



Classics

GCSE 2012

Ancient History

Teachers' Handbook

J151/J051

Version 1

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Introduction

OCR's GCSE in Ancient History entered first teaching in September 2009.

We have improved the quality of our GCSEs for teachers and students alike. We've made improvements in two key areas: updated and relevant content and a focus on developing students' personal, learning and thinking skills.

In addition and in response to reforms announced by the Government and in response to Ofqual mandated changes to GCSEs, unitised assessment of this qualification is being replaced by linear assessment from September 2012. This means that candidates commencing a two year course from September 2012 will take all of their GCSE units at the end of the course in June 2014.

The main changes are:

- Controlled assessment and examinations will be summative
- Examinations provide opportunity for extended writing and more varied question types
- All GCSEs will meet the requirements of the Equality Act.

OCR offers a range of support materials, developed following extensive research and consultation with teachers. We've designed them to save you time when preparing for the specification and to support you while teaching them.

It is important to make the point that this Teacher Handbook plays a secondary role to the specifications themselves. The GCSE Ancient History specification is the document on which assessment is based: it specifies what content and skills need to be covered. At all times therefore, the Teacher Handbook should be read in conjunction with the Specification. If clarification on a particular point is sought, then that clarification must be found in the Specification itself.

Subject specific guidance

The content and structure of the examined units

AO31: The Greeks at War

This unit has two options;

Option 1: The Greeks defend themselves, 499-479 BC

Option 2: Alexander the Great, 356-323 BC

AO32: The rise of Rome

This unit has two options;

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

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

AO33: Women in ancient politics

This unit has two options;

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

Option 2: Agrippina the younger and her influence on Roman politics, AD 14-59

Candidates study one option from each unit. The content for each option has been arranged with all the set sources for that option listed at the beginning, followed by a section on context that explains the background understanding candidates will need to study the option. It should be noted that this is intended to be a brief introduction only, and it is not anticipated that a great deal of teaching time will be spent on it, it is simply that where candidates come to an option with no prior knowledge of the period they will need a this basic context to help them understand the themes and sources for the option. The themes for each option are further subdivided into bullet points, and are explained in detail. The set sources for each option relate to the unit content and candidates should be able to demonstrate knowledge of them and use them as evidence for historical events. However, the historical knowledge and understanding specified in the themes for each option may go beyond that covered by the set sources. Candidates are expected to be able to analyse and evaluate the set sources as evidence, and for this reason there is also a section at the end of each option on the context of the sources.

The content and structure of the controlled assessment unit

AO34: Ancient Societies through the study of original sources

Option 1: Ancient Egypt 3000-1000 BC

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

Option 3: Troy and the Mycenaeans 1450-1100 BC

Option 4: Ancient Persia 630-499 BC

Option 5: The Hellenistic world 323-133 BC

Option 6: The Celts c. 500 BC – AD 500

Candidates study any one out the six options, and complete a controlled assessment task relating to that option. Each year two controlled assessment tasks will be set for each option.

Each option aims to encourage candidates to enquire actively into the ancient world and to develop the skills necessary for effective and independent analysis and evaluation of historical events and sources. Each option relates to one ancient society, and candidates study that society in relation to specified themes, using appropriate original source material of their choice. The choice of appropriate source material is left open to provide flexibility for centres and candidates and to allow them to choose their own approach to the controlled assessment tasks. However, guidance on appropriate ancient sources will be offered in the separate document 'AO34: Ancient Societies through the study of original sources: Suggested resources' which will be made available on the OCR website. These suggested resources are only offered as suggestions however, and the list is not intended to be prescriptive.

The themes listed for each option are not as detailed as the content description for the examined units, because candidates will conduct their own research in response to the controlled assessment task that they are completing. The specific nature of this research will depend on the wording of the question, the resources available to that centre, the way the candidate interprets the question, and the particular interests of the candidate in question. The themes are intended to provide a guide to the types of question that are likely to be set as controlled assessment tasks, and to suggest the sort of background teaching that will provide a foundation which will give candidates the context and background knowledge to be able to conduct their own research when completing the controlled assessment task.

Resources

Suggested resources for the units A031, A032 and A033.

Suggested resources for the options in the controlled assessment unit, A034 will be published as a separate document. This will also be available on the OCR website.

The OCR translation of the set texts for the examined units will also be published on the OCR website as a separate document.

Unit A031: The Greeks at war

Option 1: The Greeks Defend Themselves, 499-479 BC

Primary Sources

These are suggested as background reading, the set sources to be studied for each option (as outlined in the specification) will be provided in translation by OCR, to be downloaded from the OCR website.

Aeschylus, *The Persians*, trans. Vellacott, P. in *Prometheus Bound and Other Plays*, Penguin Classics 1973, ISBN 9780140441123

Brosius, M. *The Persian Empire from Cyrus II to Artaxerxes*, London Association of Classical Teachers 2000, ISBN 9780903625289. (This contains extracts from original source material in translation).

Herodotus, *The Histories*, trans. Marincola, Penguin Classics 2003, ISBN 9780140449082

Plutarch, *Themistocles and Aristides*, trans. Scott-Kilvert, I. in *The Rise and Fall of Athens*, Penguin Classics 1973, ISBN 9780140441024

Secondary Material

Books:

Buckley, T. *Aspects of Greek History, 750-323 BC: A Source-based Approach*, Routledge 1996, ISBN 9780415099585

Cassin-Scott, J. *The Greek and Persian Armies, 500-323 B.C.* Osprey 1977, ISBN 9780850452716

De Souza, P. *The Greek and Persian Wars 499-386 BC (Essential Histories)* Osprey 2003, ISBN 9781841763583

Fields, N. *Thermopylae 480 BC*, Osprey 2007, ISBN 9781841761800

Morrison, J., Coates, J. and Rankov, N. *The Athenian Trireme: The History and Reconstruction of an Ancient Greek Warship*, Cambridge University Press 2000, ISBN 9780521564564#

Strauss, B. *Salamis: The Greatest Naval Battle of the Ancient World, 480 BC* Arrow 2005, ISBN 9780099451921

Weins, J., Marincola, J. and Dewald, C. *The Cambridge Companion to Herodotus (Cambridge Companions to Literature)*, Cambridge University Press 2006, ISBN 9780521536837#

Better for the teacher or some pupils with guidance.

DVDs:

300 (DVD 2 Disc Special edition) (Warner Home Video)

The 300 Spartans (DVD) (MGM Entertainment)

The Greek and Persian Wars (DVD) (Cromwell Productions)

Websites:

Persia:

Darius: http://www.livius.org/da-dd/darius/darius_i_0.html (useful links)

Xerxes: <http://www.livius.org/x/xerxes/xerxes.html> (useful links)

Greece:

The hoplite: <http://en.wikipedia.org/wiki/Hoplite>

The trireme: <http://en.wikipedia.org/wiki/Trireme>

Themistocles: <http://www.livius.org/th/themistocles/themistocles.html>

Ionian Revolt:

http://en.wikipedia.org/wiki/Ionian_Revolt (some useful links for individual states)

<http://www.bbc.co.uk/dna/h2g2/A9902298>

Marathon: http://en.wikipedia.org/wiki/Battle_of_Marathon (detailed article)

http://www.the-art-of-battle.350.com/The_Battles.htm (Powerpoint animation for discussion)

<http://www.livius.org/man-md/marathon/marathon.html> (useful discussion with photographs)

<http://www.bbc.co.uk/dna/h2g2/A10083395>

Persian Wars 480-79 BC:

Thermopylae: http://en.wikipedia.org/wiki/Battle_of_Thermopylae

<http://www.battle-of-thermopylae.eu/>

http://www.bbc.co.uk/radio4/history/inourtime/inourtime_20040205.shtml (In Our Time discussion)

Artemisium: http://en.wikipedia.org/wiki/Battle_of_Artemisium

Salamis: http://en.wikipedia.org/wiki/Battle_of_Salamis

<http://www.bbc.co.uk/dna/h2g2/A13114748>

Plataea: http://en.wikipedia.org/wiki/Battle_of_Plataea

<http://www.livius.org/man-md/mardonius/mardonius.html> (focus on Mardonius)

<http://www.livius.org/pi-pm/plataea/battle.html>

<http://www.bbc.co.uk/dna/h2g2/A13169153>

Mycale: <http://www.bbc.co.uk/dna/h2g2/A13208302>

<http://www.livius.org/a/turkey/mycale/mycale.html>

Option 2: Alexander the Great, 356-323 BC

Primary Sources

These are suggested as background reading, the set sources to be studied for each option (as outlined in the specification) will be provided in translation by OCR, to be downloaded from the OCR website.

Arrian, The Campaigns of Alexander, trans. De Selincourt, A. Penguin 1976, ISBN 9780140442533

Diodorus Siculus, Library of History: reign of Philip II, trans. McQueen, E. Bristol Classical Press 1998, ISBN 9781853993855

Plutarch, The Age of Alexander: Nine Greek Lives, trans. Scott-Kilvert, I. Penguin 1973, ISBN 9780140442861

Secondary Material

Books:

Cartledge, P. Alexander the Great: The Hunt for a New Past, Pan 2005, ISBN 9780330419253#

Ganeri, A. and Shone, R. Alexander the Great: the Life of a King and Conqueror (Graphic Non-Fiction), Book House 2005, ISBN 9781904642800

Green, P. Alexander of Macedon, 356-323 BC: A Historical Biography, University of California Press 1992, ISBN 9780520071667

Heckel W. Macedonian Warrior: Alexander's Elite Infantryman, Osprey 2006, ISBN 9781841769509

Lane Fox, R. Alexander the Great, Penguin 2006, ISBN 9780141020761#

Matthews, R. Alexander the Great at the Battle of Granicus: A Campaign in Context, The History Press 2008, ISBN 9781862274488

Sekunda, N. The Army of Alexander the Great, Osprey 1992, ISBN 9780850455397

Sheppard, R. Alexander the Great at War: His Army – His Battles – His Enemies, Osprey 2008, ISBN 9781846033285

Walbank, F. W. The Hellenistic World, Fontana 1992, ISBN 9780006861041 (Chapter 1)

Wood, M. In the Footsteps of Alexander the Great, Ebury Press 2004, ISBN 9780563521938 (also available as DVD and audio tape)

Worthington, I. Alexander the Great: A Reader, Routledge 2002, ISBN 9780415291873# (very useful for the teacher)

Better for the teacher or some pupils with guidance.

DVDs:

Alexander (DVD) available in various versions, some with documentary 'extras' Warner Home Video

In The Footsteps of Alexander the Great (DVD) Michael Woods TV series, very useful for visuals (2 Entertain Video)

The Great Commanders – The Collection (Includes one of Alexander) DVD Seventh Art Productions

Websites: Persia:

<http://www.gaugamela.com/>

<http://www.livius.org/persia.html>

Macedon: <http://en.wikipedia.org/wiki/Macedon>

<http://www.livius.org/maa-mam/macedonia/macedonia.html>

Philip:

http://en.wikipedia.org/wiki/Philip_II_of_Macedon

http://www.livius.org/phi-php/philip/philip_ii.htm

<http://www.historyofmacedonia.org/AncientMacedonia/PhilipofMacedon.html>

Alexander: <http://web.mac.com/heraklia/Alexander/Introduction/index.html>
<http://www.livius.org/aj-al/alexander/alexander00.html>
<http://www.historyofmacedonia.org/AncientMacedonia/AlexandertheGreat.html>
http://en.wikipedia.org/wiki/Alexander_the_Great
http://www.bbc.co.uk/history/ancient/greeks/alexander_the_great_01.shtml
http://www.louvre.fr/llv/activite/detail_parcours.jsp;jsessionid=Jdlm0FQGsrT9ytQQ7byWTpJKNn6vHBzJTBwW8y2qhzM1p2KQhLK5!-1196351505?CONTENT%3C%3Ecnt_id=10134198673407387&CURRENT_LLV_PARCOURS%3C%3Ecnt_id=10134198673407387&FOLDER%3C%3Efolder_id=9852723696500817&bmLocale=en (Louvre thematic trail)

Military history:

The Macedonian Army:

http://en.wikipedia.org/wiki/Macedonian_phalanx

Granicus:

http://en.wikipedia.org/wiki/Battle_of_the_Granicus

<http://www.juniorgeneral.org/greece/granicus.html> (instructions for war game)

Issus:

http://www.livius.org/aj-al/alexander/alexander_t51.html

Gaugamela:

<http://www.livius.org/aj-al/alexander/alexander09.html>

http://en.wikipedia.org/wiki/Battle_of_Gaugamela

The written sources:

Plutarch:

<http://www.e-classics.com/ALEXANDER.htm> (e-text)

<http://en.wikipedia.org/wiki/Plutarch>

<http://www.livius.org/pi-pm/plutarch/plutarch.htm>

Arrian:

<http://en.wikipedia.org/wiki/Arrian>

<http://www.livius.org/arl-arz/arrian/arrian.html>

Diodorus Siculus:

<http://www.livius.org/di-dn/diodorus/siculus.html>

Material evidence:

http://www.britishmuseum.org/explore/highlights/highlight_objects/cm/s/silver_tetradrachm_of_lysi_mach.aspx

http://www.louvre.fr/llv/oeuvres/detail_notice.jsp?CONTENT%3C%3Ecnt_id=10134198673225830&CURRENT_LLV_NOTICE%3C%3Ecnt_id=10134198673225830&FOLDER%3C%3Efolder_id=9852723696500817&bmLocale=en

http://www.wildwinds.com/coins/greece/egypt/ptolemy_I/BMC_26.jpg

<http://www.nga.gov/podcasts/fullscreen/102808bs04.shtm>

Unit A032: The Rise of Rome

Option 1: The Kings, 753-508 BC

Primary Sources

These are suggested as background reading, the set sources to be studied for each option (as outlined in the specification) will be provided in translation by OCR, to be downloaded from the OCR website.

Livy, *The History of Rome from Its Foundation: The Early History of Rome, Books I-V*, trans. De Selincourt, A. Penguin Classics 2002, ISBN 9780140448092

Virgil, *Aeneid* trans. West D. Penguin 2003, ISBN 9780140449327

Livy:

<http://etext.virginia.edu/toc/modeng/public/Liv1His.html>

Virgil:

<http://www.perseus.tufts.edu/hopper/text.jsp?doc=Perseus:text:1999.02.0054>

or

<http://www.users.globalnet.co.uk/~loxias/aeneid1.htm>

Secondary Material

Boardman, J., Griffen, J. and Murray O. *The Oxford Illustrated History of the Roman World*, Oxford University Press 2001, ISBN 9780192854360 (Chapter 1)

Boatwright, T., Gargola, D. and Talbert, J. *The Romans from Village to Empire*, Oxford University Press 2004, ISBN 9780195118766

Cornell, T. *The Beginnings of Rome, 753-264 B.C.* Routledge 1995, ISBN 9780415015967

McCaughrean, G. *Romulus and Remus*, Hachette Children's Books 2000, ISBN 9781841218854. (Children's story book with re-tellings of stories from Roman mythology. May provide a good introduction to the myths).

MacKay, C. *Ancient Rome: A Military and Political History*, Cambridge University Press 2007, ISBN 9780521711494 (Part 1)

Scullard, H. *A History of the Roman World, 753-146 BC*, Routledge 2002, ISBN 9780415305044

Sekunda, N. *Early Roman Armies*, Osprey 1995, ISBN 9781855325135

Websites

<http://www.unrv.com/empire/roman-history.php> (Roman History website with lots of helpful sections)

<http://www.vroma.org>

Option 2: Hannibal's Invasion and defeat, 218-146 BC

Primary Sources

These are suggested as background reading, the set sources to be studied for each option (as outlined in the specification) will be provided in translation by OCR, to be downloaded from the OCR website.

Livy, *The History of Rome from Its Foundation: The War with Hannibal*, Books XXI-XXX, trans. De Selincourt, A. Penguin 1965, ISBN 9780140441451

Plutarch, *The Makers of Rome: Nine Lives*, trans. Scott-Kilvert I. Penguin Classics 1975, ISBN 9780140441581

Polybius, *The Rise of the Roman Empire*, trans. Scott-Kilvert, I. Penguin Classics 1979, ISBN 9780140443622

Livy 21 and 22:

<http://mcadams.posc.mu.edu/txt/ah/Livy/Livy21.html>

<http://mcadams.posc.mu.edu/txt/ah/Livy/Livy22.html>

Livy 21 and 22:

<http://etext.virginia.edu/toc/modeng/public/Liv3His.html>

Livy 30:

<http://mcadams.posc.mu.edu/txt/ah/Livy/Livy30.html>

Plutarch:

http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Plutarch/Lives/Fabius_Maximus*.html

Polybius:

<http://penelope.uchicago.edu/thayer/e/roman/texts/polybius/home.html>

Secondary Material

Boardman, J., Griffen, J. and Murray O. *The Oxford Illustrated History of the Roman World*, Oxford University Press 2001, ISBN 9780192854360 (Chapter 2)

Boatwright, T., Gargola, D. and Talbert, J. *The Romans from Village to Empire*, Oxford University Press 2004, ISBN 9780195118766

Bagnall, N. *The Punic Wars 264-146 BC*, Osprey Publishing 2002, ISBN 9781841763552

Dodge, T. *Hannibal*, Da Capo Press 1995, ISBN 9780306806544. (This is really detailed and goes from 900BC to after the Second Punic War. It could be used by teachers as it may not be accessible for all students).

MacKay, C. *Ancient Rome: A Military and Political History*, Cambridge University Press 2007, ISBN 9780521711494 (Part 2)

Peddie, J. *Hannibal's War*, Sutton Publishing 2005, ISBN 9780750937979

Scullard, H. *A History of the Roman World, 753-146 BC*, Routledge 2002, ISBN 9780415305044

Websites

<http://www.unrv.com/empire/roman-history.php> (Roman History website with lots of helpful sections)

<http://www.vroma.org>

Unit A033: Women in ancient politics

Option 1: Cleopatra and her Impact on Roman Politics, 69-30 BC

Primary Sources

These are suggested as background reading, the set sources to be studied for each option (as outlined in the specification) will be provided in translation by OCR, to be downloaded from the OCR website.

Plutarch, *The Fall of the Roman Republic*, trans. Warner, R. Penguin Classics 2006, ISBN 97801404449341

Plutarch, *The Makers of Rome*, trans. Scott-Kilvert, I. Penguin 1975, ISBN 9780140441581

Suetonius, *The Twelve Caesars*, trans. Graves, R. Penguin Classics 2007, ISBN 9780140455168

Treggiari, S. *Cicero's Cilician Letters* London Association of Classical Teachers 1996, ISBN 9780903625258

Secondary Material

Bradford, E. *Cleopatra*, Penguin 2000, ISBN 9780141390147 (a good account of her life and times, following Plutarch and other sources)

Grant, M. *Cleopatra*, Orion Publishing 2000, ISBN 9781898799696 (a well-researched and readable account)

Jones, P. *Cleopatra: A Sourcebook*, University of Oklahoma press 2006, ISBN 9780806137414

Preston, D. *Cleopatra and Antony*, Corgi Books 2009, ISBN 9780552155687

Shotter, D. *The Fall of the Roman Republic*, Routledge 2005, 9780415319409 (good short account of the period for students)

Southern, P. *Cleopatra*, Tempus Publishing 2000, ISBN 9780752414942 [good for teachers; contains the archaeological material from the set sources for this option]

Goldsworthy, A. *Antony and Cleopatra*, Weidenfeld & Nicolson 2010, ISBN 9780297845676

Scullard, H. H. *From the Gracchi to Nero*, Routledge 1988, ISBN 9780415025270

Walker, S. *Cleopatra Re-assessed*, British Museum Press 2003, ISBN 9780861591039

Wiedemann, T. *Cicero and the end of the Roman Republic*, Bristol Classical Press 1998, ISBN 9781853991936 (useful account of the period for students and teachers)

Websites:

http://www.tyndale.cam.ac.uk/Egypt/ptolemies/cleopatra_vii.htm

<http://www.fordham.edu/halsall/ancient/asbook09.html> (Internet Ancient History Source Book: Rome)

<http://www.pbs.org/empires/romans/special/library.html> (sources on a variety of issues)

<http://www.channel4.com/history/microsites/H/history/n-s/roman.html> (Channel 4 site for topics)

<http://www.channel4.com/history/microsites/H/history/rome/cleopatra.html>

<http://www.channel4.com/history/microsites/H/history/rome/cleopatrafindout.html> (links)

<http://www.livius.org/ps-pz/ptolemies/ptolemies.htm> (historical accounts)

<http://www.houseofptolemy.org/> (links and material for Ptolemies)

<http://www.bbc.co.uk/history/ancient/romans/> (links and material for aspects of Roman history)

http://www.vroma.org/~bmcmanus/antony_sources.html (Antony, Octavian And Cleopatra resources)

<http://penelope.uchicago.edu/Thayer/E/Roman/home.html> (Lacus Curtius: translations of Plutarch, Cassius Dio, Suetonius, Velleius Paterculus among others)

<http://www.pbs.org/empires/romans/special/library.html>

(a selection of sources from Juvenal, Seneca, Tacitus, Petronius, Suetonius etc. on these issues)

<http://www.bbc.co.uk/drama/rome/> (information and clips of the series Rome 1 and 2. see also

<http://www.hbo.com/rome/>)

<http://www.imdb.com/title/tt0056937/> (information for the film Cleopatra 1963 + gallery and clips)

Option 2: Agrippina the Younger and her Influence on Roman Politics, AD 41-59

Primary Sources

These are suggested as background reading, the set sources to be studied for each option (as outlined in the specification) will be provided in translation by OCR, to be downloaded from the OCR website.

Edmondson, J. Dio: The Julio-Claudians, London Association of Classical Teachers 1992, ISBN 9780903625210

Suetonius, The Twelve Caesars, trans. Graves, R. Penguin Classics 2007, ISBN 9780140455168

Tacitus, Annals of Imperial Rome, trans. Grant, M. Penguin 1973, ISBN 9780140440607

Secondary material

Alston, R. Aspects of Roman History AD 14-117, Taylor and Francis 1998, ISBN 9780415132374 (general history of the period – useful for teachers)

Barrett, A. Agrippina: Sex, Power, and Politics in the Early Empire, Taylor and Francis 1999, ISBN 9780415208673 (An extensive bibliography is included.)

Barrett A. Caligula: The Corruption of Power, Routledge 2000, ISBN 9780415214858

Balsdon, J.P.V.D. Life and Leisure in Ancient Rome, Orion Publishing 2002, ISBN 9781842125939 (useful for information on the status and role of women)

Bradley P. Ancient Rome: using Evidence, Cambridge University Press 2000, ISBN 780521793919 (contains charts, sources and useful summaries for students and teachers)

Goodman, M. The Roman World 44 BC –AD 180, Routledge 1997, ISBN 9780415049702 (brief but useful history of politics and society)

Griffin, M. T. Nero: the End of a Dynasty, Routledge 1987, ISBN 9780415214643 (for teachers)

Jones, P. and Sidwell, K. The World of Rome Cambridge University Press 1997, ISBN 9780521386005 (background for teachers on aspects of women and society as well as politics)

Lefkowitz, M.R. and Fant, M.B. Women's Life in Greece and Rome, Duckworth 2005, ISBN 9780715634332 (selection of source material in translation)

Levick, B. Claudius, Routledge 1993, ISBN 9780415166195

Scullard, H. H. From the Gracchi to Nero, Routledge 1982, ISBN 9780415025270

Sheldon, J. As the Romans Did, Oxford University Press 1997, ISBN 9780195089745 (source material on social history)

Shotter, D. Nero, Routledge 2005, ISBN 9780415319423 (good useful account for students)

Wiedemann, T. The Julio-Claudian Emperors, Bristol Classical Press 1991, ISBN 9781853991172 (good useful account for students)

Websites

<http://www.roman-emperors.org/aggieii.htm> (short biography of Agrippina)

<http://www.romancoins.info/Kaiserinnen.html>

<http://www.romancoins.info/Wives1.html> (coins of wives of emperors)

http://www.vroma.org/images/mcmanus_images/indexcoins_hunterian.html (coins of Nero and Agrippina)

<http://www.khm.at/system2E.html?/staticE/page758.html> (cameo)

<http://penelope.uchicago.edu/Thayer/E/Roman/home.html> (Lacus Curtius: translations of Plutarch, Cassius Dio, Suetonius, Velleius Paterculus among others)

http://commons.wikimedia.org/wiki/Category:Coins_of_Nero (aureus of Agrippina and Nero)

http://commons.wikimedia.org/wiki/Agrippina_Minor (coin of Agrippina and her sisters)

<http://www.pbs.org/empires/romans/index.html> (useful information, timelines, family tree and sources)

<http://www.classicpage.com/> (links to sites on Greek and Latin topics) [http://www.the-](http://www.the-romans.co.uk/)

[romans.co.uk/](http://www.the-romans.co.uk/) (links to galleries, maps and other materials)

<http://www.forumromanum.org/index2.html> (Latin texts and translations; history texts; links)

<http://www.pbs.org/empires/romans/special/library.html>

(A selection of sources from Juvenal, Seneca, Tacitus, Petronius, Suetonius etc. on these issues)

<http://www.stoa.org/diotima/anthology/#anth> (access to various texts on women in the Ancient World)

<http://en.wikipedia.org/wiki/Nero> (useful images of coins and links)

<http://www.romansonline.com/Persns.asp?IntID=5&Ename=Nero> (useful quotes, timeline etc. for Nero)

http://ancienthistory.about.com/od/julioclaudians/JulioClaudian_Empereors.htm

Other forms of Support

In order to help you implement the new GCSE Ancient History Specification effectively, OCR offers a comprehensive package of support. This includes:

Published Resources

Approved publications

OCR still endorses other publisher materials, which undergo a thorough quality assurance process to achieve endorsement. By offering a choice of endorsed materials, centres can be assured of quality support for all OCR qualifications.



Endorsement

OCR endorses a range of publisher materials to provide quality support for centres delivering its qualifications. You can be confident that materials branded with OCR's "Official Publishing Partner" or "Approved publication" logos have undergone a thorough quality assurance process to achieve endorsement. All responsibility for the content of the publisher's materials rests with the publisher.

These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve an OCR qualification. Any resource lists which are produced by OCR shall include a range of appropriate texts.

Professional Development

The 2012-13 OCR Professional Development Programme offers more accessible and more cost effective training, with the same valued content that you expect from us.

At OCR, we are constantly looking for ways in which we can improve the support we offer to teachers. Most recently we have been considering the increasing challenges that schools face in releasing teachers for INSET, and how OCR can make its professional development programme more accessible and convenient for all.

From September 2012, our new improved programme will include:

- FREE online professional development units available when and where you want them
- FREE live web broadcasts of professional development events
- FREE face to face training for GCSE controlled assessment and GCE coursework
- A series of 'not to be missed' premier professional development events.

For more information, please email training@ocr.org.uk or visit www.ocr.org.uk/training.

OCR Social

Visit our social media site (www.social.ocr.org.uk). By registering you will have free access to a dedicated platform where teachers can engage with each other - and OCR - to share best practice, offer guidance and access a range of support materials produced by other teachers; such as lesson plans, presentations, videos and links to other helpful sites.

Interchange

OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate and free access to candidate information at your convenience. Sign up at <https://interchange.ocr.org.uk>

Frequently Asked Questions

Will there be a January session for any of the Ancient History units?

- No, there will only be a June series for GCSE Ancient History units.

Can a candidate take Ancient History and Classical Civilisation?

- Yes. Classical Civilisation and Ancient History are separate qualifications and each has its own classification code. Candidates can take both and both will count for the school league tables.

Can a candidate take Ancient History and Modern History at GCSE?

- Yes. The History GCSEs and Ancient History GCSE are separate qualifications and each has its own classification code. Candidates can take both and both will count for the school league tables.

Can I combine units from GCSE Ancient History and GCSE Classical Civilisation or GCSE Latin like at A level?

- No. At A level Ancient History, Classical Civilisation, Latin and Classical Greek are all part of the Classics suite and so units can be combined to give an overall qualification in Classics. This is not the case at GCSE. However, it would be possible to take one short course in Classical Civilisation, Latin, or Classical Greek and another short course in Ancient History. This would however result in two short course GCSE qualifications, rather than one full course, but it does provide the flexibility to take both Ancient History and another subject in the time that would be spent on one full GCSE.

Will I be able to find resources for Ancient History?

- Yes. There are already lots of resources for Ancient history, including books, websites, television programmes, museums and archaeological sites. OCR is also providing a series of resources designed specifically to support the new specification. These will include a full translation of all of the prescribed sources, full schemes of work for all examined units and options, exemplar lesson plans, as well as teacher guidance and guidance on Controlled Assessment. We are also providing detailed resource lists for all units and options in order to help teachers access all the other resources that are available.

Will it be much harder than Modern History GCSE?

- No, it will not be harder than Modern history GCSE. Ancient History is aligned with the Classics criteria, so it has slightly different assessment objectives to Modern History. However, it assesses the same basic skills; demonstration of knowledge, understanding and evaluation and analysis. The standard will be comparable with that required by other similar subjects at GCSE level, such as History.

The sample mark schemes seem quite long. Would a candidate have to include everything to get full marks?

- Every question on the Ancient History exam papers is marked using a levels of response mark scheme (which is available in the SAMs). The subject specific content listed in the mark schemes in relation to each question is only indicative. It is a suggestion of the sorts of things that a candidate might write in response to that question, but it is not prescriptive. A candidate could gain full marks without including everything suggested, and equally could gain marks for any other relevant and valid answer, even if it is not included in the indicative mark scheme.

Can learners re-sit the qualification?

Yes but only in its entirety, re-sitting individual units mid-course is no longer possible.

Can a candidate carry forwards controlled assessment results if they are retaking the qualification?

Yes they can. Controlled assessment units can be carried forward with the moderator mark from one session to the next i.e. June 2014 to June 2015. There is a separate 'carry over' code to re-enter the unit.

Will candidates need any prior knowledge of Ancient History in order to study it at GCSE?

- No, candidates should have achieved general educational level equivalent to National Curriculum Level 3, but they do not need to have studied Ancient History previously.

Will they have to read the sources in Latin/Greek/Persian etc?

- No, all sources will be studied in translation. OCR will be providing a full translation of all the set sources for the examined units. These will be available to download from the OCR website in January 2009.

How is Ancient History different to Classical Civilisation and Modern History?

- While ancient history is aligned with the Classics subject criteria, it is different from Classical Civilisation in that it has a historical focus. In Classical civilisation candidates study Classical Greek and Roman society and literature. In Ancient history candidates may also study literature, but it is used as a source for the society that produced it. Candidates study historical events and figures and the impact that these had upon a particular society, and how particular societies changed over time. In both Classical Civilisation and Ancient History candidates study the Ancient world, but the focus is different. The assessment objectives for Ancient and Modern history are very similar, and ancient history is still history. The difference is mainly in the historical periods studied.

Contact us

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