

Ancient History

OCR GCSE in Ancient History J151

OCR GCSE (Short Course) in Ancient History J051

July 2009

Contents

1	About these Qualifications	4
1.1	GCSE (Full Course)	4
1.2	GCSE (Short Course)	4
1.3	Qualification Titles and Levels	5
1.4	Aims and Learning Outcomes	5
1.5	Prior Learning/Attainment	5
2	Summary of Content	6
2.1	GCSE Units	6
2.2	GCSE (Short Course) Units	6
3	Content	7
3.1	Unit A031: <i>The Greeks at war</i>	7
3.2	Unit A032: <i>The rise of Rome</i>	10
3.3	Unit A033: <i>Women in ancient politics</i>	13
3.4	Unit A034: <i>Ancient societies through the study of original sources</i>	16
4	Schemes of Assessment	19
4.1	GCSE Scheme of Assessment	19
4.2	GCSE (Short Course) Scheme of Assessment	21
4.3	Entry Options	21
4.4	Tiers	21
4.5	Assessment Availability	21
4.6	Assessment Objectives	22
4.7	Quality of Written Communication	23
5	Controlled Assessment	24
5.1	The Controlled Assessment Unit	24
5.2	Task Setting	24
5.3	Task Taking	24
5.4	Task Marking	27
5.5	Minimum Requirements for Controlled Assessment	29
6	Technical Information	30
6.1	Making Unit Entries	30
6.2	Terminal Rules	30
6.3	Unit and Qualification Re-sits	30
6.4	Making Qualification Entries	31
6.5	Grading	31
6.6	Enquiries about Results	32
6.7	Shelf-Life of Units	32
6.8	Guided Learning Hours	32
6.9	Code of Practice/Subject Criteria/Common Criteria Requirements	33
6.10	Classification Code	33
6.11	Disability Discrimination Act Information Relating to this Specification	33
6.12	Arrangements for Candidates with Particular Requirements	34
6.13	OCR Repository	34

7	Other Specification Issues	35
7.1	Overlap with other Qualifications	35
7.2	Progression from these Qualifications	35
7.3	Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues	35
7.4	Sustainable Development, Health and Safety Considerations and European Developments, Consistent with International Agreements	37
7.5	Avoidance of Bias	37
7.6	Language	37
7.7	Key Skills	38
7.8	ICT	38
7.9	Citizenship	38
Appendix A: Grade Descriptions		40
Appendix B: Assessment Criteria for Controlled Assessments		41
Appendix C: Guidance for the Production of Electronic Controlled Assessment		43

1 About these Qualifications

This booklet contains OCR's GCSE specifications in Ancient History and OCR's GCSE (Short Course) for teaching from September 2009.

Ancient History GCSE provides an introduction to the ancient world. It gives candidates the opportunity to study some of the most fascinating characters in western history. These are the men and women who have helped to shape the way we see the world, and whose lives have a strong relevance to the modern world. The sources for these characters contain many interesting stories, but the task of the ancient historian is to study these stories and try to separate fact from fiction. The fact that there are limited sources requires the candidate to think carefully about the meaning of each source, and work to a logical conclusion. The course encourages the disciplined creativity that is so essential for a historian, and which can be applied in all areas of later life.

In each unit there is a choice of options. Candidates study one option from each unit. The content for each option has been arranged with all the set sources for that option listed at the beginning, followed by a section on context that explains the background understanding candidates will need to study the option. The option content is then split into themes, which are explained in detail. The set sources for each option relate to the unit content and candidates should be able to demonstrate knowledge of them and use them as evidence for historical events. However, the historical knowledge and understanding specified in the themes for each option may go beyond that covered by the set sources. Candidates are expected to be able to analyse and evaluate the set sources as evidence, and for this reason there is a section at the end of each option on the context of the sources.

1.1 GCSE (Full Course)

From September 2009 the GCSE is made up of **four** mandatory units. Units A031, A032 and A033 are externally assessed, whilst unit A034 is Controlled Assessment.

1.2 GCSE (Short Course)

The GCSE (Short Course) is both a 'stand-alone' qualification and also half of the corresponding GCSE. The GCSE (Short Course) is assessed at the same standard as the corresponding two-year GCSE course.

From September 2009 the GCSE (Short Course) is made up of **two** units; Unit A034 (Controlled Assessment) and one chosen from Units A031, A032 and A033, all of these units are externally assessed. These form 50% of the corresponding GCSE (Full Course).

It is possible to convert the GCSE (Short Course) into the GCSE by taking the two units not already completed and entering for the Full Course certification code.

1.3 Qualification Titles and Levels

These qualifications are shown on a certificate as:

- OCR GCSE in Ancient History.
- OCR GCSE (Short Course) in Ancient History.

These qualifications are approved by the regulatory authorities (QCA, DCELLS and CCEA) as part of the National Qualifications Framework.

Candidates who gain Grades D to G will have achieved an award at Foundation Level 1 (Level 1 of the National Qualifications Framework).

Candidates who gain Grades A* to C will have achieved an award at Intermediate Level 2 (Level 2 of the National Qualifications Framework).

1.4 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 this specification 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.

1.5 Prior Learning/Attainment

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 Summary of Content

2.1 GCSE Units

To complete the GCSE candidates must study one option from each of the four units.

Unit A031: *The Greeks at war*

- *Option 1: The Greeks defend themselves, 499–479 BC*
- *Option 2: Alexander the Great: 356–323 BC*

Unit A032: *The rise of Rome*

- *Option 1: The origins of Rome: The kings 753–508 BC*
- *Option 2: Hannibal's invasion and defeat, 218–146 BC*

Unit A033: *Women in ancient politics*

- *Option 1: Cleopatra and her impact on Roman politics, 69–30 BC*
- *Option 2: Agrippina the Younger and her influence on Roman politics, AD 41–59*

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

- *Option 1: Ancient Egypt 3000–1000 BC*
 - *Option 2: Ancient Crete: Minoan civilisation 2000–1400 BC*
 - *Option 3: Troy and the Mycenaeans 1450–1100 BC*
 - *Option 4: Ancient Persia 630–499 BC*
 - *Option 5: The Hellenistic world 323–133 BC*
 - *Option 6: The Celts c. 500 BC–AD 500*
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2.2 GCSE (Short Course) Units

The GCSE (Short Course) units are identical to the GCSE units. The content summary for both can be found in section 2.1.

To complete the GCSE (Short Course) candidates must study unit A034 and **one** other unit.

3 Content

3.1 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.

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 | <ul style="list-style-type: none">• Expansion of the Persian Empire into Ionia;• Power within the Persian Empire;• The Ionian revolt. |
|---|---|
-

Themes

- | | |
|------------------------|---|
| The battle of Marathon | <ul style="list-style-type: none">• Connections between the Ionian Revolt and the campaign at Marathon;• Persian preparations for an expedition against Greece in 492BC and 490BC;• 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.

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.
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3.2 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.

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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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. |
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The constitutional, religious and economic development of the Roman state under the kings	<ul style="list-style-type: none"> • 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.
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Sources

Livy and Virgil as sources and factors that affect how they write	<ul style="list-style-type: none"> • 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.
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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	<ul style="list-style-type: none"> • 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.
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Themes

Hannibal's invasion of Italy, including details of the battles between Rome and Carthage	<ul style="list-style-type: none"> • 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.
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Character, role and achievements of key individuals	<ul style="list-style-type: none">• Hannibal;• Fabius Maximus;• Scipio Africanus;• The relationship of each of these individuals with their governments and people.
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The significance of the conflict against Carthage in the development of Rome	<ul style="list-style-type: none">• 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.
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Sources

Livy and Polybius as historians and the relationship between their works	<ul style="list-style-type: none">• Livy's sources and his use of them;• Polybius' sources and his use of them;• Relationship between the works of Livy and Polybius.
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3.3 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.

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.
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Life, character and death of Cleopatra; her accession and relationships with members of the Egyptian Royal household	<ul style="list-style-type: none"> • 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.
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Cleopatra's relationships with Julius Caesar and Mark Antony and their political significance	<ul style="list-style-type: none"> • 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.
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Sources

The nature of the sources on Cleopatra and the manipulation of her image under Augustus	<ul style="list-style-type: none"> • 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.
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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.
-
-

3.4 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 Ancient History GCSE 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 sections 4 and 5 of this specification.

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.

4 Schemes of Assessment

4.1 GCSE Scheme of Assessment

GCSE Ancient History J151 /J051

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

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

Unit A031: *The Greeks at war*

25% of the total GCSE marks
50% of the total GCSE (Short Course) marks
1 hr 15 mins written paper
80 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: 30 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 hr 15 mins written paper
80 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: 30 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 hr 15 mins written paper
80 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: 30 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 5 for more information about Controlled Assessment.

4.2 GCSE (Short Course) Scheme of Assessment

Candidates taking the GCSE (Short Course) in Ancient History will need to enter for Unit A034 and one other unit. The scheme of assessment for these units is contained within section 4.1.

4.3 Entry Options

GCSE candidates must be entered for all 4 units (A031, A032, A033, A034).

GCSE (Short Course) candidates must be entered for unit A034 and **one** other unit (A031, A032 or A033).

Candidates must be entered for certification to claim their overall GCSE qualification grade. All candidates should be entered under the following certification codes:

OCR GCSE in Ancient History – J151

OCR GCSE (Short Course) in Ancient History – J051.

4.4 Tiers

This scheme of assessment is untiered, covering all of the ability range grades from A* to G. Candidates achieving less than the minimum mark for Grade G will be ungraded.

4.5 Assessment Availability

There is one examination series each year, in June.

In 2010 onwards, both Short Course units and Full Course GCSE units will be assessed.

Assessment availability can be summarised as follows:

Unit	June 2010	June 2011	June 2012 etc
A031	✓	✓	✓
A032	✓	✓	✓
A033	✓	✓	✓
A034	✓	✓	✓

4.6 Assessment Objectives

Candidates are expected to demonstrate the following in the context of the content described:

AO1 Recall, Select and Organise

- Recall, select and organise relevant knowledge of historical events and sources

AO2 Understanding

- Demonstrate an understanding of historical events and sources

AO3 Interpretation and Evaluation

- Interpret, evaluate and respond to historical events and sources.

AO weightings – GCSE

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: <i>The Greeks at war</i>	8.75	7.5	8.75	25%
Unit A032: <i>The rise of Rome</i>	8.75	7.5	8.75	25%
Unit A033: <i>Women in ancient politics</i>	8.75	7.5	8.75	25%
Unit A034: <i>Ancient societies through the study of original sources</i>	8.75	7.5	8.75	25%
	35%	30%	35%	100%

AO weightings – GCSE (Short Course)

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

Unit	% of GCSE (Short Course)			Total
	AO1	AO2	AO3	
Unit A031 or Unit A032 or Unit A033	17.5	15	17.5	50%
Unit A034: <i>Ancient societies through the study of original sources</i>	17.5	15	17.5	50%
	35%	30%	35%	100%

4.7 Quality of Written Communication

Quality of written communication is assessed in all units.

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 a suitable structure and style of writing.

Quality of written communication is assessed in Section B for the examined units A031, A032 and A033 and throughout the controlled assessment task for unit A034.

5 Controlled Assessment

5.1 The Controlled Assessment Unit

Unit A034 has been designed to be internally assessed, applying the principles of Controlled Assessment. Controls are set within the assessments so that validity and reliability are ensured and the assessors can confidently authenticate the candidates' work. These controls take a variety of forms in each of the stages of the assessment process: task setting, task taking and task marking. Within each of these three stages there are different levels of control. This section sets out the overall OCR approach, but the Scheme of Assessment section includes more detail and specific requirements.

5.2 Task Setting

5.2.1 The OCR approach

OCR will assume a high level of control in relation to the setting of tasks. Two Controlled Assessment tasks will be available from OCR for each of the six options within the Controlled Assessment unit. These tasks will be changed every year, and have been designed to meet the full assessment requirements of the unit.

5.2.2 Using Controlled Assessment tasks

Centres can choose from the twelve tasks offered by OCR each 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.

5.3 Task Taking

5.3.1 The OCR approach

For GCSE in Ancient History task taking has been divided into two categories; research/data collection and analysis and evaluation of findings. OCR will assume a limited level of control for research/data collection and a high level of control for analysis and evaluation of findings. The task taking parameters will be defined for several key controls and the remainder will be set by centres, as outlined below.

5.3.2 Definitions of the controls

Research/data collection – limited control

- (a) **Authenticity control:** Candidates may research the task set without direct supervision. They should keep a record of all sources used as, when they come to the analysis and evaluation of findings section of task taking, they will need to be able to provide acknowledgement and referencing of all sources used.
- (b) **Feedback control:** Candidates can be given support and guidance during the research/data collection phase of task taking. Centre staff can explain the task, advise on how the task could be approached, advise on resources and alert the candidate to key points that must be included in their evaluation and analysis of findings (such as inclusion of original sources, interpretation and evaluation of those sources and full referencing of all sources used).
- (c) **Time control:** There is no time limit imposed by OCR to complete the research/data collection element of the assessment tasks as specified within this unit. There is a word limit of 2000 words: headings included within the body of the material presented by the candidate should be included in the word count. Footnotes, figures, tables, diagrams, charts and appendices should not be included in the word count.
- (d) **Collaboration control:** The work of individual candidates may be informed by working with others during the research/data collection stage of task completion.
- (e) **Resource control:** Candidates' access to resources is limited by those available to the centre. Candidates may have access to the Internet during research/data collection.

Analysis and evaluation of findings – high control

- (a) **Authenticity control:** Candidates will complete all work for assessment under direct supervision by an appropriate member of centre staff (for example teacher, librarian etc.). The member of staff must be able to authenticate the work and must insist that all sources are acknowledged and referenced.
- (b) **Feedback control:** Candidates must not be given any feedback during analysis and evaluation of findings.
- (c) **Time control:** There is no time limit imposed by OCR to complete the analysis and evaluation of findings element of the assessment tasks as specified within this unit. There is a word limit of 2000 words. Candidates should be given enough time to complete the task.
- (d) **Collaboration control:** Candidates must not work with others during completion of the analysis and evaluation of findings.
- (e) **Resource control:** During analysis and evaluation candidates should have access only to the notes they have made during the research/data collection phase of task taking.

It is the responsibility of the centre to ensure that these are research notes and that they do not include a draft or final version of the task; the analysis and evaluation of findings must be completed under supervised conditions.

If candidates complete analysis and evaluation in several separate sessions, it is the responsibility of the centre to ensure that candidates do not add to their work until the next supervised session.

If candidates are completing the evaluation and analysis of findings using a computer, the centre must ensure that they do not have access to e-mail or to the Internet, or to any notes other than the notes they made during research/data collection.

5.3.3 Quality assuring the controls

It is the responsibility of the Head of Centre to ensure that the controls set out in this specification and in all the controlled assessment documents are imposed.

5.3.4 Completing the tasks

Candidates should be allowed sufficient time to complete the task. The task can be completed over several separate sessions. It is the responsibility of the centre to ensure that all work on the evaluation and analysis of findings is completed with the required high level of control under formal supervision.

Each candidate must produce individual and authentic evidence for the task they are completing.

Centre staff may give support and guidance to candidates during the research/data collection stage. This support and guidance should focus on checking that candidates understand what is expected of them.

It is not acceptable for teachers to provide model answers or to work through answers in detail.

Candidates should not produce drafts during the research/data collection phase of task completion, and centre staff should not give candidates further guidance during the evaluation and analysis of findings phase of task completion.

Candidates may use information from any relevant source to help them with producing evidence for the task.

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 used directly from a source is appropriately and rigorously referenced.

5.3.5 Presentation of work

Candidates must observe certain procedures in the production of Controlled Assessments.

- Tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the task 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 must be identified with the:
 - Centre number
 - Centre name
 - Candidate number
 - Candidate name
 - Unit code and title
 - Task title.

Work submitted on paper for moderation or marking must be secured by treasury tags. Work submitted in digital format (CD or online) must be in a suitable file structure as detailed in Appendix C.

5.4 Task Marking

5.4.1 The OCR approach

For GCSE in Ancient History OCR will assume a medium level of control in relation to the marking of tasks. All controlled tasks will be marked by the centre assessor(s) using OCR assessment marking grids and guidance, and moderated by the OCR appointed moderator. For this GCSE in Ancient History external moderation will take the form of postal moderation or e-moderation.

5.4.2 Applying the assessment criteria

The starting point for marking the tasks is the Marking Grid for the controlled assessment unit. This contains levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate. Before the start of the course, and 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.

5.4.3 Use of 'best fit' approach to marking grids

The assessment task for the Controlled Assessment unit must be marked by the teacher according to the given marking criteria within the relevant unit using a 'best fit' approach. For each of the assessment objectives/criteria, one of the five descriptors provided in the marking grid for each assessment objective, which most closely describes the quality of the work being marked, should be selected.

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 descriptor that best describes the work of the candidate.

To select the most appropriate mark within the 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.

Centres should use the full range of marks available to them; centres must award *full* marks in any band for work that 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 that, in most respects, meets the statement and work that 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 each unit is out of a total of 80 and is found by totalling the marks for each of the marking objective/criteria strands.

5.4.4 Authentication

Teachers/course tutors must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout their research/data collection, but that they must be supervised during production of analysis and evaluation of findings. The teacher/course tutor must exercise sufficient supervision to be confident that the notes produced during research data collection are the only resource candidates have access to during analysis and evaluation, in order to be in a position to judge the authenticity of the candidate's work.

Wherever possible during research/data collection, the teacher/course tutor 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 provide general feedback and to judge the authenticity of the work produced during the evaluation and analysis of findings.

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 for centres to ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and the penalties that 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.

Please note: Centres must confirm to OCR that the evidence produced by candidates is authentic. It is a requirement of the QCA Common Criteria for all Qualifications that proof of authentication is received.

5.4.5 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.

5.4.6 Moderation

Information on process

All controlled assessment tasks are 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 presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Appendix B.

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

5.5 Minimum Requirements for Controlled Assessment

There should be clear evidence that work has been attempted and some work produced.

If a candidate submits no work for an internally assessed component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed component, then the work should be assessed according to the internal assessment objectives and marking instructions and the appropriate mark awarded, which may be zero.

6 Technical Information

6.1 Making Unit Entries

Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered 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 or moderator details for controlled assessments.

It is essential that unit entry codes are quoted in all correspondence with OCR.

For Unit A034 candidates must be entered for either component 01 or 02. Centres must enter all of their candidates for ONE of these components. It is not possible for centres to offer both components within the same series.

Unit code	Component code	Submission method	Unit title
A034	01	<i>OCR Repository</i>	Ancient societies through the study of original sources
	02	<i>Postal moderation</i>	

6.2 Terminal Rules

Candidates must take at least 40% of the assessment in the same series they enter for either the full course or short course qualification certification.

Units can be taken in any order as long as the terminal rules are satisfied

6.3 Unit and Qualification Re-sits

Candidates may re-sit each unit once before entering for certification for a GCSE or GCSE (Short Course).

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

6.4 Making Qualification Entries

Candidates must enter for qualification certification separately from unit assessments. If a certification entry is **not** made, no overall grade can be awarded.

Candidates may enter for:

- GCSE certification (entry code J151).
- GCSE (Short Course) certification (entry code J051).

A candidate who has completed all the units required for the qualification must enter for certification in the same examination series in which the terminal rules are satisfied.

Short Course GCSE certification is available from June 2010.

GCSE certification is available from June 2011.

6.5 Grading

Both GCSE (Short Course) and 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.

Both GCSE (Short Course) and GCSE are unitised schemes. Candidates can take units across several different series provided the terminal rules are satisfied. They can also re-sit units or choose from optional units available. 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 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 marks 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. 41/80.

The specification is 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

Candidate's uniform marks for each module are aggregated and grades for the specification are generated on the following Uniform Mark Scale.

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

Awarding grades

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 mark 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.

6.6 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 (by the Enquiries about Results deadline).

Please refer to the *JCQ Post-Results Services* booklet and the *OCR Admin Guide* for further guidance about action on the release of results. Copies of the latest versions of these documents can be obtained from the OCR website.

6.7 Shelf-Life of Units

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

6.8 Guided Learning Hours

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

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

6.9 Code of Practice/Subject Criteria/Common Criteria Requirements

This specification complies in all respects with the current *GCSE, GCE, GNVQ and AEA Code of Practice* as available on the QCA website, *The Statutory Regulation of External Qualifications 2004*. Currently there are no subject criteria for GCSE Ancient History, however it compares in substance and range to the GCSE Classical Subjects criteria.

6.10 Classification Code

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification 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, schools and 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, for example from their centre or the institution to which they wish to progress.

6.11 Disability Discrimination Act Information Relating to this Specification

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 qualifications and subject criteria were reviewed 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 *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced 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.

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

	Yes/No	Type of assessment
Readers	Y	All written examinations
Scribes	Y	All written examinations
Practical Assistants	Y	Practical assessments
Word Processors	Y	All written examinations
Transcripts	Y	All written examinations
BSL signers	Y	All written examinations
Live speaker	Y	All written examinations
MQ papers	Y	All written examinations
Extra Time	Y	All written examinations

6.12 Arrangements for Candidates with Particular Requirements

Candidates who are not disabled under the terms of the DDA may be eligible for access arrangements to enable them to demonstrate what they know and can do. Candidates who have been fully prepared for the assessment but who are ill at the time of the examination, or are too ill to take part of the assessment, may be eligible for special consideration. Centres should consult the *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council.

6.13 OCR Repository

The OCR Repository allows centres to submit their moderation sample in electronic format.

The OCR GCSE Ancient History unit A034 can be submitted electronically to the OCR Repository via Interchange: please check Section 6.1 for component entry codes for the OCR Repository.

More information on the OCR Repository can be found in Appendix C: Guidance for the Production of Electronic Controlled Assessment. Instructions for how to upload files to OCR using the OCR Repository can be found on OCR Interchange.

7 Other Specification Issues

7.1 Overlap with other Qualifications

There is no significant overlap between the content of this specification and those for other GCSE qualifications.

7.2 Progression from these Qualifications

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.

7.3 Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

This specification offers 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.

7.4 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 this specification.

7.5 Avoidance of Bias

OCR has taken great care in preparation of this specification and assessment materials to avoid bias of any kind.

7.6 Language

This specification and associated assessment materials are in English only.

7.7 Key Skills

This specification 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	✓	✓			✓	✓			✓	✓	✓	✓

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website (www.ocr.org.uk). A summary document for Key Skills Coordinators showing ways in which opportunities for Key Skills arise within GCSE courses has been published.

7.8 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.

7.9 Citizenship

Since September 2002, the National Curriculum for England at Key Stage 4 has included a mandatory programme of study for Citizenship. Parts of this Programme of Study may be delivered through an appropriate treatment of other subjects.

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 this specification, 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.

Appendix A: 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.

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.

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.

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.

Appendix B: Assessment Criteria for Controlled Assessments

GCSE Ancient History: Assessment Grids for Controlled Assessment

	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	<p style="text-align: center;">22–28</p> <p>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.</p>	<p style="text-align: center;">20–24</p> <p>Answers demonstrate a thorough understanding of issues, events and sources relevant to the question.</p>	<p style="text-align: center;">22–28</p> <p>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.</p>
Level 4 Sound	<p style="text-align: center;">17–21</p> <p>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, but has not exceeded the prescribed word limit.</p>	<p style="text-align: center;">14–19</p> <p>Answers demonstrate a sound understanding of issues, events and sources relevant to most of the question.</p>	<p style="text-align: center;">17–21</p> <p>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.</p>

<p>Level 3 Some</p>	<p style="text-align: center;">11–16</p> <p>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.</p> <p>Text is legible. There are mistakes in spelling, grammar and punctuation; however, meaning is still communicated clearly for most of the answer.</p> <p>The candidate has written with precision or succinctness and has not exceeded the prescribed word limit.</p>	<p style="text-align: center;">10–13</p> <p>Answers show some understanding of issues, events and sources relevant to some of the question.</p>	<p style="text-align: center;">11–16</p> <p>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.</p>
<p>Level 2 Limited</p>	<p style="text-align: center;">6–10</p> <p>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.</p> <p>Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>The work of the candidate lacks precision and succinctness, but the work presented still does not exceed the prescribed word limit.</p>	<p style="text-align: center;">4–9</p> <p>Answers show limited understanding of events and sources.</p>	<p style="text-align: center;">6–10</p> <p>Answers draw limited conclusions based on the evidence they have included. Answers offer a personal response at a limited level.</p>
<p>Level 1 Minimal/ None</p>	<p style="text-align: center;">0–5</p> <p>Answers contain minimal or no knowledge of events, sources and issues. Information that has been included is disorganised and has minimal or no relevance.</p> <p>Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</p> <p>The candidate has either written relatively little or it is of some length but the content is not focused on the task.</p>	<p style="text-align: center;">0–3</p> <p>Answers show minimal or no understanding of events or sources.</p>	<p style="text-align: center;">0–5</p> <p>Answers offer a minimal personal response, without reference to evidence, or no response.</p>

Appendix C: Guidance for the Production of Electronic Controlled Assessment

The Controlled Assessment task in Unit A034 comprises one task. Candidates may submit images that form part of the evidence for the task. The task and any supporting evidence, such as images, form the Controlled Assessment portfolio, stored electronically.

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's Controlled Assessment portfolio should be stored in a secure area on the centre 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 digital photographs (as required by the specification) and word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word processed documents. Supporting evidence or references may take the form of digital photos and/or 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. 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

PDF (.pdf)

Comma Separated Values (.csv)

Rich text format (.rtf)

Text document (.txt)

Microsoft Office suite

PowerPoint (.ppt)

Word (.doc)

Excel (.xls)

Visio (.vsd)

Project (.mpp)