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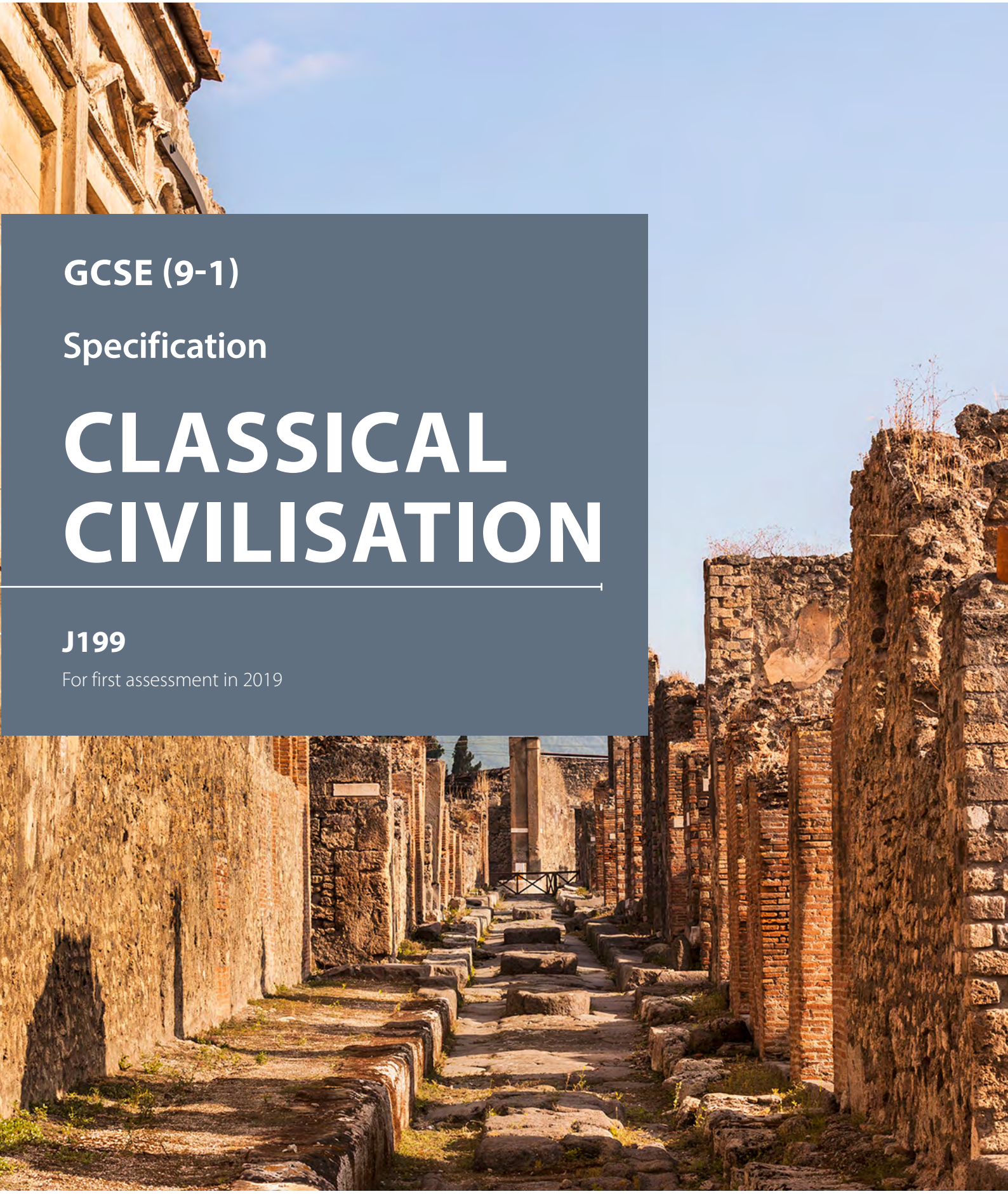

GCSE (9-1)

Specification

CLASSICAL CIVILISATION

J199

For first assessment in 2019

Version 1.5 (January 2024)

ocr.org.uk/gcseclassicalcivilisation

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Specifications are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published resources and the specification, therefore please use the information on the latest specification at all times. Where changes are made to specifications these will be indicated within the document, there will be a new version number indicated, and a summary of the changes. If you do notice a discrepancy between the specification and a resource please contact us at: resources.feedback@ocr.org.uk

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1 Why choose an OCR GCSE (9–1) in Classical Civilisation?

1a. Why choose an OCR qualification?

Choose OCR and you've got the reassurance that you're working with one of the UK's leading exam boards. Our new OCR GCSE (9–1) in Classical Civilisation course has been developed in consultation with teachers, employers and Higher Education to provide learners with a qualification that's relevant to them and meets their needs.

We're part of the Cambridge Assessment Group, Europe's largest assessment agency and a department of the University of Cambridge. Cambridge Assessment plays a leading role in developing and delivering assessments throughout the world, operating in over 150 countries.

We work with a range of education providers, including schools, colleges, workplaces and other institutions in both the public and private sectors. Over 13,000 centres choose our A Levels, GCSEs and vocational qualifications including Cambridge Nationals and Cambridge Technicals.

Our Specifications

We believe in developing specifications that help you bring the subject to life and inspire your students to achieve more.

We've created teacher-friendly specifications based on extensive research and engagement with the teaching community. They're designed to be straightforward and accessible so that you can tailor the delivery of the course to suit your needs. We aim to encourage students to become responsible for their own learning, confident in discussing ideas, innovative and engaged.

We provide a range of support services designed to help you at every stage, from preparation through to the delivery of our specifications. This includes:

- A wide range of high-quality creative resources including:
    - Delivery Guides
    - Transition Guides
    - Topic Exploration Packs
    - Lesson Elements
    - … and much more.
- Access to Subject Advisors to support you through the transition and throughout the lifetime of the specification.
- CPD/Training for teachers including events to introduce the qualifications and prepare you for first teaching.
- Active Results – our free results analysis service to help you review the performance of individual learners or whole schools.

All GCSE (9–1) qualifications offered by OCR are accredited by Ofqual, the Regulator for qualifications offered in England. The accreditation number for OCR's GCSE (9–1) in Classical Civilisation is QN603/0768/7.

1b. Why choose an OCR GCSE (9–1) in Classical Civilisation?

OCR's GCSE (9–1) in Classical Civilisation has been designed to provide learners with a broad, coherent and rewarding study of the culture of the classical world. It offers learners the opportunity to study elements of the literature and visual/material culture of the classical world, and acquire an understanding of their social, historical and cultural contexts.

This qualification has been developed in consultation with teachers and stakeholders from a variety of institutions, and allows teachers to design a pathway of study for learners that is well suited both to teachers' expertise and learners' needs. Familiar, popular topics are joined by innovative, exciting new ideas, to create a creative, new approach to the study of the classical world.

OCR's GCSE (9–1) in Classical Civilisation will help learners to understand the legacy of the classical world, whilst developing their knowledge and skills in preparation for further educational opportunities, including A Level Classical Civilisation.

Aims and learning outcomes

OCR's GCSE (9–1) in Classical Civilisation will encourage learners to:

- gain a broad knowledge and understanding of a range of literary and cultural materials from the classical world and the ability to use these to acquire knowledge and understanding of aspects of the classical world
- use their knowledge, in conjunction with their analytical and evaluative skills, in order to gain insight into the classical world from the literary and material culture studied
- demonstrate an informed response to the material studied, selecting a range of appropriate evidence to support an argument
- develop awareness of how classical sources reflect issues relevant to both the classical world and today, such as questions of gender, belief, sexuality and citizenship.

1c. What are the key features of this specification?

The key features of OCR's GCSE (9–1) in Classical Civilisation for you and your learners are:

- the study of two distinct components, each with clear and well-defined content, and strong supporting materials
- the opportunity to study a wide range of topics and sources, including both literature and visual/material culture, which will inspire and motivate learners to engage further with the classical world
- the opportunity to explore both ancient Greece and Rome thematically, creating a wide ranging and challenging course of study
- a range of options across the component groups, with no prohibited routes and maximum flexibility in creating your course of study
- an emphasis on enabling learners to respond to and engage with a wealth of sources and ideas, equipping them with readily transferable, analytical skills.

1d. What is new in OCR GCSE (9–1) in Classical Civilisation?

This section is intended for teachers using OCR's current GCSE in Classical Civilisation (J280/J080). It highlights the difference between the current GCSE and the new GCSE (9–1) in Classical Civilisation for first teaching in September 2017:

What stays the same?	What's changing?
• Familiar and popular areas of study such as the *Odyssey* and Pompeii are still available as options. • Opportunity to study both Greece and Rome. • Opportunity to study visual/material culture and literature. • Assessments still contain a mixture of extended response and shorter answer questions. • Still uses a structured examination paper with questions and answers in one booklet.	• All assessment will be by written examination, no controlled assessment. • For each component there is a list of prescribed visual/material culture as well as literature. • Learners undertake a Thematic Study involving the comparison of Greece and Rome. • Two Assessment Objectives, rather than three. • Wider variety of questions in the assessments. • Use of an insert in the assessments to improve accessibility of source-based questions.

1e. How do I find out more information?

If you are already using OCR specifications you can contact us at: www.ocr.org.uk

If you are not already a registered OCR centre then you can find out more information on the benefits of becoming one at: www.ocr.org.uk

If you are not yet an approved centre and would like to become one go to: www.ocr.org.uk

Want to find out more?

Ask our Subject Advisors:

Customer Contact Centre: 01223 553998

Email: classics@ocr.org.uk

Visit our Online Support Centre at support.ocr.org.uk

Teacher support: www.ocr.org.uk

2 The specification overview

2a. OCR's GCSE (9–1) in Classical Civilisation (J199)

To be awarded OCR's GCSE (9–1) in Classical Civilisation learners take **one** from components J199/11 and J199/12, and **one** from components J199/21, J199/22 and J199/23.

Content Overview	Assessment Overview	
Component Group 1: Thematic Study Learners must study **one** component in this component group, chosen from: • Myth and Religion (J199/11) • Women in the Ancient World (J199/12) Both of these components involve a comparative study of ancient Greece and Rome, and combine literary and visual/ material sources.	**Thematic Study** **(J199/11, J199/12)** 90 marks 1 hour 30 minutes written paper	**50%** of total GCSE (9–1)
Component Group 2: Literature and Culture Learners must study **one** component in this component group, chosen from: • The Homeric World (J199/21) • Roman City Life (J199/22) • War and Warfare (J199/23) All of these components contain two elements; one in-depth cultural study and one study of related literature.	**Literature and Culture** **(J199/21, J199/22, J199/23)** 90 marks 1 hour 30 minutes written paper	**50%** of total GCSE (9–1)

2b. Content of GCSE (9–1) in Classical Civilisation (J199)

OCR's GCSE (9–1) in Classical Civilisation provides an excellent introduction to the classical world and its legacy. Learners will study two components, one *Thematic Study* (J199/11–J199/12) and one option from the component group *Literature and Culture* (J199/21–J199/23). There are no prohibited combinations or routes through the qualification.

All learners will study material from both ancient Greece and Rome, and their surrounding worlds, drawn from the time period 3000 BC to 500 AD. This material will encompass aspects of literature and visual/material culture in their respective social, historical and cultural contexts.

The *Thematic Study* provides the opportunity to study both Greece and Rome, literature and visual/material culture. These components are wide ranging and encompass a variety of interesting, engaging material. Learners will either study *Myth and Religion* (J199/11) or *Women in the Ancient World* (J199/12), themes which are popular and familiar to teachers.

In *Literature and Culture* learners will be able to undertake an element of cultural study, and then couple this with the study of a related body of literature. This approach enables a diverse course of study and preserves the variety of material which has always been such a popular feature of Classical Civilisation. Learners will study one component from *The Homeric World* (J199/21), *Roman City Life* (J199/22) or *War and Warfare* (J199/23).

Knowledge, Understanding and Skills

In **all components** of OCR's GCSE (9–1) in Classical Civilisation learners will be required to:

- know and understand the surviving literary and material remains of the classical world in their social, historical and cultural contexts
- understand, interpret and analyse a range of evidence from classical sources
- evaluate and use this evidence to form their own judgements and responses, and present these in a clear, concise and logical manner.

Where terms are given in the ancient language within the specification document they are considered 'technical terms', and it is expected that learners will be familiar with them and their use. There is no expectation that learners will know terms other than those listed within this document, and use of other terminology in the ancient languages is not a requirement of the assessment. Any accurate spelling or variation of a key term or name will be accepted.

2c. Content of Myth and Religion (J199/11)

Myth and religion have always been areas of study popular with learners, and so this exploration of religion and mythology in the ancient Greek and Roman world will surely prove to be engaging and appealing. 'Rome' here is primarily taken to mean the city of Rome, although reference may be made to other towns and cities which display typical 'Roman' characteristics, e.g. Pompeii.

Many learners come to Classical Civilisation due to a love of the mythology of the ancient world, and so this forms a central part of this thematic component. Learners will study myths regarding the role of the gods and heroes in the founding of Athens and Rome and the importance of Heracles/Hercules to both the Greek and Roman world. These are well known stories that learners will enjoy engaging with and studying in increased depth. Myth as a symbol of power will also be explored, as will ever popular myths about the underworld.

Learners will also look at the role of religion in the everyday lives of ancient Greeks and Romans. The study of temples, sacrifice, festivals, death and beliefs in the afterlife will give a broad overview of religion in the ancient world, and provides opportunity for the study of a wide variety of material remains, including remarkable temples and works of art.

Learners will be required to make informed comparisons between Greek and Roman ideas, including the characteristics of the different societies, and the impact of the different cultural contexts on the theme studied. They will also be expected to use literature and visual/material culture in conjunction with one another in order to inform their judgements, including discussion of why or how the sources may present things differently from each other.

Key topics	Learners should have studied the following:
Gods	Greek and Roman gods, their responsibilities and symbols and how they are typically represented in ancient Greek and Roman art. <u>Greece</u> • Zeus, Hera, Demeter, Poseidon, Hephaistos, Apollo, Artemis, Athena, Aphrodite, Ares, Dionysos, Hestia, Hermes, Hades <u>Rome</u> • Jupiter, Neptune, Vulcan, Mercury, Mars, Pluto, Apollo, Juno, Venus, Minerva, Diana, Bacchus, Vesta and Ceres

The Universal Hero: Heracles/Hercules	The myths associated with Heracles (known to the Romans as Hercules) and how he is typically represented:
	
	<u>Greece</u>
	• Heracles and Olympia:
	  ○ Heracles as founder of the Olympic games
	  ○ The 12 Labours of Heracles as represented on The Temple of Zeus at Olympia
	  ○ Homeric Hymn to Heracles, the Lion Hearted
	<u>Rome</u>
	• Hercules in Ovid and Virgil:
	  ○ the myth of Hercules and Cacus, and Hercules as protector of Rome
	  ○ battles with Achelous and Nessus, and the death of Hercules

Religion and the City: Temples	Temples and their use, including the position of the altar; temple layout; the *naos* / *cella* and cult statue; use by worshippers; the roles and responsibilities of priests in worship and sacrifice; the purpose of sacrifice; officials; animals. Greece • The Parthenon and Temple of Zeus at Olympia • The *hiereus* and *hiereia* (priests and priestesses); the *mantis* (prophet) • Animal sacrifice Rome • The Temple of Fortuna Virilis (Portunus) and the Pantheon • The Pontiffs and Pontifex Maximus; the Augurs/Augures; the Vestal Virgins • Animal sacrifice; the Haruspex
Myth and the City: Foundation Stories	Ancient Greek and Roman belief about how Athens and Rome were founded by their associated heroes, including how and why the myths are depicted as they are; what these myths meant to the city; the role of the hero; the role of the gods. Greece • The naming of Athens: Poseidon and Athena • The adventures of Theseus: as displayed on the Theseus Kylix Rome • The founding of the Roman Race: Aeneas' leadership of the Trojans; arrival and settlement in Italy; the founding of Alba Longa and the line of kings • The founding of Rome: Romulus and Remus Both • Comparison of Theseus and Romulus, with use of Plutarch's *Lives*
Festivals	Greek and Roman festivals, including the origins of the festival; officials; sacrifice; the programme; the participants. Greece • The City Dionysia and The Great Panathenaia Rome • The Lupercalia and Saturnalia
Myth and Symbols of Power	Links between myth and portrayal of power, including how and why myth might be presented in art to demonstrate power, and the significance of where it was sited/ displayed. Greece • The Centauromachy: as depicted on the Parthenon • The Amazonomachy: as depicted on the Bassae frieze Rome • The Prima Porta of Augustus • The Ara Pacis of Augustus

Death and Burial	Practices and beliefs surrounding death and burial. <u>Greece</u> • the preparation of the body (including *prothesis*) • funerary procession (including *ekphora*) • burial of the body (including use of *stelai*) • festivals for the dead and the ancestors (including *Genesia*) <u>Rome</u> • the preparation of the body (including funeral clubs) • funerary procession • burial of the body • festivals for the dead and the ancestors (including *Parentalia* and *Lemuria*)
Journeying to the Underworld	Myths about journeys to the underworld, as told by Greek and Roman authors, including details of the myth and its plot; portrayal of characters; portrayal of the underworld; how the set texts depict and reflect ancient culture. <u>Greece</u> • Persephone and Demeter as told in the *Homeric Hymn to Demeter* 1–104, 301–474 <u>Rome</u> • Orpheus and Eurydice as told by Ovid, *Metamorphoses*, 10: 1–64.

2

Prescribed Sources

The sources listed below are a mandatory part of the study of this component. Learners will be expected to respond to these in the assessment, and demonstrate knowledge and understanding of the contexts of these sources and the intention behind their production. They should also be prepared to discuss possible different interpretations of sources, such as those offered by an ancient and modern audience. Questions using these sources in the assessment will assume learners are familiar with these details and will expect learners to be prepared to discuss their content.

The assessment will also make use of unseen literary and visual/material sources in some questions. To prepare for these questions, learners should study other ancient sources in addition to those prescribed when exploring the topics in this component to give a wider contextual background.

In questions requiring discussion of a range of sources learners will be given credit for referring to any appropriate sources, not only those listed in the specification document.

Prescribed Literary Sources	• **The Homeric Hymns**
	  ○ ***Hymn to Demeter:* Lines 1–104, 301–474**
	  ○ ***Hymn to Heracles the Lion Hearted***
	• ***Plutarch, The Parallel Lives: Comparison of Theseus and Romulus***
	• **Livy, *The Early History of Rome*, 1.0–1.1, 1.3.7–1.4, 1.6.3–1.7.3**
	• **Ovid, *Metamorphoses***
	  ○ **9: 1–272: *Achelous and Hercules; Hercules and Nessus; The death of Hercules***
	  ○ **10: 1–64: *Orpheus and Eurydice***
	• **Virgil, *Aeneid*, 8.154–279**

When studying literature learners will be required to:	• know and understand aspects of plot, characterisation, events and settings • know and understand themes and how to distinguish between them • know and understand issues of form, purpose and genre • apply their knowledge of the cultural contexts in which the texts were produced, to inform their judgements about them • use the texts to develop an understanding of the social, historical and cultural context of the classical world • know and understand the possible responses of different audiences

Learners may use any translation of the texts. Where a translation is printed on the question paper it will be taken from the 'OCR Literary Sources for Myth and Religion (J199/11)' booklet, available for free on the OCR website.

Prescribed Visual/ Material Sources	• **The Temple of Zeus at Olympia** • **The Parthenon** • **The Bassae frieze, in the British Museum** • **Theseus Kylix, British Museum (1850,0302.3)** • **The Pantheon, Rome** • **Temple of Fortuna Virilis (Portunus)** • **Augustus of Prima Porta statue, in the Vatican Museum** • **The Ara Pacis**
When studying visual/ material culture learners will be required to:	• know about the appearance, style, content and original location of the examples of visual/material remains they study • know and understand the original use or purpose of the visual/material remains they study, and the impact this had on its creation • know and understand the key issues with working with different types of source material • apply their knowledge of the cultural contexts in which the material remains were produced, to inform their judgements about them • use the source materials to develop an understanding of the social, historical and cultural context of the classical world • know and understand the possible interpretations of different audiences

2c. Content of Women in the Ancient World (J199/12)

This study of women in the ancient world has been designed to enable learners to explore the lives of women in a variety of capacities, and what we can infer about women as both historical and legendary/mythological figures. Learners will develop knowledge and understanding of the roles of women primarily in the societies of Athens and Republican Rome, although wider material, such as that from Sparta or Pompeii, is also included.

Learners will examine the realities of life as a woman in these societies; both women who are portrayed as living a respectable, ideal life of virtue, and those who created more scandal. This enables discussion of how such women are represented and what this reveals about ancient ideas about gender. The role of women in religion will also be examined as an interesting and important area where women have possibly their greatest degree of parity with men. Conversely, their lack of voice in the state decision-making processes will be studied, as will the way in which this is portrayed and perceived. For learners in a society where issues of equality and political rights are central, this area of study will be interesting and engaging as they inevitably draw comparisons with their own experiences.

There are a wealth of famous women in classical myth and legend. From Helen of Troy to Cleopatra, learners will enjoy learning about these figures in more depth and exploring how the ancient world thought about these figures, about whom stories are still written.

Learners will be required to make informed comparisons between Greek and Roman ideas, including the characteristics of the different societies, and the impact of the different cultural contexts on the theme studied. They will also be expected to use literature and visual/material culture in conjunction with one another in order to inform their judgements, including discussion of why or how the sources may present things differently from each other.

Key topics	Learners should have studied the following:
Women of Legend	Depiction of women in myths and legends of Greece and Rome, including the presentation of these women, and what this says about each culture's views on the nature of women and female virtue. <u>Greece</u> • Pandora • Helen of Troy <u>Rome</u> • The Sabine Women and Tarpeia • Lucretia
Young Women	Typical experiences of young women in Greece and Rome, and what these imply about the status of women in each society. <u>Greece</u> Athens: • Education in the home in preparation for marriage • Typical Athenian wedding rituals and arrangements Sparta: • Spartan system of education and marriage <u>Rome</u> • Education: in the home in preparation for marriage; evidence of academic education for some Roman girls • Varieties of marriage: ○ *coemptio, confarreatio* and by *usus* ○ difference between *cum manu* and *sine manu* marriages
Women in the home	The roles and responsibilities of female members of the household, including domestic duties; childbirth; legal rights and property ownership; divorce and adultery; typical duties of female slaves. <u>Greece</u> • The *kyria*; Athenian ideas of wifely virtue • Athenian domestic slaves • The experience of a Spartan wife and mother <u>Rome</u> • The *matrona*; Roman ideas of wifely virtue • Roman domestic slaves
'Improper' Women	The legal and social position of women who were unmarried, but had relationships with men, including attitudes towards such women, and ideas about 'proper' female behaviour. <u>Greece</u> • The roles of, laws about, and typical portrayal of *pornai* and *hetairai* (including at a *symposium)* • Neaira and Aspasia <u>Rome</u> • The roles, laws about and typical portrayal of the *meretrix* and *lena* • Clodia (and her possible identification with 'Lesbia') and Cytheris/Lycoris

2

Women and religion	Roles of women in religious rites and what these reveal about the nature and roles of women in their respective societies. <u>Greece</u> • Priestesses and prophetesses, including the Pythia • The roles of women played in state cult, including the Panathenaia, Thesmophoria and worship of Dionysus • The role of women in ritual mourning and preparation of the bodies of the deceased <u>Rome</u> • Priestesses; including the rights, responsibilities and punishment of the Vestal Virgins, and the Flaminica Dialis as the wife of the Flamen Dialis • Prophetesses, including the Sibyl • The roles of women played in state cult, including worship of the Bona Dea, Patricia Pudicitia and Plebeia Pudicitia
Women and power	The political institutions of both cultures, and the extent to which women were able to be involved in the political process or effect political change. <u>Greece</u> • The Athenian Assembly; the exclusion of women • The story of the *Assemblywomen* of Aristophanes; presentation of women involved in politics in the context of farce • The trial of Agnodice <u>Rome</u> • The structure of the Roman Senate; the exclusion of women • The story of the repeal of the Oppian Law • Sempronia and her involvement in the Catilinarian Conspiracy
Warrior Women	The presentation of maiden warriors in art and literature, and what this presentation can tell us about the position of real women in these cultures. <u>Greece</u> • Penthesilea and the Amazons <u>Rome</u> • Camilla, as represented in Virgil's *Aeneid*
Women to be Feared	The presentation of foreign, powerful women in art and literature, including how they compare to 'respectable' women from each culture, and what makes them so dangerous and threatening to the ancient audience. <u>Greece</u> • The story and presentation of Medea by the Athenians; from meeting Jason in Colchis to her escape to Athens <u>Rome</u> • The story and presentation of Cleopatra VII by the Romans, including her love affairs with Roman generals (Julius Caesar and Mark Antony), her role in the decisive Battle of Actium, and the political and military threat she was seen to be.

Prescribed Sources

The sources listed below are a mandatory part of the study of this component. Learners will be expected to respond to these in the assessment, and demonstrate knowledge and understanding of the contexts of these sources and the intention behind their production. They should also be prepared to discuss possible different interpretations of sources, such as those offered by an ancient and modern audience. Questions using these sources in the assessment will assume learners are familiar with these details and will expect learners to be prepared to discuss their content.

The assessment will also make use of unseen sources in some questions. To prepare for these questions, learners should study other ancient sources in addition to those prescribed when exploring the topics in this component to give a wider contextual background.

In questions requiring discussion of a range of sources learners will be given credit for referring to any appropriate sources, not only those listed in the specification document.

Prescribed Literary Sources	• **Aristophanes, *Assemblywomen*, 1–240** • **Euripides, *Helen*, 1–67** • **Euripides, *Medea*, 1–38; 1293–1389** • **Hesiod, *Works and Days*, 54–105** • **Homer, *Iliad*, 3:121–180** • **Plutarch, *Pericles*, 24** • **Catullus, 7, 8, 83** • **Cicero, *Pro Caelio*, 49–51** • ***Laudatio Turiae*** • **Livy, *History of Rome*, 1.9–10; 1.12–13; 1.57–59; 34.1** • **Sallust, *The Conspiracy of Catiline*, 24.5–25** • **Virgil, *Aeneid*, 8.671–713; 11.532–835**
When studying literature learners will be required to:	• know and understand aspects of plot, characterisation, events and settings • know and understand themes and how to distinguish between them • know and understand issues of form, purpose and genre • apply their knowledge of the cultural contexts in which the texts were produced, to inform their judgements about them • use the texts to develop an understanding of the social, historical and cultural context of the classical world • know and understand the possible responses of different audiences

Learners may use any translation of the texts. Where a translation is printed on the question paper it will be taken from the 'OCR Literary Sources for Women in the Ancient World (J199/12)' booklet, available for free on the OCR website.

Prescribed Visual/ Material Sources	• **Hegeso Stele, attributed to Callimachus, in National Archaeological Museum, Athens (3624)** • **Ampharete Stele, in Kerameikos Museum, Athens** • **Parthenon Frieze, in the British Museum** • **Maenad Cup, in the Staatliche Antikensammlungen, Munich** • **The Bassae frieze in the British Museum** • **The Flight of Medea krater, in the Cleveland Museum of Art** • **House of the Vestal Virgins** • **"Sappho" Fresco of an educated upper class Pompeiian woman** • **Pudicitia (Pudicizia) statue of a woman in the Vatican Museum (*Braccio Nuovo* 23)**
When studying visual/ material culture learners will be required to:	• know about the appearance, style, content and original location of the examples of visual/material remains they study • know and understand the original use or purpose of the visual/material remains they study, and the impact this had on its creation • know and understand the key issues with working with different types of source material • apply their knowledge of the cultural contexts in which the material remains were produced, to inform their judgements about them • use the source materials to develop an understanding of the social, historical and cultural context of the classical world • know and understand the possible interpretations of different audiences

2c. Content of The Homeric World (J199/21)

The Greeks themselves recognised the world of Homer's poems as the cradle of Greek literature and civilisation, and this component provides the opportunity for the study of a fascinating period of history and a work of literature with great enduring appeal.

The Culture section involves a study of life in Mycenaean times. This is a very diverse area, allowing the study of particular sites, their archaeology and the valuable role they play in our understanding of the age. The Mycenaean Age is also rich in sculpture, frescos and jewellery, as well as the famous tombs and their accompanying treasure, meaning that learners can study a wide range of fascinating materials. Everyday life in Mycenaean times is also explored, allowing learners to consider what life was like for real people in this period, rather than simply focusing on the exploits of epic heroes.

However, since the exploits of epic heroes are one of the most popular areas of study for learners, Homer's *Odyssey*, has been chosen to form the Literature half of this component. The selection of books chosen for study in this component combine the fantastical and enjoyable tales of Odysseus' journey, with those which give learners a possible insight into everyday life; including aspects such as palace life and the lives of women. The final books, which focus on the battle between Odysseus and the suitors, are exciting in themselves and also pose interesting questions about revenge and punishment.

Culture

Key topics	Learners should have studied the following:
Key Sites	• The dating of the Mycenaean age • The location, and importance of key sites, including Mycenae, Tiryns, and Troy • The layout and structures of the site of Mycenae and Tiryns • The evidence for and against Troy VI and Troy VIIa being the site of Homer's Troy

Life in the Mycenaean age	• Palaces
	  ○ the typical palace complex and *megaron* (central hall)
	  ○ their functions and use
	• Everyday life; evidence for, and nature of:
	  ○ hunting
	  ○ armour and weapons
	  ○ chariots
	  ○ clothing
	  ○ trade
	• Linear B tablets
	  ○ how the tablets were preserved and what they record
	  ○ the significance of the tablets

Decorative arts	• Frescoes, including:
	  ○ techniques, colours and typical designs
	• Jewellery
	  ○ techniques and use of materials including metalwork, amber and glass
	• Decorative objects and their creation
	  ○ types of storage vessels, drinking vessels, animal figures, human figures, (including *phi, psi* and *tau* figurines), votive offerings, ivory carving

Tombs, graves and burial	• Burial customs • Structure and use of shaft graves • Structure and use of cist graves • Structure and use of *tholos* and chamber tombs • The use of funerary objects • The contents of Grave Circle A and Grave Circle B at Mycenae.

Prescribed Visual/Material Sources

The sources listed below are a mandatory part of the study of this component. Learners will be expected to respond to these in the assessment, and demonstrate knowledge and understanding of the contexts of these sources and the intention behind their production. They should also be prepared to discuss possible different interpretations of sources, such as those offered by an ancient and modern audience. Questions using these sources in the assessment will assume learners are familiar with these details and will expect learners to be prepared to discuss their content.

For the 'Culture' section of this component the assessment will also make use of unseen sources in some questions. The unseen sources could be literary sources as well as visual/material sources. To prepare for these questions, learners should study other ancient sources in addition to those prescribed when exploring the topics in this component to give a wider contextual background.

In questions requiring discussion of a range of sources learners will be given credit for referring to any appropriate sources, not only those listed in the specification document

Prescribed Visual/ Material Sources	• **The site of Mycenae including:**
	  ○ **the palace; sally port; the passage to the underground cistern; the underground cistern; the Cyclopean walls; the Lion Gate; Grave Circle A; Grave Circle B; Tomb of Clytemnestra; Tomb of Aegisthus; Treasury of Atreus**
	• **The site of Tiryns including:**
	  ○ **the main entrance; the Cyclopean ramp; the galleries; the palace; defences; tholos tomb (outside the city walls)**
	• **Dagger blade showing hunting scene from Grave Circle A, Mycenae**
	• **Fresco of Mycenaean lady holding a necklace, House of the Chief Priest, Mycenae**
	• **Gold death mask of Agamemnon from Shaft Grave V, Mycenae**
	• **Gold pyxis from Grave Circle A, Shaft Grave V, Mycenae**
	• **Gold Rhyton from Grave Circle A, Mycenae**
	• **Mycenaean warrior vase, House of the Warrior, Mycenae**
	• **Linear B tablet showing the word "tripod" in syllabic and ideogram forms, Pylos**

When studying visual/material culture learners will be required to:	• know about the appearance, style, content and original location of the examples of visual/material remains they study • know and understand the original use or purpose of the visual/material remains they study, and the impact this had on its creation • know and understand the key issues with working with different types of source material • apply their knowledge of the cultural contexts in which the material remains were produced, to inform their judgements about them • use the source materials to develop an understanding of the social, historical and cultural context of the classical world • know and understand the possible interpretations of different audiences

Literature

Key topics	Learners should have studied the following:
Literary techniques and composition	• Homer as a story-teller and the idea of epic, including: ○ how the *Odyssey* might have been composed and performed ○ what makes the *Odyssey* an epic poem • Narrative and descriptive techniques including the use and importance of: ○ similes ○ epithets ○ formulae
Themes	• The concept and importance of *xenia* (guest-friendship) • Deceit and trickery • The civilisation and barbarism of places and characters • The role of revenge and justice • The concept and importance of *nostos* (the desire to return home) • The role of fate
The character of Odysseus	• The qualities of Odysseus as a leader, husband and father • The presentation of him as a warrior and hero • His intelligence and oratorical skills • His relationship with his protector goddess Athena
The portrayal of key characters	• The role of the gods • The portrayal of the suitors • The portrayal of the crew of Odysseus • The portrayal of Polyphemus as a monster and keeper of livestock • The portrayal of Circe as a witch and host • The portrayal of Penelope as a host, wife and queen • The portrayal of Telemachus as a son and hero • The loyalty or disloyalty of Odysseus' slaves.

Prescribed Literary Sources

The sources listed below are a mandatory part of the study of this component. Learners will be expected to respond to these in the assessment, and demonstrate knowledge and understanding of the contexts of these sources and the intention behind their production. They should also be prepared to discuss possible different interpretations of sources, such as those offered by an ancient and modern audience. Questions using these sources in the assessment will assume learners are familiar with these details and will expect learners to be prepared to discuss their content.

For the 'Literature' section, sources used in the assessment will be from the prescribed list only.

In questions requiring discussion of a range of sources learners will be given credit for referring to any appropriate sources, not only those listed in the specification document. However questions will be fully accessible to learners who are only familiar with the prescribed sources.

Prescribed Literary Sources	• **Homer, *Odyssey*, Books 9, 10, 19, 21, 22**
When studying literature learners will be required to:	• know and understand aspects of plot, characterisation, events and settings • know and understand themes and how to distinguish between them • know and understand issues of form, purpose and genre • apply their knowledge of the cultural contexts in which the texts were produced, to inform their judgements about them • use the texts to develop an understanding of the social, historical and cultural context of the classical world • know and understand the possible responses of different audiences

Learners may use any translation of the text. Where a translation is printed on the question paper two versions will be provided, these will be taken from:

- *Homer, 'Odyssey' translated by E V Rieu, revised translation by D. C. H. Rieu (Penguin)*
- *'Homer: Odyssey – The Wanderings of Odysseus', translated by A.S. Kline, online at http://www.poetryintranslation.com*

2c. Content of Roman City Life (J199/22)

In this component learners will explore everyday life in Roman cities, with a particular focus on the Imperial period and popular sites and artefacts from Rome, Ostia, Pompeii and Herculaneum.

The Culture section of this component comprises a study of a variety of aspects of Roman society. Examining typical Roman housing can be an excellent way to make learning tangible and relatable for learners, as can the study of education and the lives of young people in the Roman world. The Roman social system was notorious for its intrigues and politics and this, coupled with the study of the spectacle provided by Roman entertainment, provides an exciting and enjoyable course for learners.

The Literature topics examine poetry and prose, fiction and non-fiction texts to provide learners with an introduction to a variety of literature. The Satires of Horace and Juvenal, fiction of Petronius and letters of Pliny will give learners an insight into different literary styles and techniques, as well as into interesting areas of Roman life and society.

Culture

Key topics	Learners should have studied the following:
Roman Housing	• The design of apartments/blocks of flats *(insula/insulae*) • The layout and decoration of typical Pompeian, atrium-style *domus* • Evidence for living conditions of the rich and the poor • Comparison of the different living conditions in each setting
The Roman Home and Family	• *Paterfamilias,* his rights and duties • Patrons and clients • The education of children, including: ○ the role of the *litterator, grammaticus* and *rhetor* ○ subjects taught at each stage ○ preparation for participation in society ○ school equipment (stilus, wax tablet, pen, ink, papyrus) • The dinner party (*cena*), including organisation, guests, entertainment, purposes
Society	• Citizens and citizenship • Senators and equites ○ property qualifications ○ privileges ○ duties and roles • Slaves and freedmen ○ becoming a slave and the legal position ○ skilled and unskilled jobs performed by domestic and public slaves ○ ways of obtaining freedom and the limits placed on freedmen/women

Leisure and Entertainment	• The amphitheatre, including: ○ design of amphitheatre buildings, including the *Colosseum* ○ types of shows ○ sponsorship of games by the Emperor or politicians ○ gladiators; their status, training and types ○ audience involvement • The chariot races, including: ○ design of the *Circus Maximus* ○ teams, colours, charioteers, horses and their status ○ public attitudes and audience involvement • The theatre, including: ○ the design of theatre buildings and use of sets, costumes, masks ○ Roman comedy and its stock characters; mime and pantomime ○ actors and actresses; their reputation and social standing • The baths, including: ○ the reasons people used bath complexes ○ design of bath buildings, and the different types of bath ○ activities at the baths, including the use of the *palaestra.*

Prescribed Visual/Material Sources

The sources listed below are a mandatory part of the study of this component. Learners will be expected to respond to these in the assessment, and demonstrate knowledge and understanding of the contexts of these sources and the intention behind their production. They should also be prepared to discuss possible different interpretations of sources, such as those offered by an ancient and modern audience. Questions using these sources in the assessment will assume learners are familiar with these details and will expect learners to be prepared to discuss their content.

For the 'Culture' section of this component the assessment will also make use of unseen sources in some questions. The unseen sources could be literary sources as well as visual/material sources. To prepare for these questions, learners should study other ancient sources in addition to those prescribed when exploring the topics in this component to give a wider contextual background.

In questions requiring discussion of a range of sources learners will be given credit for referring to any appropriate sources, not only those listed in the specification document.

Prescribed Visual/ Material Sources	**<u>Pompeii</u>** • **House of Menander** • **House of Octavius Quartio** • **Tomb of Naevoleia Tyche including inscription** • **The large theatre** **<u>Inscription</u>** ***From Cooley and Cooley Pompeii: A Sourcebook:*** • **F14 (CIL[1] IV 933)** • **F15 (CIL IV 910)** • **D80 (CIL IV 7698a–c)** • **D51 (CIL X 833, 834)** • **H45 (CIL IV 8562)** • **D16 (CIL IV 1189)**	**<u>Herculaneum</u>** • **House of the Wooden Partition** • **Central (Forum) Baths** **<u>Ostia</u>** • **Insula of Diana** **<u>Rome</u>** • **The Colosseum** • **The Circus Maximus** **Where houses form part of the prescription it is expected that learners will be familiar with the decoration of these, including examples of frescoes and mosaics.**
When studying visual/material culture learners will be required to:	• know about the appearance, style, content and original location of the examples of visual/material remains they study • know and understand the original use or purpose of the visual/material remains they study, and the impact this had on its creation • know and understand the key issues with working with different types of source material • apply their knowledge of the cultural contexts in which the material remains were produced, to inform their judgements about them • use the source materials to develop an understanding of the social, historical and cultural context of the classical world • know and understand the possible interpretations of different audiences	

[1] CIL: *Corpus Inscriptionum Latinarum*

Literature

Key topics	Learners should have studied the following:

Satire and Fiction	• The origins and purposes of satire
	• The style and characteristic approach of each of the authors
	  ○ Horace as the smiling satirist
	  ○ Juvenal as the angry satirist
	  ○ the nature and purpose of Petronius' *Satyricon*
	• Narrative and descriptive techniques
	• Use of humour and exaggeration
	• Choice of themes and examples

Pliny and his Letters	• Pliny's letters as a personal commentary on Roman life • Pliny's use of language, and the purpose of his letters • How Pliny reflects his position in Roman society and the image he projects
Experiencing Roman city life	How the authors depict aspects of Roman city life and the attitudes of Romans regarding them, including: • The dangers of city life • Life in the city for rich and poor • Leisure and entertainment • Food and dinner parties
Relationships and Roman society	How the authors depict relationships between members of Roman society, and the attitudes of Romans regarding them, including: • Slaves and masters • Patrons and clients • Women and men.

Prescribed Literary Sources

The sources listed below are a mandatory part of the study of this component. Learners will be expected to respond to these in the assessment, and demonstrate knowledge and understanding of the contexts of these sources and the intention behind their production. They should also be prepared to discuss possible different interpretations of sources, such as those offered by an ancient and modern audience. Questions using these sources in the assessment will assume learners are familiar with these details and will expect learners to be prepared to discuss their content.

For the 'Literature' section, sources used in the assessment will be from the prescribed list only.

In questions requiring discussion of a range of sources learners will be given credit for referring to any appropriate sources, not only those listed in the specification document. However questions will be fully accessible to learners who are only familiar with the prescribed sources.

Prescribed Literary Sources	• **Horace, *Satires* 2.2, 2.6, 2.8** • **Juvenal, *Satire* 3.190–322** • **Petronius, *Satyricon: Dinner with Trimalchio*, 29–33; 37–38; 49–50** • **Pliny, *Letters*, 1.9, 2.6, 3.14, 4.19, 5.19, 9.6**
When studying literature learners will be required to:	• know and understand aspects of plot, characterisation, events and settings • know and understand themes and how to distinguish between them • know and understand issues of form, purpose and genre • apply their knowledge of the cultural contexts in which the texts were produced, to inform their judgements about them • use the texts to develop an understanding of the social, historical and cultural context of the classical world • know and understand the possible responses of different audiences

Learners may use any translation of the texts. Where a translation is printed on the question paper it will be taken from the 'OCR Literary Sources for Roman City Life (J199/22)' booklet, available for free on the OCR website.

2c. Content of War and Warfare (J199/23)

War is one of the most significant aspects of human behaviour, and war and warfare in the classical world holds an endless and compelling fascination. This component highlights different aspects of warfare in the ancient world, including the purposes, conduct and effects of war, as well as how the military interacted with, and impacted upon, wider society.

This component covers both Greek and Roman civilisation, focusing on Athens and Sparta in the 5th century BC, and on Rome in the Imperial period. In the 'Culture' section the military systems and tactics of each society will be studied, as will the interplay between war, politics and society. Learners will also study key battles, not only what happened, but why, and how this impacted on the societies involved. The way in which warfare is viewed and the cultural impact of conflicts, including the human cost of war, make this component a moving area of study for learners which has clear relevance to the modern world.

The literature to be studied is a combination of epic and shorter verse; it presents a range of responses to warfare, from glorification to depictions of horror and tragedy. These works have influenced many later poets right up to the modern day, from the varied responses to the 1st World War offered by poets such as Rupert Brooke and Wilfred Owen, to Alice Oswald's recent exploration of the tragedy of war; their messages will surely prove to be equally resonant with today's learners.

Culture

Key topics	Learners should have studied the following:
Sparta at War in the 5th century	• The structure of Spartan society and how this influenced the military • Training and recruitment of the Spartan army, including the *agoge* and the *syssitia* • The equipment, tactics and formation used in battle • The structure, organisation and command of the army, including the role of the *perioeci* and the *helots* • The idealisation of war and warfare in Spartan society • The battle of Thermopylae, including: ○ key events and individuals: Xerxes; Demaratus; Leonidas; Ephialtes; Dienekes ○ the significance of the battle and how it was commemorated
Athens at War in the 5th century	• How the army and navy were paid for, recruited and trained • The equipment, tactics and formations used in battle on land and sea. • The structure, organisation and command of the army and navy • The impact of the Athenian military on Athenian politics and society • The battle of Salamis, including: ○ key events and individuals: Themistocles; Xerxes; Artemisia ○ the significance of the battle and how it was commemorated
The Roman Military in the Imperial Period	• How the Roman army and navy were paid for, recruited and trained in the Imperial period • The structure, organisation and command of the army and navy, including: ○ how a legion was organised and the layout of a legionary fortress • The equipment of the army and navy and how it was used in battle ○ the tactics and formation used by the army and navy

The Romans at War	• The battle of Actium, including:
	  ○ key events and individuals: Octavian; Marcus Agrippa; Mark Antony; Cleopatra
	  ○ the significance of the battle and how the Romans commemorated it.
	• Trajan's campaign against the Dacians, including:
	  ○ reasons for the war
	  ○ presentation of warfare in the material sources
	  ○ the image of Trajan as emperor
	  ○ the pursuit of military glory
	  ○ victims of warfare

Prescribed Visual/Material Sources

The sources listed below are a mandatory part of the study of this component. Learners will be expected to respond to these in the assessment, and demonstrate knowledge and understanding of the contexts of these sources and the intention behind their production. They should also be prepared to discuss possible different interpretations of sources, such as those offered by an ancient and modern audience. Questions using these sources in the assessment will assume learners are familiar with these details and will expect learners to be prepared to discuss their content.

For the 'Culture' section of this component the assessment will also make use of unseen sources in some questions. The unseen sources could be literary sources as well as visual/material sources.
To prepare for these questions, learners should study other ancient sources in addition to those prescribed when exploring the topics in this component to give a wider contextual background.

In questions requiring discussion of a range of sources learners will be given credit for referring to any appropriate sources, not only those listed in the specification document.

Prescribed Visual/Material Sources	• **Bronze Warrior figure, Spartan, British Museum (1929,1016.6)** • **Helmet of Corinthian type, dedicated to Zeus at Olympia, c.460 BC, British Museum (1824,0407.32)** • **Lenormant Trireme relief, Acropolis relief** • **Red figure kylix of a Persian and a Greek fighting, The Triptolemos Painter** • **South frieze (the Greeks fighting the Persians), Temple of Athena Nike, Acropolis Athens now in the British Museum** • **Relief commemorating the battle of Actium, Vatican Museum** • **Bronze statuette of a legionary, British Museum (1867,0510.4)** • **Roman fortress at Chester** • **Mark Antony Legionary *denarius*, Obv: galley with banners, Rev: eagle between two standards, likely minted in Patrae 32 BC (example BMC 197, RSC 33, Sear 356)** • **Trajan's Column** • **Arch of Trajan, Benevento**

When studying visual/material culture learners will be required to:	• know about the appearance, style, content and original location of the examples of visual/material remains they study • know and understand the original use or purpose of the visual/material remains they study, and the impact this had on its creation • know and understand the key issues with working with different types of source material • apply their knowledge of the cultural contexts in which the material remains were produced, to inform their judgements about them • use the source materials to develop an understanding of the social, historical and cultural context of the classical world • know and understand the possible interpretations of different audiences

Literature

Key topics	Learners should have studied the following:

Literary Context	• The genres and authors of the set texts
	• Their composition and aims
	• Narrative and descriptive techniques, including:
	  ○ speeches
	  ○ similes and imagery
	  ○ epithets
	  ○ use of emotive language
	  ○ the role of the divine

Characterisation	• The actions of the characters in each text
	• The traits of each of the main characters and how these are depicted
	• Interactions and relationships between characters
	• The depiction of:
	  ○ leaders and soldiers
	  ○ comrades and enemies
	  ○ non-combatants
	  ○ women

Themes	• glory, honour and shame • comradeship • freedom • hubris and arrogance • love and patriotism • the horror and glorification of warfare • fear and courage • family and ancestors • military and civilian victims of war

Heroes and Warfare	• How the content of the texts reflects their political or cultural context, including:
	  ○ details of the historical context
	  ○ what constitutes a 'hero'
	  ○ attitudes towards war and warfare
	• The possible responses to the texts from different audiences.

Prescribed Literary Sources

The sources listed below are a mandatory part of the study of this component. Learners will be expected to respond to these in the assessment, and demonstrate knowledge and understanding of the contexts of these sources and the intention behind their production. They should also be prepared to discuss possible different interpretations of sources, such as those offered by an ancient and modern audience. Questions using these sources in the assessment will assume learners are familiar with these details and will expect learners to be prepared to discuss their content.

For the 'Literature' section, sources used in the assessment will be from the prescribed list only.

In questions requiring discussion of a range of sources learners will be given credit for referring to any appropriate sources, not only those listed in the specification document. However questions will be fully accessible to learners who are only familiar with the prescribed sources.

Prescribed Literary Sources	• **Homer, *Iliad*, 5.84–469; 6.118–529; 22.21–409; 24.468–620** • **Tyrtaeus, Fragment 10 – *The Fallen Warrior*** • **Virgil *Aeneid*, Book 2.268–804** • **Horace *Odes* 3.2**
When studying literature learners will be required to:	• know and understand aspects of plot, characterisation, events and settings • know and understand themes and how to distinguish between them • know and understand issues of form, purpose and genre • apply their knowledge of the cultural contexts in which the texts were produced, to inform their judgements about them • use the texts to develop an understanding of the social, historical and cultural context of the classical world • know and understand the possible responses of different audiences

Learners may use any translation of the texts. Where a translation is printed on the question paper it will be taken from the 'OCR Literary Sources for War and Warfare (J199/23)' booklet, available for free on the OCR website.

2d. Prior knowledge, learning and progression

No prior knowledge or learning related to this subject is required before beginning the GCSE (9–1) in Classical Civilisation.

GCSEs (9–1) enable learners to progress to further qualifications either Vocational or General.

This qualification provides the ideal foundation for learners to progress to OCR's AS Level and A Level in Classical Civilisation.

Find out more at www.ocr.org.uk

3 Assessment of GCSE (9–1) in Classical Civilisation

3a. Forms of assessment

OCR's GCSE (9–1) in Classical Civilisation consists of two components that are externally assessed.

Thematic Study (J199/11, J199/12)

These components are externally assessed, written examinations testing AO1 and AO2. Learners must study **one** component from this group.

The examination is worth **90 marks** and lasts **1 hour and 30 minutes**. This represents 50% of the total marks for the GCSE (9–1).

There are **three** sections to the paper, one on Greece, one on Rome and the third on Greece and Rome. Each section is worth **30 marks**.

The question paper will consist of both short answer and extended response questions. Learners will be required to respond to both literary and visual/material sources, some of which will be unseen and some from the prescribed material.

In the third section of the paper learners will be required to compare two ancient sources, one of which will be literary, the other visual/material; one Greek, one Roman.

Literature and Culture (J199/21, J199/22, J199/23)

These components are externally assessed, written examinations testing AO1 and AO2. Learners must study **one** component from this group.

The examination is worth **90 marks** and lasts **1 hour and 30 minutes**. This represents 50% of the total marks for the GCSE (9–1).

There are **two** sections to the paper, one focusing on the "Culture" topics and sources, the other on the "Literature". Each section is worth **45 marks**.

The question paper will consist of both short answer and extended response questions. For the "Culture" section, learners will be required to respond to sources, some of which will be unseen and some from the prescribed material. Sources for the "Literature" section will be from the prescribed material only.

3b. Assessment objectives (AO)

There are two Assessment Objectives in OCR GCSE (9–1) in Classical Civilisation. These are detailed in the table below.

Learners are expected to demonstrate their ability to:

	Assessment Objective
AO1	Demonstrate knowledge and understanding of: • literature and visual/material culture from the classical world • how sources reflect their cultural contexts • possible interpretations of sources by different audiences and individuals.
AO2	Analyse, interpret and evaluate literature and visual/material culture from the classical world, using evidence and producing coherent and reasoned arguments.

AO weightings in OCR GCSE (9–1) Classical Civilisation

The relationship between the Assessment Objectives and the components are shown in the following table:

Component	% of overall GCSE (9–1)	
	AO1	AO2
Myth and Religion (J199/11) Women in the Ancient World (J199/12)	32.2	17.8
The Homeric World (J199/21) Roman City Life (J199/22) War and Warfare (J199/23)	27.8	22.2
Total	60	40

3c. Total qualification time

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both guided learning hours and hours spent in preparation, study and assessment. The total qualification time for GCSE Classical Civilisation is 140 hours. The total guided learning time is 120-140 hours.

3d. Qualification availability outside of England

This qualification is available in England. For Wales and Northern Ireland please check the Qualifications in Wales Portal (QIW) or the Northern Ireland Department of Education Performance Measures / Northern Ireland Entitlement Framework Qualifications Accreditation Number (NIEFQAN) list to see current availability.

3e. Language

This qualification is available in English only. All assessment materials are available in English only and all candidate work must be in English.

3f. Assessment availability

There will be one examination series available each year in May / June to **all** learners.

All examined components must be taken in the same examination series at the end of the course.

This specification will be certificated from the June 2019 examination series onwards

3g. Retaking the qualification

Learners can retake the qualification as many times as they wish. They retake **one** from components J199/11 and J199/12, and **one** from components J199/21, J199/22, and J199/23.

3h. Synoptic assessment

Synoptic assessment considers the learners' understanding of the connections between different elements of the subject. This qualification enables learners to demonstrate their ability to draw together different areas of knowledge, skills and/or understanding, encouraging the understanding of Classical Civilisation as a discipline.

Students are required to study options containing material from both literature and visual/material culture and answer questions in the assessment using material from both these areas of study.

Extended response questions target material from across topics and expect the use of a wide range of sources. These and some of the short answer questions also target both Assessment Objectives together.

This approach means that learners will be able to demonstrate synthesis of knowledge, skills and understanding.

3i. Calculating qualification results

A learner's overall qualification grade for OCR GCSE (9–1) in Classical Civilisation will be calculated by adding together their marks from the two components taken to give their total weighted mark.

This mark will then be compared to the qualification level grade boundaries for the entry option taken by the learner and for the relevant exam series to determine the learner's overall qualification grade.

4 Admin: what you need to know

The information in this section is designed to give an overview of the processes involved in administering this qualification so that you can speak to your exams officer. All of the following processes require you to submit something to OCR by a specific deadline.

More information about the processes and deadlines involved at each stage of the assessment cycle can be found in the Administration area of the OCR website.

OCR's *Admin overview* is available on the OCR website at www.ocr.org.uk/administration.

4a. Pre-assessment

Estimated entries

Estimated entries are your best projection of the number of learners who will be entered for a qualification in a particular series. Estimated entries should be submitted to OCR by the specified deadline. They are free and do not commit your centre in any way.

Final entries

Final entries provide OCR with detailed data for each learner, showing each assessment to be taken. It is essential that you use the correct entry code, considering the relevant entry rules.

Final entries must be submitted to OCR by the published deadlines or late entry fees will apply.

All learners taking a GCSE (9–1) in Classical Civilisation must be entered for one of the following entry options:

Entry option		Components		
Entry code	Title	Code	Title	Assessment type
J199 A	Classical Civilisation Option A	11	Myth and Religion	External Assessment
		21	The Homeric World	External Assessment
J199 B	Classical Civilisation Option B	11	Myth and Religion	External Assessment
		22	Roman City Life	External Assessment
J199 C	Classical Civilisation Option C	11	Myth and Religion	External Assessment
		23	War and Warfare	External Assessment
J199 D	Classical Civilisation Option D	12	Women in the Ancient World	External Assessment
		21	The Homeric World	External Assessment
J199 E	Classical Civilisation Option E	12	Women in the Ancient World	External Assessment
		22	Roman City Life	External Assessment
J199 F	Classical Civilisation Option F	12	Women in the Ancient World	External Assessment
		23	War and Warfare	External Assessment

Collecting evidence of student performance to ensure resilience in the qualifications system

Regulators have published guidance on collecting evidence of student performance as part of long-term contingency arrangements to improve the resilience of the qualifications system. You should review and consider this guidance when delivering this qualification to students at your centre.

For more detailed information on collecting evidence of student performance please visit our website at: https://www.ocr.org.uk/administration/general-qualifications/assessment/.

4b. Special consideration

Special consideration is a post-assessment adjustment to marks or grades to reflect temporary injury, illness or other indisposition at the time the assessment was taken.

Detailed information about eligibility for special consideration can be found in the JCQ publication *A guide to the special consideration process*.

4c. External assessment arrangements

Regulations governing examination arrangements are contained in the JCQ *Instructions for conducting examinations*.

Head of centre annual declaration

The Head of Centre is required to provide a declaration to the JCQ as part of the annual NCN update, conducted in the autumn term, to confirm that the centre is meeting all of the requirements detailed in the specification.

Any failure by a centre to provide the Head of Centre Annual Declaration will result in your centre status being suspended and could lead to the withdrawal of our approval for you to operate as a centre.

Private Candidates

Private candidates may enter for OCR assessments.

A private candidate is someone who pursues a course of study independently but takes an examination or assessment at an approved examination centre. A private candidate may be a part-time student, someone taking a distance learning course, or someone being tutored privately. They must be based in the UK.

Private candidates need to contact OCR approved centres to establish whether they are prepared to host them as a private candidate. The centre may charge for this facility and OCR recommends that the arrangement is made early in the course.

Further guidance for private candidates may be found on the OCR website: http://www.ocr.org.uk

4d. Results and certificates

Grade Scale

GCSE (9–1) qualifications are graded on the scale: 9–1, where 9 is the highest. Learners who fail to reach the minimum standard of 1 will be Unclassified (U).

Only subjects in which grades 9 to 1 are attained will be recorded on certificates.

Results

Results are released to centres and learners for information and to allow any queries to be resolved before certificates are issued.

Centres will have access to the following results' information for each learner:

- the grade for the qualification
- the raw mark for each component
- the total weighted mark for the qualification.

The following supporting information will be available:

- raw mark grade boundaries for each component
- weighted mark grade boundaries for each entry option.

Until certificates are issued, results are deemed to be provisional and may be subject to amendment.

A learner's final results will be recorded on an OCR certificate. The qualification title will be shown on the certificate as 'OCR GCSE (9–1) Level 1/Level 2 in Classical Civilisation'.

4e. Post-results services

A number of post-results services are available:

- **Review of marking** – If you are not happy with the outcome of a learner's results, centres may request a review of marking. Full details of the post-results services are provided on the OCR website.
- **Missing and incomplete results** – This service should be used if an individual subject result for a learner is missing, or the learner has been omitted entirely from the results supplied.
- **Access to scripts** – Centres can request access to marked scripts.

4f. Malpractice

Any breach of the regulations for the conduct of examinations and non-exam assessment may constitute malpractice (which includes maladministration) and must be reported to OCR as soon as it is detected. Detailed information on malpractice can be found in the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*.

5 Appendices

5a. Grade descriptors

Grade 8

To achieve grade 8, candidates will be able to:

- demonstrate relevant and comprehensive knowledge and sophisticated understanding of classical texts and materials from the classical world, including how sources reflect their cultural contexts
- demonstrate a sophisticated awareness of a range of possible interpretations
- engage in perceptive analysis, sensitive interpretation and critical evaluation of classical texts and materials
- effectively use a range of evidence to construct coherent and reasoned arguments.

Grade 5

To achieve grade 5, candidates will be able to:

- demonstrate mostly accurate and appropriate knowledge and understanding of classical texts and materials from the classical world, including how sources reflect their cultural contexts
- demonstrate an awareness of some possible interpretations
- engage in generally coherent analysis and interpretation, and some evaluation of classical texts and materials
- use evidence to construct mostly well-organised, plausible arguments.

Grade 2

To achieve grade 2, candidates will be able to:

- demonstrate basic knowledge and understanding of classical texts and materials from the classical world, with limited regard for their cultural contexts or possible interpretations
- use a basic line of reasoning to describe and comment on classical texts and materials
- express opinions and construct simple and straightforward arguments.

5b. Overlap with other qualifications

There is a small degree of overlap between the content of this specification and those for GCSE (9–1) in Latin, Classical Greek and Ancient History.

5c. Accessibility

Reasonable adjustments and access arrangements allow learners with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do, without changing the demands of the assessment. Applications for these should be made before the examination series. Detailed information about eligibility for access arrangements can be found in the JCQ *Access Arrangements and Reasonable Adjustments.*

The GCSE (9–1) qualification and subject criteria have been reviewed in order to identify any feature which could disadvantage learners who share a protected Characteristic as defined by the Equality Act 2010. All reasonable steps have been taken to minimise any such disadvantage.

Summary of updates

Date	Version	Section	Title of section	Change
April 2018	1.1	4d	Result and certificates	Amend to certification titling
December 2019	1.2	1e	How do I find out more information?	Remove link to Social forum and replace with link for Online Support Centre
February 2021	1.3			Update to specification covers to meet digital accessibility standards
December 2022	1.4	3c	Total qualification time	Insertion of new section
January 2024	1.5	3d, 3e 4a Checklist	Qualification availability, Language Pre-assessment	Inclusion of disclaimer regarding language and availability Update to include resilience guidance Inclusion of Teach Cambridge

YOUR CHECKLIST

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

- ☐ Bookmark OCR website for all the latest information and news on GCSE (9-1) Classical Civilisation
- ☐ Sign up for Teach Cambridge: our personalised and secure website that provides teachers with access to all planning, teaching and assessment support materials
- ☐ Be among the first to hear about support materials and resources as they become available – register for Classics updates
- ☐ Find out about our professional development
- ☐ View our range of skills guides for use across subjects and qualifications
- ☐ Learn more about Active Results
- ☐ Visit our Online Support Centre

Download high-quality, exciting and innovative GCSE (9-1) Classical Civilisation resources from ocr.org.uk/gcseclassicalcivilisation

Resources and support for our GCSE (9-1) Classical Civilisation qualification, developed through collaboration between our Classics Subject Advisor, teachers and other subject experts, are available from our website. You can also contact our Classics Subject Advisor who can give you specialist advice, guidance and support.

Contact the team at:

01223 553998

classics@ocr.org.uk

@OCRexams

To stay up to date with all the relevant news about our qualifications, register for email updates at **ocr.org.uk/updates**

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