pressures created when Alexander adopted oriental practices in his court. Unit A032 offers the Option to think about monarchy in early Rome, and the reasons for the descent of this system into tyranny, the overthrow of the tyrants and the creation of the government of the early Republic. Unit A032, Option 2 allows for consideration of the Republican system and the different levels of participation of different classes of society. Unit A033 offers the chance to consider how far the Roman system of government had changed compared to that in either option in unit A032. Consideration of the complex political situation under Julius Caesar and then Octavian will allow discussion of the extent to which the earlier Republican system was actually sustainable, or whether it was bound to degenerate into competition between

increasingly powerful individuals. Unit A033 also offers the chance to consider how far those individuals who surround a ruler are able to exercise control (Agrippina being the obvious example, though they could also consider Claudius and his freedmen). Unit A034, Option 2 allows for consideration of the political organisation of Minoan society, and Option 6 for consideration of the political structure of Celtic societies.

- Promoting awareness of aspects of human life other than the physical and material. This can be addressed through unit A034, where Options 1, 2 and 3 allow for consideration of religion in society. Option 4 allows for comparison of different religions (Zoroastrianism and Mithraism) in Ancient Persia and Option 6 for consideration of the impact of Roman religion and Christianity on Celtic societies. Option 5 does not cover religion as such, though as part of studying the role of the Hellenistic monarch it would be possible to consider ideas about the deification of rulers and how this related to earlier Greek concepts of religion.

- Examining the power of beliefs and ideas as motivating factors in the actions of individuals and societies. This could be addressed by considering the idea of 'Greekness' as being defined in opposition to barbarism (i.e. not being Greek) and the Greek perceptions of the Persians. This offers the opportunity to discuss the idea of a society defining itself by its differences from other societies. In unit A032 candidates could consider how the myths about the beginning of Rome become part of Augustus' re-creation of the Roman Empire and the Roman identity. Unit A034, Option 1, offers the opportunity to study Akhenaten and the changes he attempted to introduce to Egyptian religion.

- Revealing the moral and ethical issues involved in acts of war and violence, and underlining the responsibility of individuals and societies for such acts. There are opportunities to address this in all units, in unit A031 and A032 by looking at acts of war, and in unit A033 by looking at acts of violence committed by individuals.

- Considering the role of rulers; responsibilities and potential abuse of power. Unit A031, Option 1 allows consideration of the Persian monarchs, and Option 2 allows consideration both of Alexander and the Persian king. Unit A032, Option 1 allows for the consideration of the role of the rulers of early Rome, and the extent to which the failure of the tyrants to fulfil their responsibilities and abuse of their power led to their expulsion from Rome. Unit A033, Option 2 offers the opportunity to consider the abuses of power of Nero, and how far Claudius and then Nero attempted to meet their responsibilities. There is also the opportunity throughout the units to consider the responsibility as leaders of empires and the potential for abuse of subject states and territories, as well as individual subjects. This could be considered in relation to Persia, Sparta, Macedon and Alexander, the Hellenistic kingdoms, and Rome.

- Examining the idea of leadership through the strengths and weaknesses of specific leaders studied and the decisions they made. Unit A031, Option 2 allows the detailed study of Alexander the Great. Unit A032, Option 2 allows the detailed study of Hannibal and also the study of Fabius Maximus and Scipio Africanus. Unit A033 allows the detailed study of Cleopatra, and the consideration of how her particular strengths and weaknesses meant that she had to make different decisions in order to secure political power. This also offers the opportunity to consider how far women were able to be successful leaders in the Ancient World. Unit A034, Option 1 allows a detailed study of Khufu, Akhenaten, Hapshetsut or Rameses II; Option 4 a detailed study of Cyrus, Cambyses and Darius; and Option 5 the study of any Hellenistic monarch.

- Addressing the role of women and the contributions made by and perceptions of women in ancient societies. This is addressed throughout unit A033, Options 1 and 2, and could also be addressed in unit A034, Option 1 through a study of Hapshetsut.

- Fostering understanding of the difficulty of applying notions of 'proof' or 'certainty' to the study of past events, and of the provisional nature of historical judgments. This is addressed throughout all units and Options.

8.7 Sustainable development, health and safety considerations and European developments, consistent with international agreements

There are no sustainable development issues or health and safety considerations in these specifications.

8.8 Key Skills

These specifications provides opportunities for the development of the Key Skills of *Communication, Application of Number, Information and Communication Technology, Working with Others, Improving Own Learning and Performance and Problem Solving* at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

Unit	C		AoN		ICT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
A031	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A032	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A033	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A034	✓	✓			✓	✓			✓	✓	✓	✓

8.9 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of Ancient History.

8.10   Citizenship

From September 2002, the National Curriculum for England at Key Stage 4 includes a mandatory programme of study for Citizenship.

This section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course. These opportunities are also indicated within the content of all the options of these specifications, in which candidates study ancient civilisations and learn about their religious, moral, ethical, social and cultural values. This provides candidates, through the comparison of these values with those of society today, with opportunities to:

•   experience, appreciate and relate to cultures far removed from their own

•   explore and discuss spiritual issues and religious beliefs with others

•   express personal views on moral and ethical issues

•   analyse the conduct of individuals and societies

•   explore notions of family, community and society, and their impact on individuals and groups.

The study of the history of other cultures helps candidates to develop the skills of enquiry and communication, by providing opportunities to:

•   research historical, political, social and cultural issues from a variety of sources

•   express, justify and defend orally and in writing personal opinions about such issues

•   contribute to group and exploratory class discussions.

A | Appendix A: Guidance for the production of electronic controlled assessment

Structure for evidence

A controlled assessment portfolio is a collection of folders and files containing the candidate's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index called 'Home Page'.

There should be a top level folder detailing the candidate's centre number, candidate number, surname and forename, together with the unit code A034, so that the portfolio is clearly identified as the work of one candidate.

Each candidate produces an assignment for controlled assessment. The evidence should be contained within a separate folder within the portfolio. This folder may contain separate files.

Each candidate's controlled assessment portfolio should be stored in a secure area on the centre's network. Prior to submitting the controlled assessment portfolio to OCR, the centre should add a folder to the folder tree containing controlled assessment and summary forms.

Data formats for evidence

In order to minimise software and hardware compatibility issues it will be necessary to save candidates' work using an appropriate file format.

Candidates must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Electronic controlled assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats. A candidate who chooses to use only word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word processed documents, PowerPoint presentations, digital photos and digital video.

To ensure compatibility, all files submitted must be in the formats listed below. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advises against changing the file format that the document was originally created in. It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each candidate.

| Accepted File Formats |
| --- |
| **Movie formats for digital video evidence** |
| MPEG (*.mpg) |
| QuickTime movie (*.mov) |
| Macromedia Shockwave (*.aam) |
| Macromedia Shockwave (*.dcr) |
| Flash (*.swf) |
| Windows Media File (*.wmf) |
| MPEG Video Layer 4 (*.mp4) |
| **Audio or sound formats** |
| MPEG Audio Layer 3 (*.mp3) |
| **Graphics formats including photographic evidence** |
| JPEG (*.jpg) |
| Graphics file (*.pcx) |
| MS bitmap (*.bmp) |
| GIF images (*.gif) |
| **Animation formats** |
| Macromedia Flash (*.fla) |
| **Structured markup formats** |
| XML (*xml) |
| **Text formats** |
| Comma Separated Values (.csv) |
| PDF (.pdf) |
| Rich text format (.rtf) |
| Text document (.txt) |
| **Microsoft Office suite** |
| PowerPoint (.ppt) |
| Word (.doc) |
| Excel (.xls) |
| Visio (.vsd) |
| Project (.mpp) |
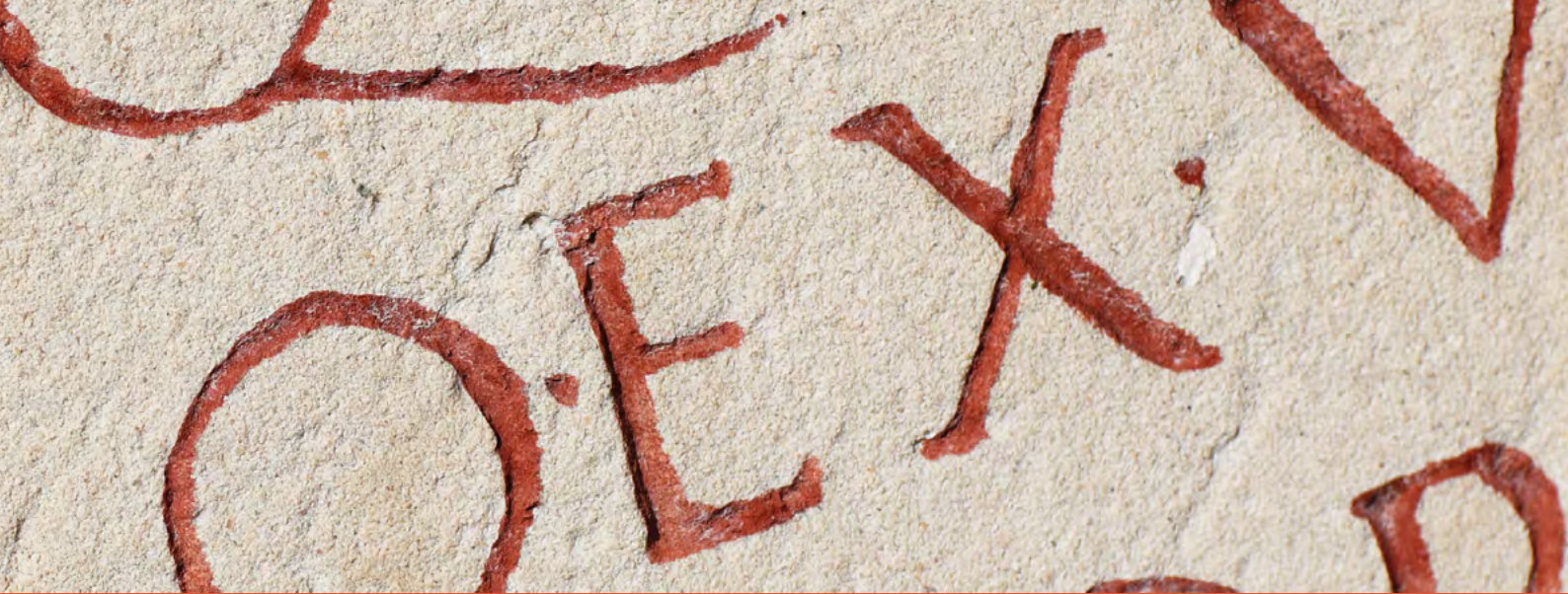
YOUR CHECKLIST

Our aim is to provide you with all the information and support you need to deliver our specifications.

✔ Bookmark **www.ocr.org.uk/gcse2012**

✔ Be among the first to hear about support materials and resources as they become available. Register for email updates at **www.ocr.org.uk/updates**

✔ Book your inset training place online at **www.ocr.org.uk/eventbooker**

✔ Learn more about active results at **www.ocr.org.uk/activeresults**

✔ Join our history or classics social network community for teachers at **www.social.ocr.org.uk**

NEED MORE HELP?

Here's how to contact us for specialist advice:

Phone: **01223 553998**

Email: **general.qualifications@ocr.org.uk**

Online: **http://answers.ocr.org.uk**

Fax: **01223 552627**

Post: **Customer Contact Centre, OCR, Progress House, Westwood Business Park, Coventry CV4 8JQ**

WHAT TO DO NEXT

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