

Managing the change; moving from the old OCR specification to the reformed OCR GCSE (9–1)



Whilst we are excited about our new specifications and the opportunities presented by the reform process, we are also aware that this time of change is one of concern for teachers preparing to deliver a new course; therefore we have produced this resource to help teachers to manage this process and make best use of their existing resources and knowledge.

Content

Our new specification has exciting new content, and an innovative new approach to teaching and assessing GCSE Ancient History. The reformed Ancient History specification contains four elements:

- a period study
- a longer period study
- two depth studies

The reformed Ancient History qualification is divided into two components. Each component has a compulsory period study and then a choice of three depth studies. Centres need to study one depth study in each component.

The reformed specification retains many of the popular topics and many features which make the subject so interesting and engaging for students. The following grids illustrate how options from the legacy specification might map to the new one, and where this can be found. This is intended as a helpful guide for teachers when they are choosing and planning their options, and will enable them to make the best use of their existing resources and experience. This resource is not intended, however, to imply that old material can be taught for the new specification without adjustment or revision, or that all old material will be relevant for the new specification.

Teachers should ensure they are familiar with the new specification document and its topics, and the new assessment model.

Legacy specification (J151)	Reformed Ancient History (J198)
A031: The Greeks defend themselves, 499–479 BC	The conflict between Greece and Persia is covered in the Persia period study and touched upon in the 'From Tyranny to Democracy' depth study, both of which are in J198/01 .
A031: Alexander the Great, 356–323 BC	The Alexander the Great depth study in J198/02 is very similar to the legacy option.
A032: The origins of Rome: The kings, 753–508 BC	Most of the content appears in the longer period study in J198/02 but extends into the early Roman Republic.
A032: Hannibal's invasion and defeat, 218–146 BC	The Hannibal depth study in J198/02 covers a shorter period of time, ending in 201 BC rather than 146 BC, therefore focusing entirely on the Second Punic War.
A033: Cleopatra and her impact on Roman politics, 69–30 BC	The new Cleopatra option in J198/02 is very similar to the legacy Cleopatra unit. The focus of this depth study mirrors the legacy unit but not all of the ancient source material is the same.
A034: Ancient Persia 630–499 BC	A proportion of the topics from this controlled assessment option will be included in the compulsory period study in J198/01 , including a focus on the reigns and characters of Cyrus, Cambyses and Darius, technological achievements and warfare and military campaigns.
A034: Celts c. 500 BC - AD 500	Areas of this controlled assessment topic including the importance of religion, the nature of Celtic warfare and the impact of foreign ideas can be found in 'The conquest of Celtic Britain' depth study in J198/02 .



Can't find what you are looking for?

If you currently teach, or want to teach, something you can't find on our new Ancient History specification then try looking at the [OCR Classical Civilisation GCSE \(9–1\) specification](#) as you might find it is better suited to your needs.



Assessment

Assessment Objectives for legacy specification (J151)	Assessment Objectives for reformed Ancient History (J198)
AO1: Recall, select and organise relevant knowledge of historical events and sources.	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.
AO2: Demonstrate an understanding of historical events and sources.	AO2: Analyse and explain historical events and historical periods to arrive at substantiated judgements.
AO3: Interpret, evaluate and respond to historical events and sources.	AO3: Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about: <ul style="list-style-type: none"> • historical events and historical periods studied • how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.

The new Assessment Objectives for Ancient History are worded differently from the legacy Assessment Objectives, however teachers delivering one of the GCSE (9-1) History specifications should see similarities between these Objectives and the GCSE (9-1) History Assessment Objectives. Whilst the wording may be different, the essential skills that will be assessed are the same and centres will see a number of familiar types of questions in the reformed GCSE (9–1) qualification.

In the new GCSE (9-1) in Ancient History there will be:

- Questions assessing discrete factual knowledge in all four elements of the course
- Questions requiring candidates to analyse concepts such as continuity, change, cause, consequence, significance and similarity and difference within situations
- Questions assessing sources accuracy
- Essay questions, although these will have a slightly lower tariff of 20 marks.

The legacy Ancient History assessments were identical in structure. This is a feature we have retained in the reformed specification, however the period studies are assessed in a different way to the depth studies.

The new specification will continue to have marks awarded for spelling, punctuation and grammar and the use of specialist terminology (SPaG).