

OCR GCSE IN CLASSICAL CIVILISATION

1940

Key Features

- A clear progression route to the revised OCR AS/A Level Classical Civilisation (JACT) specifications.
- Builds on OCR's current Classical Civilisation syllabus (1404).
- Flexibility in balance between topics in Literature and topics in Civilisation.
- Wide range of topics available including opportunities to study archaeological material.
- Optional coursework component, 20% of the assessment, with flexibility of choice of subject area.
- Both Foundation and Higher Tier available.

Support and In-service Training for Teachers


- A full programme of In-service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950).
- Specimen question papers and mark schemes, available from the Publications Department (telephone 0870 870 6622; fax 0870 870 6621).
- Past question papers and mark schemes, available from the Publications Department (telephone 0870 870 6622; fax 0870 870 6621).
- Coursework guidance materials.
- Examples of marked work.
- Written advice on coursework proposals.
- A report on the examination, compiled by senior examining personnel after each examination session.
- Individual feedback to each Centre on the moderation of internally assessed work.

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Throughout the specification the following icons are used to signpost teaching and learning opportunities in:

 Citizenship

 ICT

 Key Skills

OCR GCSE IN CLASSICAL CIVILISATION (1940)

SECTION A: SPECIFICATION SUMMARY

TIERS

Grades	Foundation Tier G to C	Higher Tier D to A*
A*	Candidates take components 11 and 14 or 12 and 13 or 11, 13 and 05	Candidates take components 21, and 24 or 22 and 23 or 21, 23 and 05
A		
B		
C		
D		
E		
F		
G		

COMPONENTS

Component	Name	Duration	Weighting
11	Two topics from Paper 1 (Civilisation) - Foundation Tier	1 hour 30 min	40%
12	Three topics from Paper 1 (Civilisation) - Foundation Tier	2 hours 15 min	60%
13	Two topics from Paper 2 (Literature) - Foundation Tier	1 hour 30 min	40%
14	Three topics from Paper 2 (Literature) - Foundation Tier	2 hours 15 min	60%
21	Two topics from Paper 1 (Civilisation) - Higher Tier	1 hour 30 min	40%
22	Three topics from Paper 1 (Civilisation) - Higher Tier	2 hours 15 min	60%
23	Two topics from Paper 2 (Literature) - Higher Tier	1 hour 30 min	40%
24	Three topics from Paper 2 (Literature) - Higher Tier	2 hours 15 min	60%
05	Coursework		20%
85	<i>Coursework Carried Forward</i>		20%

QUESTION PAPERS

The question paper requirements are as follows:

Paper 1 Foundation Tier (Components 11, 12) and Higher Tier (Components 21, 22)

For each topic, there is a choice of two from three sets of short questions, based on a stimulus picture or passage, and a choice of one of two essay questions. At Foundation Tier, the essay questions will contain some guidance.

Paper 2 Foundation Tier (Components 13, 14) and Higher Tier (Components 23, 24)

For each topic, a choice of two of three sets of short questions based on stimulus passages from the prescribed text, and a choice of one of two essay questions. At Foundation Tier, the essay questions will contain some guidance.

Option Code	Title	Components
FA	Foundation Tier: Civilisation (2 topics) and Literature (3 topics)	11, 14
FB	Foundation Tier: Civilisation (3 topics) and Literature (2 topics)	12, 13
FC	Foundation Tier: Civilisation (2 topics), Literature (2 topics) and Coursework	11, 13, 05
HA	Higher Tier: Civilisation (2 topics) and Literature (3 topics)	21, 24
HB	Higher Tier: Civilisation (3 topics) and Literature (2 topics)	22, 23
HC	Higher Tier: Civilisation (2 topics), Literature (2 topics) and Coursework	21, 23, 05
FD	Foundation Tier: Civilisation (2 topics), Literature (2 topics) and Coursework Carried Forward	11, 13, 85
HD	Higher Tier: Civilisation (2 topics), Literature (2 topics) and Coursework Carried Forward	21, 23, 85

INTERNAL ASSESSMENT

Candidates may offer Coursework as an alternative to **one** Topic from **either** Paper 1 **or** Paper 2.

Coursework must be as follows:

Either Type A: **One** piece of work, of about 3,000 words, arising from, or related to, topics prescribed for Paper 1 or Paper 2, **or** from a topic area of a Classical nature outside those prescribed for the written papers;

or Type B: **Two** pieces of work, each of about 1,500 words, arising from, or related to, topics prescribed for Paper 1 or Paper 2, **or** from a topic area of a Classical nature outside those prescribed for the written papers.

SECTION B: GENERAL INFORMATION

1 Introduction

1.1 RATIONALE

This specification meets the requirements of the Qualifications and Curriculum Authority for GCSE specifications and the Subject Criteria for Classical Subjects. The specification offers a system of assessment for GCSE based on clear targets and a coherent set of criteria for assessing candidates' achievement across grades G to A*.

Candidates may take an optional coursework component which accounts for 20% of the assessment.

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

1.2 CERTIFICATION TITLE

This specification will be shown on a certificate as:

OCR GCSE in Classical Civilisation.

1.3 LEVEL OF QUALIFICATION

This qualification is approved by the regulatory authorities (QCA, ACCAC and CCEA) as part of the National Qualifications Framework.

Candidates who gain grades G to D will have achieved an award at Foundation Level.

Candidates who gain grades C to A* will have achieved an award at Intermediate Level.

Two GCSEs at grade G to D and two GCSEs at grade C to A* are equivalent to one three-unit GNVQ at Foundation and Intermediate Level respectively.

Four GCSEs at grade G to D and four GCSEs at grade C to A* are equivalent to one six-unit GNVQ at Foundation and Intermediate Level respectively.

1.4 RECOMMENDED PRIOR LEARNING

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

1.5 PROGRESSION

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

Many candidates who enter employment with one or more GCSEs will undertake training or further part-time study with the support of their employer.

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

1.6 OVERLAP WITH OTHER QUALIFICATIONS

Components 13/23 and 14/24 potentially overlap in subject matter with areas studied in GCSE Latin and Classical Greek. However, in this specification, literary material is to be studied in translation rather than in the original language.

1.7 RESTRICTIONS ON CANDIDATE ENTRIES

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

Components 21 and 22 share material and questions with OCR GCSE Classical Greek (1941) Component 04. Candidates entered for OCR GCSE Classical Civilisation (1940) **may not** also enter for OCR GCSE Classical Greek (1941) option B.

Components 11/21 and 21/22 share subject matter with OCR GCSE Latin (1942). Candidates entered for OCR GCSE Classical Civilisation (1940) **may not** also enter for OCR GCSE Latin (1942) options FB/HB and FC/HC.

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

Centres should be aware that candidates who enter for more than one 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.

The classification code for this specification is 6530.

1.8 CODE OF PRACTICE REQUIREMENTS

This specification will comply in every respect with the revised Code of Practice requirements for courses starting in September 2001.

1.9 STATUS IN WALES AND NORTHERN IRELAND

This specification has been approved by ACCAC for use by Centres in Wales and by CCEA for use by Centres in Northern Ireland.

Candidates in Wales and Northern Ireland should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur, including in the external assessment, the terms used have been selected as neutral, so that candidates may apply whatever is appropriate to their own situation.

OCR will provide specifications, assessments and supporting documentation only in English.

Further information on the provision of assessment materials in Welsh and Irish may be obtained from the OCR Information Bureau (telephone 01223 553998)

2 Specification Aims

The aims of this specification are the same for all candidates.

The purpose of a GCSE course in Classical Civilisation is to acquire an understanding of some of the elements of classical civilisation, literature and language which have had a profound influence on modern societies, to fire imagination and to deepen and develop experience by considering a wide range of issues, such as aesthetic, ethical, linguistic, political, religious and social questions.

The specification provides candidates with opportunities by means of a range of **topics** (varied from time to time):

- to acquire an understanding of the civilisation or civilisations studied in historical context;
- to read, understand and make a personal response to literature in translation;
- to develop an awareness of the similarities and differences between the classical world and later times;
- to make an informed response, based on evidence, to the material studied, using written and, where appropriate, oral and other means of communication.

Not all of these aims can be readily translated into assessment objectives.

3 Assessment Objectives

This specification requires candidates to make critical use of archaeological, historical and literary evidence and to study classical institutions, achievements, events and customs in context.

The assessment objectives satisfy the National Criteria for Classical Subjects.

Candidates should be able:

AO1 in relation to an appropriate range of literature in translation and, in relation to the specified works,

- (i) to show knowledge of content, literary form and contexts;
- (ii) to show understanding of literary, social and historical significance;
- (iii) to show the ability to interpret, evaluate and respond to literature.

AO2 to make critical use of archaeological, historical and literary evidence to study classical institutions, achievements, events and customs in context. In relation to specified source material and topics, candidates should be able:

- (i) to show knowledge of the society, politics and culture of the classical world;
- (ii) to show understanding of causes, consequences and relationships;
- (iii) to show the ability to interpret motives and attitudes, evaluate achievements and draw comparisons between classical and later times.

The relationship between the assessment objectives and the components of the scheme of assessment is shown in the table below:

Assessment Objective	Component 11/21	Component 12/22	Component 13/23	Component 14/24	Component 05
AO1 (i)			✓	✓	✓
AO1 (ii)			✓	✓	✓
AO1 (iii)			✓	✓	✓
AO2 (i)	✓	✓			✓
AO2 (ii)	✓	✓			✓
AO2 (iii)	✓	✓			✓

4 Scheme of Assessment

4.1 TIERS

The scheme of assessment consists of two tiers: Foundation Tier and Higher Tier. Foundation Tier assesses grades G to C and Higher Tier assesses grades D to A*. Candidates will be entered for either the Foundation Tier or the Higher Tier.

Under no circumstances will a candidate entered for the Foundation Tier be awarded a grade higher than grade C. Candidates on the Higher Tier who fail to achieve the minimum mark for the award of a grade D will normally be ungraded. There is, however, provision for those who narrowly fail to achieve this mark to be awarded a grade E.

Grades	Foundation Tier G to C	Higher Tier D to A*
A*	Candidates take components 11 and 14 or 12 and 13 or 11, 13 and 05	Candidates take components 21, and 24 or 22 and 23 or 21, 23 and 05
A		
B		
C		
D		
E		
F		
G		

4.2 COMPONENTS

Component	Name	Duration	Weighting
11	Two topics from Paper 1 (Civilisation) – Foundation Tier	1 hour 30 min	40%
12	Three topics from Paper 1 (Civilisation) – Foundation Tier	2 hours 15 min	60%
13	Two topics from Paper 2 (Literature) – Foundation Tier	1 hour 30 min	40%
14	Three topics from Paper 2 (Literature) – Foundation Tier	2 hours 15 min	60%
21	Two topics from Paper 1 (Civilisation) – Higher Tier	1 hour 30 min	40%
22	Three topics from Paper 1 (Civilisation) – Higher Tier	2 hours 15 min	60%
23	Two topics from Paper 2 (Literature) – Higher Tier	1 hour 30 min	40%
24	Three topics from Paper 2 (Literature) – Higher Tier	2 hours 15 min	60%
05	Coursework		20%
85	<i>Coursework Carried Forward</i>		20%

4.3 QUESTION PAPERS

Paper 1: Greek and Roman Civilisation topics (1-10)

For each topic at each tier there are two sections in the examination:

Section 1 Short questions based on a stimulus picture or passage. For each topic, three questions each carrying 12 marks will be set of which two must be answered. Candidates will be expected to recognise and comment on the stimulus material and show understanding of the topic. **(24 marks)**

Section 2 For each topic there is a choice of one from two essay-style questions (guided essay-style at Foundation Tier), requiring knowledge of the topic, understanding of source material and the ability to evaluate some aspects of classical civilisation and/or make comparisons between life in classical and modern times. **(16 marks)**

The Foundation and Higher Tiers will be similar in form, but will differ in level of difficulty.

Paper 2 Greek and Roman Literature topics (11-20)

For each topic at each tier there are two sections in the examination.

Section 1 Short questions based on a stimulus passage from the prescribed text. Three passages each carrying 12 marks will be set. Candidates must answer questions on two of the three passages. **(24 marks)**

Section 2 For each topic there is a choice of one from two essay-style questions, (guided essay-style at Foundation Tier) requiring an ability to respond to the text and comment on the author's technique. **(16 marks)**

The Foundation and Higher Tiers will be similar in form, but will differ in level of difficulty.

The scheme of assessment is designed to allow teachers the greatest possible flexibility in designing their courses from the topics offered.

4.4 WEIGHTING OF ASSESSMENT OBJECTIVES

The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following grid. (* Alternatives)

	Literature AO1 (i), (ii), (iii)	Civilisation AO2 (i), (ii), (iii)	Total
Paper 1	60/40		40/60
Paper 2		40/60	60/40
Coursework	20*	20*	20
Overall	40/60	60/40	100

4.5 ENTRY OPTIONS

All candidates should be entered for 1940 with one of the following option codes:

Option Code	Title	Components
FA	Foundation Tier: Civilisation (2 topics) and Literature (3 topics)	11, 14
FB	Foundation Tier: Civilisation (3 topics) and Literature (2 topics)	12, 13
FC	Foundation Tier: Civilisation (2 topics), Literature (2 topics) and Coursework	11, 13, 05
HA	Higher Tier: Civilisation (2 topics) and Literature (3 topics)	21, 24
HB	Higher Tier: Civilisation (3 topics) and Literature (2 topics)	22, 23
HC	Higher Tier: Civilisation (2 topics) Literature (2 topics) and Coursework	21, 23, 05
FD	Foundation Tier: Civilisation (2 topics), Literature (2 topics) and Coursework Carried Forward	11, 13, 85
HD	Higher Tier: Civilisation (2 topics) Literature (2 topics) and Coursework Carried Forward	21, 23, 85

4.6 INTERNAL ASSESSMENT (COURSEWORK)

Candidates may offer Coursework as an alternative to one Topic from either Paper 1 or Paper 2.

Candidates may offer Coursework on, or related to, topics prescribed for Paper 1 or Paper 2. They may also offer Coursework on topic areas of a Classical nature outside those prescribed for the written papers. For example, candidates could make use of their Centre's resources on topics now withdrawn from the specification (e.g. aspects of Athenian Democracy). There would also be the opportunity to submit work that includes specific comparison of an aspect of the Classical world with cultures or historical periods other than contemporary society.

Candidates offering Coursework on topic areas from Paper 1 are encouraged to explore their chosen subject by means of other relevant artefacts and sources than those prescribed on the specification for written examination, where this is deemed to be appropriate. For example, those studying Roman Britain (Topic 10) may prefer to investigate a local site (e.g. York or Caerleon as fortress towns) rather than one of those specified in the specification. Similarly, candidates studying free-standing sculpture in Topic 4 may like to consider some 4th Century examples (e.g. Eirene and Ploutos) rather than maintaining the focus on the earlier periods.

On Paper 2 it is anticipated that candidates might begin with one of the set texts (or one section of the larger single works) and broaden their study by considering this in comparison with other works by the same author or of a writer in the same genre.

Full details of internal assessment can be found in Section 7.

4.7 ASSESSMENT OF WRITTEN COMMUNICATION

Candidates are expected to:

- present relevant information in a form that suits its purpose;
- ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

Where appropriate they should also use a suitable structure and style of writing.

4.8 DIFFERENTIATION

In Papers 1 and 2 differentiation will be achieved by differentiated papers. In the coursework component differentiation will be by outcome.

4.9 AWARDING OF GRADES

The written papers will have a total weighting of 80/100% and internal assessment a weighting of 20%/0%.

A candidate's mark for each of the components taken will be combined with appropriate weighting to give the candidate's total mark for the specification. The candidate's grade will be determined by this total mark. Candidates achieving less than the minimum mark for grade G will be ungraded.

Candidates on the Higher Tier who fail to achieve the minimum mark for the award of a grade D will normally be ungraded. There is, however, provision for those who narrowly fail to achieve this mark to be awarded a grade E .

4.10 GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by the candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified in Section 5; 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.

Grade F

In relation to specified works of literature candidates demonstrate a basic knowledge and understanding of the prescribed texts by identifying simple narrative aspects and by offering some personal response at a basic level.

In relation to specified source material and topics candidates demonstrate some knowledge and understanding of the customs, institutions, events and/or achievements of the classical world. They show some awareness of evidence and draw simple conclusions and, where appropriate, make simple comparisons between classical and later times.

Grade C

In relation to specified works of literature candidates demonstrate a sound knowledge and understanding of the prescribed texts, with an awareness of their social and historical context. They identify narrative aspects, appreciate literary techniques and offer a personal response, evaluation or interpretation.

In relation to specified source material and topics candidates demonstrate a sound knowledge and understanding of the customs, institutions, events and/or achievements of the classical world. They evaluate evidence and draw relevant conclusions and, where appropriate, make reasoned comparisons between the classical world and later times.

Grade A

In relation to specified works of literature candidates demonstrate a detailed knowledge and understanding of the prescribed texts within their social and historical context. They offer an informed evaluation and interpretation of the author's ideas, opinions and literary techniques.

In relation to specified source material and topics candidates demonstrate a good knowledge and understanding of the customs, institutions, events and/or achievements of the classical world. They evaluate evidence in depth and draw informed conclusions and, where appropriate, make perceptive comparisons between the classical world and later times.

SECTION C: SPECIFICATION CONTENT

5 Specification Content

PAPER 1 GREEK AND ROMAN CIVILISATION (TOPICS 1-10)

- Greece in the 5th and 4th centuries BC
- The Roman World 81 BC - 138 AD

1. Greek Religion
2. Home and Family in Athens
3. Greek Athletic and Theatrical Festivals
4. Greek Art and Architecture
5. Sparta and the Spartan System
6. Roman Religion
7. Roman Home and Family Life
8. Roman Sport and Leisure
9. Pompeii
10. Roman Britain

PAPER 2 GREEK AND ROMAN LITERATURE (TOPICS 11-20)

11. Homer: *Odyssey* Books 9, 10, 21-23
12. Homer: *Iliad* Books 1, 9, 22 and 24
13. Sophocles: *Oedipus the King* and *Antigone*
14. Euripides: *Hippolytus* and *Alcestris*
15. Aristophanes: *Acharnians* and *Lysistrata*
16. Herodotus: *The Persian War*
17. Virgil: *Aeneid* Books 1, 2 and 4
18. Ovid: *Metamorphoses* Books 7 and 8
19. Pliny: *Letters*
20. Tacitus: *Empire and Emperors*

5.1 PAPER 1: GREEK AND ROMAN CIVILISATION

Topic 1: Greek Religion

 C1.1, C 2.1a, PS 1.1, 1.2, 2.1, 2.2

Scope of the topic: This topic is concerned with the concept of Greek religion and its role and importance in the lives of the Greeks. Candidates will be expected to make comparisons with the position of religion in their own society.

Knowledge of the following will be expected:

The gods Zeus, Hera, Demeter and Persephone, Poseidon, Hades, Hestia, Hephaistos, Apollo, Artemis, Athena, Aphrodite, Ares, Dionysos (and his companion maenads and satyrs), Asklepios, Hermes.

Their responsibilities and how they are typically represented in Greek art.

Worship The religious functions of a temple: the position of the altar, the cult statue, use by worshippers.

The priests and priestesses (Pythia, hierophant, *mantis*, *hiereus*): their duties, responsibilities and rewards.

Omens, divination, prayer and sacrifice (how it was performed), the differences between Olympian and chthonic ritual.

Votive offerings, state and individual dedications: their appearance and purposes.

State Festivals Their functions, content and organisation, with special reference to:

(a) The Panathenaia: the programme, the participants, the rewards, the differences from other state festivals.

(b) The Eleusinian Mysteries: eligibility, the programme, the rewards, the differences from other state festivals.

Oracles The nature and function of an oracle, the procedure of preparation, consultation, response and benefits.

Delphi: position and layout of the site (Sacred Way, treasuries, temple of Apollo, theatre, stadium), including topography and means of access.

Attitudes Belief and scepticism: comparisons with modern religious beliefs with which the candidate is familiar.

Recommended Reading

This list is not intended to be exhaustive nor are any of these books specifically prescribed. Out-of-print books are included as they may be found in libraries and second-hand book stores. Teachers are advised that, in the opinion of the Principal Examiners, the contents of a topic cannot be covered by any one textbook or source book.

J Sharwood Smith: *Temples, Priests and Worship* (Allen and Unwin)

W C K Guthrie: *The Greeks and their Gods* (Methuen 1950)

Ed. J Muir and P Easterling: *Greek Religion and Society* (CUP 1985)

H W Parke: *Festivals of the Athenians* (Cornell UP 1977)

H W Parke: *Greek Oracles* (Hutchinson OP)


W Burkert: *Greek Religion* (Blackwell 1987)

Ed. E Melas: *Temples and Sanctuaries of Ancient Greece* (Thames and Hudson)

H J Rose: *Religion in Greece and Rome* (Harper Row OP)

Filmstrips: *Delphi, Eleusis, The Acropolis* (Old Vicarage Publications)

Topic 2: Home and Family in Athens

 WO1.1, 1.2, 1.3, 2.1, 2.2, 2.3

Scope of the topic This topic is concerned with the concept of the family in Athens and the roles and duties of its individual members. Candidates should show some understanding of the different dwellings and life styles of rich and poor and be able to make comparisons with 21st century family life.

Knowledge of the following will be expected:

The <i>oikos</i>	The concepts of house and home, self-sufficiency.
Houses	Building materials, simplicity of construction, the differences between urban and rural housing. The function, content and appearance of the rooms and areas (<i>andron</i> , <i>gynaikon</i> , slaves' quarters, kitchen, courtyard, other domestic areas). Religious items (Herm, altar to Zeus Herkeios, hearth to Hestia).
The Husband	His duties and role as <i>kyrios</i> , differences between rich and poor, urban and rural.
<i>Symposia</i>	The organisation, guests, types of food and drink, entertainment, purpose, benefits.
The Wife	Her status as <i>kyria</i> , duties within the household, equipment used (loom, spindle), differences between rich and poor, urban and rural. Property rights.
Children	The differing treatment of boys and girls, healthy and weak. Their upbringing, toys and games. The education of boys: the <i>paidotribes</i> (the importance of athletics and the variety of events), the <i>palaestra</i> , the <i>grammatistes</i> , the <i>kitharoidos</i> , school buildings, equipment, methods of teaching, the <i>paidagogos</i> . The education of boys and girls in preparation for their adult roles within the family.
Festivals involving women and children	The organisation, content and significance of the Thesmophoria, the rituals of betrothal, marriage and birth.

Slaves	Skilled and unskilled, male and female. Their origins, acquisition, duties, appearance. Their religious, legal and social status. Their treatment.
Death and burial	The organisation and conduct of a funeral. Burial, tombs, grave goods, libations, <i>stelai</i> . The consequences of a death for family members.

Recommended Reading

This list is not intended to be exhaustive nor are any of these books specifically prescribed. Out-of-print books are included as they may be found in libraries and second-hand book stores. Teachers are advised that, in the opinion of the Principal Examiners, the contents of a topic cannot be covered by any one textbook or source book.

R and S Nichols: *Greek Everyday Life* (Longman 1978)

I Jenkins: *An Athenian Childhood* (JACT 1980)

W K Lacey: *The Family in Classical Greece* (Thames and Hudson 1968)

R Garland: *The Greek Way of Life* (Duckworth 1990)

K Hughes: *Slavery* (Allen and Unwin)

M Golden: *Children and Childhood in Classical Athens* (John Hopkins University 1993)

M I Finley: *Ancient Slavery and Modern Ideology* (Penguin 1983)

A Howard: *Penelope to Poppaea* (Duckworth 1998)

M R Lefkowitz: *Women's Life in Greece and Rome: A Sourcebook* (Duckworth 1982)

E Fantham et al: *Women in the Classical World* (OUP 1995)

Ed. A Cameron and A Kuhrt: *Images of Women in Antiquity* (Routledge 1983)

G Clark: *Women in the Ancient World* (OUP)

S B Pomeroy: *Goddesses, Whores, Wives and Slaves* (Pimlico 1994)

M Massey: *Women in Ancient Greece and Rome* (CUP 1988)

A Purves: *Growing up in Ancient Greece* (Wayland 1978)

M Vickers: *Greek Symposia* (JACT 1978)

Topic 3: Greek Athletic and Theatrical Festivals



WO1.1, 1.2, 1.3, 2.1, 2.2, 2.3; IT1.1, 1.2, 2.1, 2.2, 2.3

Scope of the topic This topic is concerned with the role and importance of these festivals in the lives of the Greeks. Candidates will be expected to make comparisons with similar occasions in societies with which they are familiar.

Knowledge of the following will be expected:

Events Preparation for and participation in the following events: javelin, discus, wrestling, boxing, *pankration*, foot race, race in armour, pentathlon, horse racing, chariot racing.

The evidence provided by Greek sculpture and painting (including Panathenaic vases).

Competitors Their training, diet, appearance, rewards, punishments, the attitudes towards them.

The Olympic Games Origins, organisation, programme of events, sporting and non-sporting religious aspects (truce, sacrifices, oaths, dedications), visitors and participants.

Olympia in the 5th and 4th Centuries BC

The location and layout of the site (including topography and access).

The appearance and purpose of the religious, sporting and non-sporting structures and areas.

Theatre buildings The size, shape, position and use in performance of: the *diazoma*, *skene*, *proskene*, *orchestra*, altar, *parodoi*, *theatron*.

The theatre of Dionysos in Athens and the theatre at Epidauros.

Machinery The uses in tragedy and comedy of: the *mechane*, the *ekkyklema*, scenery, properties, sound effects.

Production Playwrights and their role (Aeschylus, Sophocles, Euripides, Aristophanes).

The *choregos* and his role.

Actors The masks, costumes and acting styles of tragic and comic actors and chorus members.

Plays Tragedy and comedy. The structure of the plays, typical content, purpose, conventions, restrictions. The place of drama in the lives of ordinary Greeks. (Knowledge of the content of individual plays

will not be expected, nor will detailed knowledge of satyr plays be expected.)

Religious festivals The City Dionysia: participants, programme, judging, rewards. The religious, political and theatrical content.

Comparison with modern drama (including TV and film)

The occasion, surroundings, techniques, conventions, purpose, rewards for both audience and actors.

Recommended reading

This list is not intended to be exhaustive nor are any of these books specifically prescribed. Out-of-print books are included as they may be found in libraries and second-hand book stores. Teachers are advised that, in the opinion of the Principal Examiners, the contents of a topic cannot be covered by any one textbook or source book.

J Murrell: *Athletics, Sports and Games* (Allen and Unwin 1975)

D Buchanan: *Greek Athletics* (Longman 1977)

J Swaddling: *The Ancient Olympic Games* (British Museum 1999)

M I Finley and H W Pleket: *The Olympic Games* (Chatto and Windus 1976)

W E Sweet: *Sport and Recreation in Ancient Greece: A Sourcebook* (OUP)

V Olivola: *Sports and Games in the Ancient World* (Orbis 1984)

Filmstrip: *Olympia* (Old Vicarage Publications)

Aristotle: *Poetics* (Penguin)

D Taylor: *Acting and the Stage* (Allen and Unwin 1978)

K McLeish: *The Greek Theatre* (Longman 1972)

H C Baldry: *The Greek Tragic Theatre* (Chatto and Windus 1971)

F H Sandbach: *The Comic Theatre of Greece and Rome* (Chatto and Windus 1977)

J H Harrison: *Greek Tragedy and Greek Theatre* (Bell and Hyman OP)

M I Finley: *The Idea of a Theatre: The Greek Experience* (British Museum)

J Swaddling: *The Greek Theatre* (British Museum)

P D Arnott: *Public and Performance in the Greek Theatre* (Routledge 1991)

O Taplin: *Greek Tragedy in Action* (Routledge 1978)

R Green and E Handle: *Images of Greek Theatre* (British Museum)

J R Green: *Theatre in Ancient Greek Society* (Routledge 1996)


J M Walton: *A Greek Sense of Theatre* (Harwood 1984)

H C Baldry: *Ancient Greek Literature in its Living Context* (Thames and Hudson OP)

A Pickard-Cambridge: *The Dramatic Festivals of Athens* (Clarendon OP)

Filmstrip: *The Greek Theatre* (Old Vicarage Publications)

Topic 4: Greek Art and Architecture

 C1.1, 1.2, 1.3, 2.1a, 2.1b, 2.2, 2.3

Scope of the topic

This topic is concerned with Greek pottery, sculpture and public architecture. Candidates will be expected to have knowledge of their appearance, design features and construction and to assess their function and importance in the lives of the Greeks.

In 2003 and 2004, questions will be set on Architecture and Pottery.

Knowledge of the following will be expected:

ARCHITECTURE

Temples

N.B. Many of the technical terms which follow are for the precise guidance of teachers. Candidates will be expected to know only those in common use.

The basic plan of a peripteral temple.

Orders: Doric, Ionic.

Features: *akroteria*, antefixes, pediments, architrave, triglyphs, metopes, roof tiling, shafts, base, capital, colour and paint.

Building techniques

Materials and their uses: limestone, marble, wood, iron, lead, terracotta, wax, stucco.

Quarrying and transportation: inherent difficulties and dangers.

Construction: *entasis*, *anathyrosis*, fluting, machinery.

Specific buildings

(a) The Parthenon:

Layout and decoration: mixed Orders, sculpture on pediments, metopes and frieze.

Purpose: as part of the Periclean building programme, significance of the sculptural themes.

(b) The Temple of Athene Nike:

Order, layout, decoration and function.

(c) The Erechtheion:

Order, layout (reasons for irregular levels and unusual groundplan), Caryatids, decoration and function.

FREE-STANDING SCULPTURE

Archaic	<i>Kouros</i> and <i>kore</i> : their development and characteristics (stance, colour and physical features).
Early Classical	Transitional works and use of bronze: Kritios Boy, Piraeus Apollo, Charioteer of Delphi, Riace Bronzes and Diskobolos.
Classical	Polykleitos and Praxiteles: stance, colour, physical features.

POTTERY

Function	Shapes and uses of common types: <i>amphora</i> , <i>krater</i> , <i>hydria</i> , <i>psykter</i> , <i>oinochoe</i> , <i>skyphos</i> , <i>kylix</i> , <i>kantharos</i> , <i>phiale</i> , <i>lekythos</i> , <i>loutrophoros</i> , <i>aryballos</i> , <i>pyxis</i> .
Black-figure	The technique: its advantages and limitations. Examples of the works of the Amasis Painter and Exekias.
Transitional	The bilingual technique, with examples from the Andokides Painter.
Red-figure	The technique: its advantages and limitations. Examples of the work of Euphronios and the Berlin Painter.

Recommended reading

This list is not intended to be exhaustive nor are any of these books specifically prescribed. Out-of-print books are included as they may be found in libraries and second-hand book stores. Teachers are advised that, in the opinion of the Principal Examiners, the contents of a topic cannot be covered by any one textbook or source book.

Teachers are recommended to make as much use as possible of visual material via slides, photographs, video, architecture, sculpture and pottery. The following museums in particular have extensive collections of relevant material: The British Museum; The Ashmolean Museum, Oxford; The Fitzwilliam Museum, Cambridge; The University Museums of Newcastle and Reading.

S Woodford: *The Parthenon* (CUP, 1981)

S Woodford: *An Introduction to Greek Art* (Duckworth, 1986)

T W Mulryne: *The Acropolis* (Bell and Hyman 1978)


J J Coulton: *Ancient Greek Architects at Work* (Elek, 1989)

R J Hopper: *The Acropolis* (Weidenfield OP)

M Robertson: *A Shorter History of Greek Art* (CUP 1975)

- G Richter: *A Handbook of Greek Art* (Phaidon, 1959)
- D E L Haynes: *An Historical Guide to the Sculptures of the Parthenon* (British Museum 1969)
- J J Pollitt: *Art and Experience in Classical Greece* (CUP 1972)
- J Boardman: *Early Greek Vase Painting*
- Athenian Black-Figure Vases* (1974)
- Athenian Red-Figure Vases: the Archaic Period* (1975)
- Greek Art* (1964)
- Greek Sculpture: The Archaic Period* (1978)
- Greek Sculpture: The Classical Period* (1985)
- The Parthenon and its Sculptures* (all Thames and Hudson)
- D S Robertson: *Greek and Roman Architecture* (CUP 1969)
- R Carpenter: *Greek Sculpture* (University of Chicago 1971)
- R M Cook: *Greek Painted Pottery* (Routledge 1972)
- C M Robertson: *The Parthenon Frieze* (Phaidon)
- V J Bruno: *Form and Colour in Greek Painting* (Thames and Hudson 1977)
- B F Cook: *Greek and Roman Art in the British Museum* (British Museum)
- B A Sparkes: *Greek Art* (OUP)
- J A Harrison: *Athenian Painted Pottery* (Bell and Hyman 1979)
- R M Cook: *Greek Art* (Penguin 1976)
- M Vickers: *Greek Vases* (Ashmolean 1978)
- D Williams: *Greek Vases* (British Museum 1985)
- S Bird et al: *A Second Sight of the Parthenon Frieze* (British Museum) (+ cassette)

Topic 5: Sparta and the Spartan System

 PS1.1, 1.2, 2.1, 2.2

Scope of the topic This topic is concerned with the unique social organisation of Sparta. Candidates will also be expected to have an understanding of Spartan attitudes to non-Spartans, the state's developing isolationism and the attitudes of other Greeks towards Sparta. They should be aware of the nature and limitations of the evidence.

Knowledge of the following will be expected:

Territory	The geographical position of Sparta and her allies within the Peloponnese.
Social divisions	The origins, duties and obligations of, and the differences between, the <i>Spartiatatai</i> , the <i>Perioikoi</i> and the Helots. The concept of <i>eunomia</i> .
Education	The role of Lykourgos, the purpose of the <i>agoge</i> . The treatment of boys both before and after the age of seven: games, discipline, food, clothing, organisation (platoons, <i>eirenes</i>). The role of the <i>paidonomos</i> . Religious ritual.
Women	Their education (the influence of Lykourgos), marriage, daily life, physical appearance, duties and land holding.
Military organisation	The army's organisation and fighting methods. Training, appearance, equipment, accommodation. The <i>syssitia</i> , <i>krypteia</i> , sanctions.
Government	Eligibility for the Royal Families, the <i>Apella</i> , the <i>Gerousia</i> , the Ephors. Their duties and responsibilities, and the sanctions against them. The <i>rhetra</i> .
Culture	Artistic achievements: poetry, bronze works, sculpture. The poetic ideals of Tyrtaios, Alkman and Terpander as a contrast to the later militarism.

The Spartan system in action

An understanding of the basic facts on:

The heroism of Leonidas and the 300.

The corruption of Pausanias, Agis.

The achievements of Brasidas and Lysander.

Recommended reading

This list is not intended to be exhaustive nor are any of these books specifically prescribed. Out-of-print books are included as they may be found in libraries and second-hand book stores. Teachers are advised that, in the opinion of the Principal Examiners, the contents of a topic cannot be covered by any one textbook or source book.

R Barrow: *Sparta* (Collins 1975)

W G Forrest: *A History of Sparta 950-192 BC* (Hutchinson 1980)

P Cartledge: *Sparta and Lakonia* (Routledge 1979)

Aristotle: *Politics Book II* (Penguin)

Xenophon: *The Constitution of Sparta* (in J M Moore: *Aristotle and Xenophon on Democracy and Oligarchy* (Chatto and Windus))


L F Fitzhardinge: *The Spartans* (Thames and Hudson)

N Sekunda: *The Ancient Greeks: Armies of Classical Greece* (Osprey)

J Warry: *Warfare in the Classical World* (Salamander 1980)

P Connolly: *Greece and Rome at War* (Greenhill 1981)

Topic 6: Roman Religion

 LP1.1, 1.2, 1.3, 2.1, 2.2, 2.3

Scope of the Topic: This topic is concerned with the concept of traditional Roman religion and its role and importance in the lives of the Romans. Candidates will be expected to assess the role of state religion in comparison with mystery cults and Christianity, and to make comparisons with the position of religion in their own society.

Knowledge of the following will be expected:

State Religion

Temples: their basic design and layout, the position of the altar.

The principal state gods and goddesses: Jupiter, Neptune, Mercury, Mars, Pluto (Hades), Apollo, Juno, Venus, Minerva, Diana, Vesta and Ceres.

Their responsibilities and symbols and how they are typically represented in Roman art.

The main priests and officials: the *Pontifex Maximus* and the *pontifices*, *augures*, *haruspices*.

The Vestals: their selection, duties, responsibilities and privileges, the code of behaviour, the origin and significance of the sacred flame, the festival of the *Bona Dea*.

Worship

Prayers: their forms and purposes, how they were conducted.

Sacrifice: its purpose, surroundings, officials, animals, the ritual from the selection of the animal to the disposal of the remains.

The concept and role of the festival: the *Lupercalia* and the *Saturnalia*.

Family Religious Rituals

Birth: associated gods and goddesses, the sacred meal, purification and naming, the *bulla*.

Marriage: sacrifices, officials, associated gods and goddesses, the role of the *auspex*, vows, superstitions associated with the procession to and arrival at the home.

Death: rituals concerning the body, purification of the house, the funeral procession, mourning for the dead, offerings to the *lares* and *manes*, cremation and burial, ancestor worship including the *Parentalia* and the *Lemuria*.

Foreign Gods and Goddesses

Mithras: the myth associated with the cult and its significance, the different levels of initiation, the cult's appeal to its followers, the details of a typical temple.

Isis: the myth associated with the cult and its significance, the priests, the cult's appeal to its followers, the details of the celebrations, worship and temples.

Christianity: the Romans' misunderstanding of Christian practices, persecutions and their effects, its symbols and sacred signs, the social climate which led to its acceptability.

Recommended reading

This list is not intended to be exhaustive nor are any of these books specifically prescribed. Out-of-print books are included as they may be found in libraries and second-hand book stores. Teachers are advised that, in the opinion of the Principal Examiners, the contents of a topic cannot be covered by any one textbook or source book.

Pliny: *Letters (X.31)* (Penguin)

R M Ogilvie: *The Romans and their Gods* (Hogarth 1970)

Apuleius: *The Golden Ass* (section on Isis) (Penguin)

P Arnott: *An Introduction to the Roman World* (Sphere)

M Massey: *Roman Religion* (Longman 1979)

K Dowden: *Religion and the Romans* (Duckworth OP)


J Ferguson: *The Religions of the Roman Empire* (Thames and Hudson 1982)

M Beard and J North: *Pagan Priests* (Duckworth 1991)

Schools Classics Project: *Cambridge Latin Course Stages 7, 19, 21-23, 32-33* (CUP)

Schools Classics Project: *The Roman World Unit I* (CUP 1979)

Topic 7: Roman Home and Family Life

 C1.1, 1.2, 1.3, 2.1a, 2.1b, 2.2, 2.3

Scope of the Topic This topic is concerned with the concept of the family in Rome and the roles and duties of its individual members. Candidates will be expected to show some understanding of the different dwellings and life styles of rich and poor and be able to make comparisons with 21st century family life.

Knowledge of the following will be expected:

The Role of the *Paterfamilias*

His involvement in the education of his son, the supervisory duties connected with religion, including *lares*, *penates* and the worship of Vesta. His rights over family members and slaves, family finance, careers, his responsibilities towards his clients.

Women Status and duties within both rich and poor households, daily activities, spinning and weaving, the supervision of slaves, the wife as a mother, the rights of the wife, betrothal, marriage, childbirth.

Slaves Ways to become a slave, purchase, duties within the home for both male and female slaves, opportunities for freedom, their treatment.

Children in the Family Toys and games up to the age of seven, the roles of the father, mother and slaves.

Schools: the role of the tutor, skills learned and subjects studied at the schools of the *litterarius*, *grammaticus* and *rhetor*, school equipment (*stilus*, wax tablet, pen, ink, papyrus).

Cato as the traditional father: his attitudes and his involvement with his son.

Housing The town house (*domus*): its design, layout, main rooms, decoration and furniture.

Tenements (*insulae*): their facilities, levels of comfort, furniture, dangers.

The Dinner Party Types of food, entertainment, guests, the involvement of the wife, the importance of the occasion to the family and particularly the head of the household.

Recommended reading

This list is not intended to be exhaustive nor are any of these books specifically prescribed. Out-of-print books are included as they may be found in libraries and second-hand book stores. Teachers are advised that, in the opinion of the Principal Examiners, the contents of a topic cannot be covered by any one textbook or source book.

P Hodge: *Roman Family life* (Longman 1974)

P Hodge: *The Roman House* (Longman 1975)

M Massey and P Morland: *Slavery in Ancient Rome* (Nelson 1978)

Juvenal: *Satires* (Penguin)

J P V D Balsdon: *Life and Leisure in Ancient Rome* (Bodley Head 1969)

J P V D Balsdon: *Roman Women* (Bodley Head 1962)

A Haward: *From Penelope to Poppaea* (Nelson 1988)

J Gardner and T Wiedemann: *The Roman Household - A Sourcebook* (Routledge 1992)

M Massey: *Women in Ancient Greece and Rome* (CUP)

B Rawson: *The Family in Ancient Rome* (Routledge)

S Dixon: *The Roman Mother* (Croom Helm)

R Barrow: *Greek and Roman Education* (MacMillan 1978)

M Hughes and M Forrest: *How the Greeks and Romans Made Cloth* (CUP)

D Taylor: *Work in Ancient Greece and Rome* (Allen and Unwin 1975)



K McLeish: *Food and Drink* (Allen and Unwin, 1978)

Filmstrips: *Roman Fashion in Floors*
Roman Fashion in Walls
Roman Houses (Ministrip series)

Schools Classics Project: *The Roman World Units I and II* (CUP 1979 and 1980)

Slides: *Cambridge Latin Course* (CUP)

Topic 8: Roman Sport and Leisure

  WO1.1, 1.2, 1.3, 2.1, 2.2, 2; IT1.1, 1.2, 2.1, 2.2, 2.3

Scope of the topic This topic is concerned with the entertainment and recreation available to the Romans and the facilities that were provided. Candidates will be expected to assess the appeal of these activities in the context of Roman society and to make comparisons with the role of sport and leisure in their own society.

Knowledge of the following will be expected:

The Theatre	<p>The origins of Roman comedy: <i>Saturae</i> and Atellan farce.</p> <p>Comedies and their production in Plautus' time: typical plots and types of character, use of masks.</p> <p>A theatre building: design, including stage and scenery.</p> <p>Audience attitudes to plays and actors, involvement and comfort of the audience.</p> <p>The Odeon: design, types of performance (music, recitals, mime).</p>
The Amphitheatre	<p>Gladiator shows: origins as funerary honours, armour, weaponry, the midday shows, executions, the audience.</p> <p>Animal shows: hunts, the use of animals for executions, the <i>bestiarius</i>, fights between animals, types of animal, the business of capture and import, the audience.</p> <p>Mock sea battles: how they were staged.</p> <p>The Colosseum as a specific example: seating, structure, gates, holding cells, movement of fighters and animals from cells to the arena.</p> <p>The significance of the shows for both the Emperor and his citizens.</p>
The Circus Maximus	<p>The arena: its structure, the seating, the track, the <i>spina</i>, the <i>metae</i>, the <i>carceres</i>.</p> <p>The races: different types, the teams, the colours, the dangers, the status of charioteers and horses, public attitudes, betting, the social significance of such events.</p>
Hunting	<p>The <i>venatio</i>: techniques, weapons, types of animal, responsibilities of those involved. (Candidates should be able to describe a <i>venatio</i> from its organisation to its conclusion.)</p> <p>The appeal and social importance of hunting.</p>

The Baths

The building: the layout, the heating system, progress through the rooms (*apodyterium, palaestra, tepidarium, caldarium, frigidarium*).

Other amenities and services provided in the complex.

The importance of the baths in relation to the climate, daily routine, business and social life of the Romans.

Archaeological evidence: for example, plan of Pompey's theatre; a well-preserved theatre (e.g. Merida, Sabratha or Jerash); mosaics of gladiator fights and chariot races; the Colosseum; a suite of baths (for example, Herculaneum).

Recommended reading

This list is not intended to be exhaustive nor are any of these books specifically prescribed. Out-of-print books are included as they may be found in libraries and second-hand book stores. Teachers are advised that, in the opinion of the Principal Examiners, the contents of a topic cannot be covered by any one textbook or source book.

D Buchanan: *Roman Sport and Entertainment* (Longman 1976)

F H Sandbach: *The Comic Theatre of Greece and Rome* (Chatto and Windus 1977)

J P V D Balsdon: *Life and Leisure in Ancient Rome* (Bodley Head 1969)

Ovid: *Amores III, 2* (Penguin)

Cicero, Seneca and Pliny: *passim* on attitudes to entertainment (Penguin)

R Auguet: *Cruelty and Civilisation: The Roman Games* (Routledge 1994)

U E Paoli: *Rome: Its People, Life and Customs* (Duckworth)

D Taylor: *Acting and the Stage* (Allen and Unwin 1978)

K McLeish: *Roman Comedy* (MacMillan, 1976)

T Wiedemann: *Emperors and Gladiators* (Routledge 1995)


J Pearson: *Arena: The Story of the Colosseum* (Thames and Hudson)

Filmstrips: *The Colosseum* and *The Circus Maximus* (Ministrips)

Slides: *Cambridge Latin Course* (CUP)

Schools Classics Project: *The Roman World Unit I* (CUP 1979)

Topic 9: Pompeii

 C1.1, 1.2, 1.3, 2.1a, 2.1b, 2.2, 2.3; IT1.1, 1.2, 2.1, 2.2, 2.3

Scope of the Topic *This topic is concerned with the study of Pompeii as a unique source for our understanding of everyday life in a prosperous town at the height of the Roman Empire. In studying the individual aspects of Pompeii, candidates will be expected to make comparisons with life in a town in their own society.*

Knowledge of the following will be expected:

Origins and development

The original site of Pompeii and its advantages as a place for settlement.

Pompeii under the Oscans, Greeks and Samnites: their contributions to the town in terms of its prosperity and physical growth.

The layout of the town in Roman times

The wall, the main gates, the grid plan of streets and *insulae*, the position of tombs.

Destruction

The earthquake of 62 AD and volcanic activity.

The events of 24-26 August 79 AD: the nature of the substances that buried Pompeii, the reaction of the inhabitants and how they died. (Candidates should be familiar with Pliny's accounts.)

Rediscovery

The original discovery (Fontana).

Early digging in the area, treasure hunting, the discovery of the plaque confirming Pompeii as a settlement.

The contributions and discoveries of Giuseppe Fiorelli and Amadeo Maiuri.

The Forum

The main buildings and their functions: the Temple of Jupiter, the temple of Apollo, the *Macellum*, the *Eumachia*, the temple of the Lares, the temple of the Emperors (Vespasian), the *Comitium*, the offices of the magistrates, the Basilica, the Weights and Measures office, the *Horrea*.

Stalls, statues, graffiti.

The importance of the forum as a commercial, political, administrative, social and religious centre.

Commercial life outside

the forum

Bakeries: layout and baking process.

Inns (*thermopolia*): layout, types of food and drink sold, social function.

Fulling: the process and the role of fullers.

Streets and drainage

A typical street: design, structure and appearance (to include stepping stones, cross-roads, high walls lining roads, drainage system).

Water supply

Sources (including wells and *impluvia*), aqueduct, *castellum*, water towers, fountains, lead pipes, priorities in supply.

Houses

Candidates should be able to show detailed knowledge of the following specific houses:

- (a) the House of the Vettii: the owners, the layout, particular rooms of special interest, decoration, unusual features, objects found, how the house reflected the tastes and wealth of its owners.
- (b) the House of the Faun: its layout and unusual features (e.g. the double *atrium*), objects found (e.g. the 'Faun'), decoration, mosaics and wall paintings.
- (c) the Villa of the Mysteries: its layout and decoration, its history and owners, particular rooms of interest, the Dionysiac frieze, its function as a working farm, the 'ram's head' wine press.

General

Candidates should be aware of the existence of the Baths, the Theatres and the Amphitheatre and their contribution to the social life of Pompeii. However there is no overlap with the content of Topic 8 and no questions will be set which demand detailed knowledge of the activities that took place in these buildings.

Recommended reading

This list is not intended to be exhaustive nor are any of these books specifically prescribed. Out-of-print books are included as they may be found in libraries and second-hand book stores. Teachers are advised that, in the opinion of the Principal Examiners, the contents of a topic cannot be covered by any one textbook or source book.

Much of the work on this topic should be carried out by direct study of the archaeological evidence via the various visual media.

P Connolly: *Pompeii* (MacDonald 1979)

Pliny: *Letters* (ed. Greig) (CUP)

M Grant: *The Cities of Vesuvius* (Penguin 1976)

I Andrews: *Pompeii* (CUP 1978)

M Green: *Roman Archaeology* (Longman 1983)

M Brion: *The Glory and the Grief* (Elek)

P Vanags: *Pompeii* (Mayflower)

R Etienne: *Pompeii: The Day a City Died* (Thames and Hudson 1992)

R Laurence: *Roman Pompeii, Space and Society* (Routledge 1994)

Schools Classics Project: *Cambridge Latin Course Unit I* (CUP)

Topic 10: Roman Britain



WO1.1, 1.2, 1.3, 2.1, 2.2, 2.3; IT1.1, 1.2, 2.1, 2.2, 2.3

Scope of the topic

This topic is concerned with the Roman presence in Britain and its effect upon the lives of the Britons. Candidates should also be aware of what we can learn of the occupying forces and the extent to which they integrated with the local communities. Although specific archaeological sites are stipulated, candidates will be able to study the main aspects of this topic by visiting sites local to them.

Knowledge of the following will be expected:

The occupation of Britain

- (a) Chester as a Roman fortress town: its geographical importance, its groundplan as an example of a typical Roman military base, its defences, the civilian settlement, the effect of Roman occupation on the area.

The army: its organisation, officers, military life, religion, evidence from carved stones.

- (b) Hadrian's Wall: its purpose, the military road, milecastles, forts (particularly Housesteads), turrets.

Evidence for the Roman army, its organisation, officers, military life, religion.

Resistance to the Romans

Boudica's rebellion: the reasons for it, the main incidents and its outcome.

Romanisation

- (a) The development of towns: the basic plan, the grid system.

Roman buildings: forum, basilica, baths (particularly at Aquae Sulis).

Administration: the difference between *coloniae* and *municipia*, security, trade and recreation.

- (b) Roman villas with particular reference to Chedworth or Lullingstone.

Recommended reading

J Richardson: *Roman Provincial Administration* (Nelson)

H Scullard: *Roman Britain: Outpost of Empire* (Thames and Hudson 1979)

T Potter and C Johns: *Roman Britain* (British Museum, 1992)

S J Hill and S Ireland: *Roman Britain* (Duckworth, 1996)

J Peddie: *The Roman Conquest of Britain* (Sutton)

S Johnson: *The English Heritage Book of Hadrian's Wall* (Batsford, 1989)

P Salway: *Roman Britain* (OUP 1984)

S Frere: *Britannia* (Routledge, 1987)

J Wachter: *The Towns of Roman Britain* (Batsford, 1995)

J Mason: *Roman Britain Resource Book* (Longman)

I Andrews: *Boudica Against Rome* (CUP 1972)

M Millett: *Roman Britain* (Batsford/English Heritage, 1995)

G Tingay: *From Caesar to the Saxons* (Longman 1969)

M Green: *Roman Technology and Crafts* (Longman 1979)

L A and J A Hamey: *The Roman Engineers* (CUP 1981)

R W Bagshawe: *Roman Roads* (Shire 1979)

J P Wild: *Textiles in Northern Archaeology* (Archetype 1990)

M J Green: *The Gods of Roman Britain* (Shire 1983)

A McWhirr: *Roman Crafts and Industries* (Shire 1982)

D E Johnston: *Roman Villas* (Shire 1983)

The following titles are available in a series published by Batsford for English Heritage:

S Johnson: *Hadrian's Wall* (1989)

G de la Bedoyere: *Roman Towns in Britain* (1992)

G de la Bedoyere: *Roman Villas and the Countryside* (1995)

P Ottaway: *Roman York* (1996)

J Crow: *Housesteads* (1995)

P Bidwell: *Roman Forts in Britain* (1997)

G Milne: *Roman London* (1995)

P Carrington: *Chester* (1997)

M Robertson: *Bath* (1993)

Schools Classics Project: *The Romans Discover Britain* (CUP, 1981)

Lactor 11: *Sources for Roman Britain*

Further information can be obtained:


on Bath, from the Museum Education Officer, Pump Room, Stall Street, Bath BA1 1LZ

on Chester, from the Museum Education Officer, Grosvenor Museum, 27 Grosvenor Street, Chester CH1 2DD

5.2 PAPER 2: GREEK AND ROMAN LITERATURE

As a fundamental requirement of the specification it is expected that candidates will have a detailed knowledge of the texts prescribed below. In addition to this, the following descriptions of the Topics indicate themes on which both Section 1 and Section 2 questions will be set. Please note that, although detailed discussion of the characters listed below will be required only in the Section 2 essays, discussion of any character may be expected in Section 1 as appropriate to the passage.

Topic 11: Homer *Odyssey*

 C1.1, 2.1a, 2.1b

Episodes from Odysseus' adventures and homecoming.

Odyssey Books 9, 10, 21-23 (Penguin, translated by E V Rieu, revised by DCH Rieu).

Themes:

Homer's narrative and descriptive techniques.


The characterisation of Odysseus, Penelope, Telemachus.

The suitors' challenge and Odysseus' management of the situation.

The role of the gods.

An outline of the other events of his travels (to underpin the references to them in the prescribed Books).

Topic 12: Homer *Iliad*

 C 1.1, 2.1a, 2.1b

The Wrath of Achilles.

Iliad Books 1, 9, 22 and 24 (Penguin, translated by M Hammond).

Themes:

Homer's narrative and descriptive techniques.

The theme of the anger of Achilles, observing:

- the causes (Book 1);
- the attempt at reconciliation (Book 9);
- his final onslaught and the death of Hektor (Book 22);


- the final release of his anger and the growth to maturity (Book 24).

The characterisation of Achilles, Agamemnon, Odysseus, Priam, Hector.

The role of the gods.

An outline of the death of Patroklos (Book 16) in so far as this is relevant to Achilles facing the cost of his continued anger.

Topic 13: Sophocles: *Oedipus the King* and *Antigone*

 WO1.1, 1.2, 1.3, 2.1, 2.2, 2.3

(Penguin, translated by R Fagles. Please note that the version by K McLeish in *Four Greek Plays* will no longer be printed on the question papers.)

Themes:

The characterisation of Oedipus, Creon, Jocasta, Teiresias, Antigone, Ismene.


The role and presentation of the minor characters and the Chorus.

The dramatic effectiveness of the plays.

What Sophocles might have intended his audience to think about.

A comparison between the two plays.

Topic 14: Euripides: *Hippolytus* and *Alcestis*

 WO1.1, 1.2, 1.2, 2.1, 2.2, 2.3

(Penguin: the translations by P Vellacott and J Davie will both be printed.)

Themes:

The characterisation of Hippolytus, Phaedra, Alcestis, Admetus, Heracles.


The role and presentation of the minor characters and the Chorus.

The dramatic effectiveness of the plays.

What Euripides might have intended his audience to think about.

A comparison between the two plays.

Topic 15: Aristophanes: *Lysistrata* and *Acharnians*

 WO1.1, 1.2, 1.3, 2.1, 2.2, 2.3

(Penguin, translated by A Sommerstein. Please note that the version of *Acharnians* by K McLeish in *Four Greek Plays* will no longer be printed on the question papers.)

Themes

The characterisation of Lysistrata and Dikaiopolis.

The role and presentation of the minor characters and the Chorus.


The dramatic effectiveness of the plays.

What Aristophanes might have expected his audience to think about.

The different types of humour used by Aristophanes.

A comparison between the two plays.

Topic 16: Herodotus: *The Persian War*

 C1.1, 2.1a, 2.1b

(Cambridge University Press, translated by W Shepherd.)

Themes:

Herodotus' narrative and descriptive techniques.


The characterisation of Themistokles and Miltiades.

An assessment of Herodotus' aims and methods as an historian.

An analysis of the Persians' management of the invasions.

An analysis of the effectiveness of the Greek resistance.

Topic 17: Virgil: *Aeneid* Books 1, 2 and 4

 LP1.1, 1.2, 1.3, 2.1, 2.2, 2.3

(Cambridge University Press, translated by G Tingay.)

Themes:

Virgil's narrative and descriptive techniques.


The characterisation of Aeneas, Dido, Anna and the major deities.

The presentation of the Greeks and the Trojans.

The role of Fate and the gods.

Aeneas' mission and heroism.

Topic 18: Ovid: *Metamorphoses* Books 7 and 8

 C1.1, 1.2, 1.3, 2.1, 2.2, 2.3

(Penguin, translated by M M Innes.)

Themes:


Ovid's narrative and descriptive techniques.

The characterisation of Jason, Medea, Cephalus, Procris, Minos, Scylla, Meleager, Althaea, Philemon, Baucis, Erysichthon and the major deities.

The role of the gods.

Ovid's portrayal of human relationships and emotions.

Topic 19: Pliny: *Letters*

 IT1.1, 1.2, 2.1, 2.2, 2.3

(Cambridge University Press, translated by C Greig.

Letters 1-10, 12, 13, 16, 18-19, 43, 44-45, 48-49, 50-51, 52-53, 60-61.)

Themes:

Pliny's narrative and descriptive techniques.


His character and purpose in writing.

His relationships with members of his family.

His governorship of Bithynia/Pontus and his relationship with Trajan.

The evidence in the letters for the lifestyle and attitudes of an upper-class Roman.

Topic 20: Tacitus: *Empire and Emperors*

 C1.1, 2.1a, 2.1b

(Cambridge University Press, translated by G Tingay. Chapters 1-6.)

Themes:

Tacitus' narrative and descriptive techniques.

The characterisation of Tiberius, Drusus, Germanicus, Agrippina, Sejanus.

His aims as an historian.

His portrayal of the principates of Augustus and Tiberius.

SECTION D: COURSEWORK


6 Coursework Tasks

Candidates may be assessed on an optional coursework component (05). This must be submitted in the form of either a single piece, of about 3,000 words, (Type A), or two pieces, each of about 1,500 words (Type B). This coursework must be internally marked according to the criteria detailed in the mark scheme in Section 7. This marking is subject to external moderation by OCR.

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

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

6.1 NATURE OF COURSEWORK

 IT1.1, 1.2, 2.1, 2.2, 2.3

Candidates may offer Coursework as an alternative to **one** Topic from **either** Paper 1 **or** Paper 2.

Candidates may offer Coursework on, or related to, topics prescribed for Paper 1 or Paper 2. They may also offer Coursework on topic areas of a Classical nature outside those prescribed for the written papers. For example, candidates would be in a position to make use of their Centre's resources on topics now withdrawn from the specification (e.g. aspects of Athenian Democracy). There would also be the opportunity to submit work that includes specific comparison of an aspect of the Classical world with cultures or historical periods other than contemporary society. Candidates could, for example, compare a Greek tragedy with a Shakespearean play, consider the influence of a Greek sculptor on artists of the Renaissance or compare Pompeii to a medieval town.

Candidates offering Coursework on topic areas from Paper 1 are encouraged to explore their chosen subject by means of other relevant artefacts and sources than those prescribed on the specification for written examination, where this is deemed appropriate. For example, those studying Roman Britain (Topic 10) may prefer to investigate a local site (e.g. York or Caerleon as fortress towns) rather than one of those prescribed in the specification. Similarly, candidates studying free-standing sculpture in Topic 4 may like to consider some 4th Century examples (e.g. Eirene and Ploutos) rather than maintaining the focus of the earlier periods.

On Paper 2 it is anticipated that candidates might begin with one of the set texts (or one section of the larger single works) and broaden their study by considering this in comparison with other works by the same author or of a writer of the same genre.

Full details of internal assessment can be found in Section 7.

6.2 EXEMPLAR COURSEWORK TASKS

Choice of titles: titles should be selected in accordance with the guidance and approaches to Coursework published in the specification. Centres in doubt about the suitability of titles should consult OCR for advice.

Standardisation of subjects within a Centre is not expected. If candidates are encouraged to make the choice, under reasonable guidance, considerable variety is likely to be the norm and better work should be produced as a result. The subject (s) chosen should involve a study of some primary source material, whether studied first hand or through reference books.

It is important that all use of primary source material is fully referenced and related to the point or points which it is intended to illustrate. In empathy coursework tasks, credit for the use of primary source material can only be given if sources are clearly indicated, for example, by means of footnotes or endnotes.

Examples of Titles (Type A):

What kinds of entertainment were available in a Roman town? Explain which of these were most popular (based on primary source material).

An imaginative account (from the point of view of playwright, *choregos* or actor) of the production of a Greek play, based on primary and secondary material relating to the theatre building and evidence of financing, training, performance and judging of plays. The work could include drawings, based on ancient evidence and an interview with an imaginary ancient newspaper about the person's role in the production, their hopes and fears, the difficulties and rewards.

How does Homer, in these books of the *Odyssey*, involve us in the life of people in Homeric times?

How do the plays of Aristophanes compare with modern satirical comedy? Using named examples, compare the themes, characters and treatment of at least two plays by Aristophanes with those of a play, film or television production you have seen.

Describe the rediscovery of Pompeii. In what ways did the work of the first excavators differ from that of more recent archaeologists?

Examples of Titles (Type B):

Draw a comparison between a Roman festival and a modern festival celebrated by any religion.

Examine the appeal of Christianity to the Romans.

Discuss Roman attitudes to death with reference to a study of selected tombstones.

Odysseus' qualities as a hero, based on his encounter with the Cyclops.

Homer's treatment of Odysseus' encounters with women in the *Odyssey*.

An assessment of the role of the gods in the *Iliad*.

Diary of a Greek slave.

What were the typical features of a Greek dinner party and how did it differ from its modern equivalent?

7 Regulations for Internal Assessment

7.1 SUPERVISION AND AUTHENTICATION OF INTERNALLY ASSESSED WORK

OCR expects teachers to supervise and guide candidates who are undertaking work which is internally assessed (e.g. coursework). The degree of teacher guidance in candidates' work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions.

When supervising internally assessed tasks, teachers are expected to:

- offer candidates advice about how best to approach such tasks;
- 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.

Internally assessed work should be completed in the course of normal curriculum time and supervised and marked by the teacher. Some of the work, by its very nature, may be undertaken outside the Centre (e.g. research work, testing etc.). As with all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work.

7.2 PRODUCTION AND PRESENTATION OF INTERNALLY ASSESSED WORK

Candidates must observe certain procedures in the production of internally assessed work.

- Any copied material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.
- Work submitted for moderation must be marked with the:

Centre number
Centre name
candidate number
candidate name
specification code and title
assignment title.

- All work submitted for moderation must be kept in a flat card file (not a ring binder).

7.3 MARKING CRITERIA FOR INTERNALLY ASSESSED WORK

Marking: Assessment will be made by Centres with reference to the assessment objectives. Teachers are asked to follow the schemes of marking set out below for each type of work. The categories for which marks are to be given inevitably overlap to some extent, but it is hoped that teachers will find them sufficiently distinct to be able to assess each aspect. A prime characteristic of good marking is consistency and this is best secured by having all the work of a class marked by the same teacher, with a selective second reading by at least one other teacher, where possible. Where the work of candidates within a Centre is marked by more than one teacher, there should be clear evidence that internal moderation has taken place. If the mark categories and weightings are followed carefully, there is no need to look for an even spread of marks, since the quality of work within any one Centre may well be bunched or distributed irregularly.

It is important that each piece of work bears the candidate's name and number and the Centre name and number; each piece must state the topic clearly. The date of assessment must also be included on each piece.

The teacher's comments should be included on the work or on a cover sheet.

OCR will supply a mark sheet for the submission of coursework marks.

The work submitted will be assessed by teachers on one of the following bases:

Assessment Objectives	Type A	Type B
Factual Content	12	6
Use of Primary Material	8	4
Organisation of Material	4	2
Understanding and Evaluation	14	7
Quality of Written Communication	2	1
Total Marks	40	20

Provided the overall balance of marks for the two pieces of work taken together is retained, the stated mark allocation within different pieces of Type B work may be varied.

7.4 MODERATION

All internally assessed work is marked by the teacher and internally standardised by the Centre. Marks are then submitted to OCR by a specified date, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for internally assessed 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 7.3.

Where it is not clear within a project folder, by the candidate's own presentation of work, where the marks have been awarded, annotation must be carried out by the person marking the work.

7.5 MINIMUM REQUIREMENTS FOR INTERNALLY ASSESSED WORK

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 criteria and marking instructions and the appropriate mark awarded, which may be zero.

SECTION E: FURTHER INFORMATION



8 Opportunities for Teaching

8.1 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 Classical Civilisation.

The assessment of this course requires candidates to study aspects of the social, cultural and historical achievements of the civilisations of Greece and Rome using a variety of resources, including electronic media such as CD-ROM's and websites. Production of coursework offers to candidates the opportunity to exploit a variety of ICT tools, including:

- spreadsheets for the tabulation and analysis of data;
- word processing programs for the presentation of coursework;
- web browsers for searching for, bookmarking and retrieving sources of information;

Opportunities for using ICT during the course are indicated within the content of Sections 5 and 6 by a  symbol. Such opportunities may or may not contribute to the provision of evidence for IT Key Skills. Where such opportunities do contribute, they are identified by the use of the  symbol.

8.2 CITIZENSHIP

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


The study of Classical Civilisation provides opportunities to contribute to the teaching of the Key Stage 4 Citizenship programme of study in the following areas:

Through the study of classical Greek/Roman literature and civilisation candidates learn about the religious, moral, ethical, social and cultural values of the ancient Greeks and Romans. This provides candidates, through comparison of Greek/Roman values with their own values and those of society today, with opportunities to

- experience, appreciate and relate to a culture or cultures far removed from their own;
- explore and discuss with others spiritual issues and religious beliefs;
- reach moral judgements and express personal views on moral and ethical issues;
- analyse the conduct of individuals and society as a whole;
- explore notions of family, community, and society, and their impact on individuals and groups;
- consider how cultural issues are portrayed through literature.

The study of cultural issues helps candidates develop the skills of enquiry and communication, by providing opportunities to

- research political, spiritual, moral, 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.

Opportunities for developing knowledge, skills and understanding of citizenship issues during the course are indicated within the content of Sections 5 and 6 by a  symbol.

8.3 SPIRITUAL, MORAL, ETHICAL, SOCIAL AND CULTURAL ISSUES

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

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

8.4 HEALTH, SAFETY AND ENVIRONMENTAL ISSUES

OCR has taken account of the 1988 Resolution of the Council of the European Community and the Report *Environmental Responsibility: An Agenda for Further and Higher Education*, 1993 in preparing this specification and associated specimen assessments.

8.5 THE EUROPEAN DIMENSION

OCR has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen assessments. European examples should be used where appropriate in the delivery of the subject content. Relevant European legislation is identified within the specification where applicable.

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

9 Key Skills

Key Skills are central to successful employment and underpin further success in learning independently. Whilst they are certificated separately, the Key Skills guidance for this qualification has been designed to support the teaching and learning of the content. Opportunities for developing the generic Key Skills of Communication and Information Technology are indicated through the use of a 'key symbol' in Sections 5 and 6. The wider Key Skills of Working with Others, Problem Solving and Improving Own Learning and Performance may also be developed through the teaching programmes associated with the specification.

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

	Communication	Application of Number	IT	Working with Others	Improving Own Learning and Performance	Problem Solving
Level 1	✓		✓	✓	✓	✓
Level 2	✓		✓	✓	✓	✓

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website. A summary document for Key Skills co-ordinators showing ways in which opportunities for Key Skills arise within GCSE courses will be published during 2001.

10 Arrangements for Candidates with Special Needs

For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Inter-Board Regulations and Guidance Booklet for Special Arrangements and Special Consideration*.

In such cases, advice should be sought from the OCR Special Requirements team (tel 01223 552505) as early as possible during the course.

11 Support and In-service Training for Teachers

To support teachers using this specification, OCR will make the following materials and services available:

- a full programme of In-service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950);
- specimen question papers and mark schemes, available from the Publications Department (telephone 0870 870 6622; fax 0870 870 6621);
- past question papers and mark schemes, available from the Publications Department (telephone 0870 870 6622; fax 0870 870 6621);
- coursework guidance materials;
- examples of marked work;
- written advice on coursework proposals;
- a report on the examination, compiled by senior examining personnel after each examination session;
- individual feedback to each Centre on the moderation of internally assessed work.