Classics

GCSE 2012

Classical Civilisation

Specification

J280 – Full Course
J080 – Short Course

Version 1

April 2012

OCR

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1.1 Overview of GCSE Classical Civilisation Full Course and Short Course

Full Course

A351 – *City Life in the Classical World*

Written Paper

1 hour – 60 marks

25% of the qualification

+

A352 – *Epic and Myth*

Written Paper

1 hour – 60 marks

25% of the qualification

+

A353 – *Community Life in the Classical World*

Written Paper

1 hour – 60 marks

25% of the qualification

+

A354 – *Culture and Society in the Classical World*

Controlled assessment

60 marks

25% of the qualification

Short Course

One unit out of:

A351 –
City Life in the Classical World

Written Paper

1 hour – 60 marks

50% of the qualification

A352 –
Epic and Myth

Written Paper

1 hour – 60 marks

50% of the qualification

A353 –
Community Life in the Classical World

Written Paper

1 hour – 60 marks

50% of the qualification

+

A354 – *Culture and Society in the Classical World*

Controlled assessment

60 marks

50% of the qualification

Candidates have a choice of Foundation and Higher Tier for units A351, A352 and A353 for both the Full Course and the Short Course.

1.2 Guided learning hours

GCSE Classical Civilisation requires 120–140 guided learning hours in total.

GCSE (Short Course) in Classical Civilisation requires 60–70 guided learning hours in total.

1.3 Aims and learning outcomes

GCSE specifications in classical subjects aim to:

- encourage candidates to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and to gain an insight into related sectors

- prepare candidates to make informed decisions about further learning opportunities and career choices.

The aims of these specifications, in Classical Civilisation, are to encourage candidates to:

- actively engage in the process of enquiry into the classical world so that they develop as effective and independent learners and as critical and reflective thinkers

- acquire, through studying a range of appropriate sources, knowledge and understanding of selected aspects of the classical world

- develop awareness of the continuing influence of the classical world on later times and of the similarities and differences between the classical world and later times

- develop and apply analytical and evaluative skills at an appropriate level

- make an informed, personal response to the material studied.

1.4 Prior learning

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

Candidates study for **either** option 1 **or** option 2.

2.1.1   Option 1: Athens

The focus of this option is the everyday life of an ancient Greek citizen in one of the most flourishing city states in ancient times. Candidates should have a basic understanding of the concept of democracy as practised by Athens.

Candidates are required to have knowledge and understanding of the following main areas of Athenian life:

- religion – its role and importance in the lives of the Greeks, including a number of festivals
- the family in Athens – the roles and duties of its individual members and their homes
- entertainment in Athens – the symbolism and appeal of these activities in the context of Athenian society.

Candidates will be expected to respond to literary and visual sources and to draw conclusions about the values and priorities of the citizens of Athens and the image Athens portrayed to other city states in Greece.

Specific Topics:

The gods	Zeus, Hera, Demeter, Poseidon, Hephaistos, Apollo, Artemis, Athene, Aphrodite, Ares, Dionysos (and his companion maenads and satyrs), Hermes. Their responsibilities and how they are typically represented in Greek art.
Temples	Religious functions: the position of the altar, the cult statue, use by worshippers.
Sacrifice	Its purpose, surroundings, officials, animals, the ritual and its significance.
The Panathenaia	The programme, the participants, its importance to the Athenians, the religious and political content; the Parthenon frieze showing the Panathenaia.
The City Dionysia	Participants, programme, judging. The religious, political and theatrical content.
Tragedy and comedy	Actors: typical roles, masks, costumes and acting styles of tragic and comic actors and chorus members. The theatre: the shape, layout, position and use in performance of the *skene*, *proskene*, orchestra, altar, *parodoi*, the *mekhane*, the *ekkuklema*, scenery, and sound effects. The Theatre of Dionysos as a typical example.
The *Oikos*	The husband: his duties and role as *kyrios*, property rights, legal rights. The wife: her status as *kyria*, duties within the household, property rights. *Symposia*: organisation, guests, entertainment, purposes. An Athenian house: the basic design (courtyard, *andron* and *gynaikon*), layout, furniture, and the appearance of the rooms and areas. Slaves: skilled and unskilled, ways to become a slave, the purchasing of slaves, duties inside and outside the home for both male and female slaves, opportunities for freedom.
Education	The education of boys and girls in preparation for their adult roles. The *paidotribes*, the *grammatistes*, the *kitharistes*, the *paidagogos*, the *palaistra*.

2.1.2   Option 2: Rome

The focus of this option is the everyday life of an ancient Roman citizen in the capital of the empire. Candidates should have a basic understanding of Rome's status as the ruler of a vast empire.

Candidates are required to have knowledge and understanding of three main areas of Roman life:

- religion – its role and importance in the lives of the Romans

- the family in Rome – the roles and duties of its individual members

- entertainment and recreation in Rome – the appeal of leisure activities in the context of Roman society and their value to the emperor in the control of its people.

Candidates will be expected to respond to sources and to draw conclusions about the values and priorities of the citizens of Rome and the image Rome portrayed to the rest of her empire.

Specific Topics:

State gods and goddesses	Jupiter, Neptune, Mercury, Mars, Pluto (Hades), Apollo, Juno, Venus, Minerva, Diana, Vesta and Ceres. Their responsibilities and symbols and how they are typically represented in Roman art.
Temples	Religious and other functions: the position of the altar, the cult statue, use by worshippers.
Sacrifice	Its purpose, surroundings, officials, animals, the ritual from the selection of the animal to the disposal of the remains.
Life in the home	The role of the *paterfamilias*: his rights over family members and slaves, his involvement in the education of his son, duties connected with religion, family finance; his responsibilities towards his clients. The wife: status, rights and duties, daily activities, spinning and weaving, the supervision of slaves, the wife as mother. The dinner party (*cena*): the organisation, guests, entertainment, purposes. Slaves: ways to become a slave, skilled and unskilled slaves, the purchasing of slaves, duties inside and outside the home for both male and female slaves, opportunities for freedom.
Education	The education of boys and girls in preparation for their adult roles. Subjects studied at the schools of the *litterator*, *grammaticus* and *rhetor*; school equipment (*stilus*, wax tablet, pen, ink, papyrus).
A typical day at the Colosseum	The Colosseum: the arena, size, access, seating, structure. Animal shows: types of animal, the *bestiarius*, men versus animals, performing animals, fights between animals, hunts. Executions. Gladiator shows: origins as funerary honours, types of gladiator; *retiarius*, *secutors (samnite, myrmillo)*, armour, weaponry, typical training for fights *(ludi gladiatorii)*, oaths, status. Audience involvement. The significance of the shows for both the Emperor and his citizens.
A typical day at the races	*The Circus Maximus*: the day's events. The arena, its structure, size, the seating, the track, the *spina*, the *metae*, the *carceres*. The teams and colours, the dangers, the status of charioteers and horses, public attitudes, audience involvement, betting, the social significance of such events.

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2.2   Unit A352: *Epic and Myth*

Candidates study for **either** option 1 **or** option 2.

2.2.1   Option 1: Homer *The Odyssey*

This option will require candidates to have a detailed knowledge of the set books, and to analyse, evaluate and respond to them in their cultural and literary context.

Homer *The Odyssey*, Books 5, 6, 7, 9, 10 and 12.

Candidates should be able to demonstrate knowledge and understanding of the following:

•   Odysseus as a hero
•   the role and characterisation of Odysseus, Calypso, Nausicaa, Alcinous, Arete, Polyphemus, the Cyclopes, Circe and Athene
•   the presentation of the Sirens, Scylla and Charybdis
•   the role of the gods
•   the role of women (to include Calypso and Circe as well as the mortal women)
•   Xenia (the guest–host relationship) in the *Odyssey*
•   civilisation and barbarism
•   Homer's narrative and descriptive techniques
•   Homer as a story-teller and the idea of epic.

Candidates may use any complete translation of the text. For the duration of these specifications, extracts printed on the question paper will be taken from:

Homer, *The Odyssey*, translated by E.V. Rieu, revised by D.C.H. Rieu, published by Penguin, 1991 (2003), ISBN-10 0-14044-911-6.

2.2.2   Option 2: Ovid *Metamorphoses*

This option will require candidates to have a detailed knowledge of the set books, and to analyse, evaluate and respond to them in their cultural and literary context.

Candidates will be expected to have a detailed knowledge of:

Ovid *Metamorphoses*, Books 1, 3 and 8.

Candidates should be able to demonstrate knowledge and understanding of the following:

- the role and characterisation of Deucalion, Pyrrha, Daphne, Io, Cadmus, Semele, Teiresias, Narcissus, Echo, Pentheus, Minos, Scylla, Daedalus, Meleager, Althaea, Philemon, Baucis and Erysichthon
- the role and character of the gods
- Ovid's portrayal of relationships and emotions
- morality in Ovid's stories
- the idea of metamorphosis
- Ovid's narrative and descriptive techniques.

Candidates may use any complete translation of the text. For the duration of these specifications, extracts printed on the question paper will be taken from:
Ovid, *Metamorphoses*, translated by David Raeburn, published by Penguin, 2004, ISBN-10 0-140-44789-X.

Candidates study for **either** option 1 **or** option 2.

2.3.1 Option 1: Sparta

The focus of this unit is the unique social, political and military organisation of Sparta.

Candidates will be expected to have an understanding of the ethos of the Spartans and how such attitudes were encouraged and maintained in Sparta. Candidates should also be aware of the content and difficulties of assessing the value of non-Spartan sources on Spartan life.
Some Spartan history should be studied in order to see Sparta acting as a military force in keeping with its ideals and goals.

Specific topics:

The Spartan State	The geographical position of Sparta in Greece. Details of her policy towards and conquest of Messenia.
Sparta and other Greeks	The nature and limitations of the evidence: Aristophanes, Xenophon and Plutarch on women and education. Aristotle on education and government. Spartan attitudes to non-Spartans. Sparta's isolationism and the attitudes of other Greeks towards Sparta.
Social structure	The *Spartiatai*, the *Periokoi* (origins) and the *Helots* (origins). The different duties and roles of each class. The concept of *Eunomia*.
Culture/ Artistic achievements	Poetry (the nature of the content of the poems of Tyrtaios), bronze works, sculpture and pottery.
Government	Eligibility, election, duties, responsibilities and limitations of: the Kings the *Ephors* the *Gerousia* the *Ecclesia (Apella)*.
Lykourgos	The legend of his establishment as a leader in Sparta. His contribution to education in Sparta.
Education of boys	The purpose of the *agoge*. The treatment of boys, from birth to joining the military messes. Games, discipline, food, clothing, organisation (platoons, *eirenes*). The role of the *paidonomos*.
Women	Their upbringing, marriage, daily life, physical appearance, duties and land holding. Attitude of other Greeks.
Military organisation	The army's organisation and fighting methods. Training, appearance and equipment (particularly based on statuary), accommodation. The *syssitia, krypteia*.
The Spartan army in action	An understanding of the basic facts on the heroism of Leonidas and the 300. Candidates should be aware of the basic details of the account in Herodotus: *Histories*, Book VII, Chapters 207 to the end, including the role and influence of Demaratus.

2.3.2   Option 2: Pompeii

The focus of this unit is the study of Pompeii as a unique source for our understanding of everyday life in a prosperous town at the height of the Roman Empire.

In studying the individual aspects of Pompeii, candidates will be expected to assess the evidence provided by the town and to draw conclusions about its prosperity, the values and priorities of its citizens, and the attractiveness of living in such a town. Candidates should recognise how life in Pompeii reflects the success of the Roman empire as a whole.

Candidates will also be expected to understand how the nature of Pompeii's destruction was a key factor in its preservation and thereby its value as an archaeological site.

Specific topics:

The original site	Its advantages as a place for settlement.
Destruction	The earthquake of 62 AD and volcanic activity immediately prior to 79 AD. The events of 24–26 August 79 AD, including the substances that buried Pompeii. Pliny as a source. Evidence of how the inhabitants died. The contribution of Giuseppe Fiorelli to the excavation.
Houses	The town house (*domus*) – typical design, layout, main rooms, decoration and furniture – with particular reference to: (a) the House of the Vettii (b) the House of the Faun. The owners, the layout, particular rooms of special interest, decoration, unusual features, objects found, mosaics and wall paintings; and how the houses reflected the tastes, values and wealth of their owners.
The Forum	The layout and the main buildings and their positions: commercial buildings - Macellum, Eumachia, Weights and Measures office, granaries (*horrea*) religious buildings - Temples of Jupiter/Apollo/Emperor (*Lares*) political buildings - offices of the *aediles* and *duovirs*, Basilica, comitium. Graffiti, statues of leading Pompeians, porticoes, stalls. The importance of the forum as a commercial, political, administrative, social and religious centre.
Government	The town council and magistrates. The duties and responsibilities of *decurions*, *duovirs* and *aediles*. Guilds and elections; political graffiti, election posters.
Inns and Thermopolia	Layout, evidence for types of food and drink sold, with specific reference to the Thermopolium of Asellina.
The Theatre	The Large Theatre: size, design, including stage and scenery. Comedies and their production in Plautus' time: typical plots and types of character, use of masks. Audience attitudes to shows in the theatres, their involvement and comfort.
The Baths	Candidates should have detailed knowledge of the Stabian Baths including: typical features, the layout, the heating system, the bathing experience (*apodyterium, palaestra, tepidarium, caldarium, frigidarium*), other amenities. The baths in relation to the climate, daily routine, business and social life of the Pompeians.
The Amphitheatre	The building and the layout, the shows, their purposes, the riot of 59 AD and its consequences.

2.4 Unit A354: *Culture and Society in the Classical World*

The aim of this unit is to encourage candidates to actively engage in enquiring into the classical world. Candidates study **one** out of a choice of **six** options.

This unit is assessed through controlled assessment. Each year, **two** tasks will be set for each option. Each task will relate to one of the themes specified for that option.

For more information on controlled assessment please see section 4 of these specifications.

Candidates will be expected to have a detailed knowledge of the texts or material sources specified and to have an understanding of the social and cultural context of these sources. **Candidates can study any translation of the texts and source materials.**

2.4.1 Option 1: Sophocles *Antigone*

Themes:

role and characterisation of Antigone and Creon
the role and characterisation of the other characters and the Chorus
the role of women
the role of the gods, oracles, and fate
Sophocles' literary and dramatic techniques and the staging of the play.

Contexts:

Greek mythological background
the performance of the play and its audience
the literary and cultural context of the play
the political, social and moral context of the play
the continuing influence of Sophoclean drama on later times, and similarities and differences between the ideas and values expressed in Sophocles' *Antigone* and those of later times.

2.4.2 Option 2: Aristophanes *Lysistrata*

Themes:

the role and characterisation of Lysistrata
the role and characterisation of the other characters and the Chorus
the role of women
Aristophanes' dramatic and literary techniques
contemporary events referred to in the play.

Contexts:

the historical context of the play
the political, social and cultural context of the play
the performance of the play and its audience
the continuing influence of Aristophanic comedy on later times, and similarities and differences between the ideas and values expressed in Aristophanes' *Lysistrata* and those of later times.

2.4.3   Option 3: The Olympic Games

Candidates will be expected to demonstrate a detailed knowledge of relevant archaeological and literary evidence.

Themes:

organisation of the Olympic Games
programme of events
preparation for and participation in the Games
competitors and officials
religious aspects of the Games
the site of Olympia.

Contexts:

the origins of the Games
the cultural and political significance of the Games
spectators and their experiences of the Games
the continuing influence of the Olympic Games on later times, and similarities and differences between the Ancient Olympic Games and the Olympic Games of today.

2.4.4   Option 4: Virgil *The Aeneid*

Themes:

Aeneas' mission
characterisation of Aeneas and other main characters
the role of the hero
the role of the gods and fate
Virgil's literary techniques.

Contexts:

historical context in which the epic was written
Virgil and his relationship with the Augustan regime
social, moral and cultural context of the epic
the continuing influence of Virgil's *Aeneid* on later times, and similarities and differences between the ideas and values expressed in *The Aeneid* and those of later times.

Candidates are not required to demonstrate knowledge of the whole text; and when completing the controlled assessment task can choose which relevant sections to refer to.

2.4.5 Option 5: Pliny *Letters*

Themes:

his character as shown in the letters
his purpose in writing and publishing the letters
his relationship with and attitudes to his family and household
his relationship with Trajan
his role as a provincial governor.

Contexts:

Pliny's life and career
the social, political and cultural context of his letters
his intended audience
his letters as a source of evidence for Roman society
the continuing influence of Pliny's letters on later times, and similarities and differences between the ideas and values expressed in the letters and those of later times.

Candidates are not expected to have a detailed knowledge of all Pliny's Letters; and when completing the controlled assessment task can choose which relevant Letters to refer to.

2.4.6 Option 6: Roman Britain

Candidates will be expected to demonstrate a detailed knowledge of relevant archaeological and literary evidence.

Themes:

Hadrian's Wall – its purpose and main features
the Roman army in Britain
Roman towns and buildings
Roman villas
Boudicca and Caratacus.

Contexts:

archaeological sites and finds as evidence for life in Roman Britain
the Boudiccan rebellion
Roman attitudes towards Britain
the continuing influence of Roman Britain on later times and the similarities and differences between Roman Britain and Britain today.

Assessment of GCSE Classical Civilisation ③

3.1 Overview of the assessment in GCSE Classical Civilisation

GCSE Classical Civilisation J280
GCSE (Short Course) in Classical Civilisation J080

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

For the GCSE (Short Course) candidates must take Unit A354 and any **one** other unit.

Unit A351: *City Life in the Classical World*

25% of the total GCSE	This unit has **two** options: candidates answer questions from **one** option only.
(50% of the total GCSE Short Course)	Each option has **two** sections:
1 hour written paper	**Section A (Foundation Tier):** Candidates are required to answer **all** questions.
60 marks	**Section A (Higher Tier):** Candidates are required to answer **two** questions from a choice of **three**. Candidates must answer **all** the sub-questions set.
	Section B (Foundation Tier): Candidates are required to answer **two** questions from a choice of **three**. Candidates must answer **all** the sub-questions set.
	Section B (Higher Tier): Candidates are required to answer **one** essay question from a choice of **two**.
	All assessment objectives are assessed in this unit.
	This unit is externally assessed.

Unit A352: *Epic and Myth*

25% of the total GCSE	This unit has **two** options: candidates answer questions from **one** option only.
(50% of the total GCSE Short Course)	Each option has **two** sections:
1 hour written paper	**Section A (Foundation Tier):** Candidates are required to answer **all** questions.
60 marks	**Section A (Higher Tier):** Candidates are required to answer **two** questions from a choice of **three**. Candidates must answer **all** the sub-questions set.
	Section B (Foundation Tier): Candidates are required to answer **two** questions from a choice of **three**. Candidates must answer **all** the sub-questions set.
	Section B (Higher Tier): Candidates are required to answer **one** essay question from a choice of **two**.
	All assessment objectives are assessed in this unit.
	This unit is externally assessed.

Unit A353: *Community Life in the Classical World*

25% of the total GCSE (50% of the total GCSE Short Course) 1 hour written paper 60 marks	This unit has **two** options: candidates answer questions from **one** option only.
	Each option has **two** sections:
	Section A (Foundation Tier): Candidates are required to answer **all** questions.
	Section A (Higher Tier): Candidates are required to answer **two** questions from a choice of **three**. Candidates must answer **all** the sub-questions set.
	Section B (Foundation Tier): Candidates are required to answer **two** questions from a choice of **three**. Candidates must answer **all** the sub-questions set.
	Section B (Higher Tier): Candidates are required to answer **one** essay question from a choice of **two**.
	All assessment objectives are assessed in this unit.
	This unit is externally assessed.

Unit A354: *Culture and Society in the Classical World*

25% of the total GCSE (50% of the total GCSE Short Course) Controlled assessment 60 marks	There are **six** options for controlled assessment. There will be **two** tasks set on **each** option. Candidates complete **one** task under controlled conditions.
	Tasks: • each task will require candidates to analyse and evaluate original sources in order to investigate a particular aspect of the civilisation studied in each option • each question will relate to one of the themes specified for the option on which it is set.
	This unit is internally assessed. All assessment objectives are assessed.
	Please see Section 4 for more information about controlled assessment.

3.2 Overview of the assessment in GCSE (Short Course) in Classical Civilisation

Units for the GCSE (Short Course) in Classical Civilisation are the same as those for the full course.

For the GCSE (Short Course) in Classical Civilisation candidates must take unit A354 and any **one** other unit.

3.3 Tiers

All written papers are set in one of two tiers: Foundation Tier and Higher Tier. Foundation Tier papers assess grades G to C and Higher Tier papers assess Grades D to A*. An allowed grade E may be awarded on the Higher Tier components.

In Units A351, A352 and A353, candidates are entered for an option in either the Foundation Tier or the Higher Tier. Unit A354 (controlled assessment) is not tiered.

Candidates may enter for either the Foundation Tier or Higher Tier in each of the externally assessed units. So, a candidate may take, for example A351/F and A352/H.

3.4 Assessment Objectives (AOs)

Candidates are expected to demonstrate their ability to:

AO1	Recall, select and organise relevant knowledge of literature and its contexts and/or of society and values of the classical world
AO2	Demonstrate an understanding of literature and its contexts and/or of society and values of the classical world
AO3	Interpret, evaluate and respond to literature and its contexts and/or sources related to society and values of the classical world

3.4.1 AO weightings – GCSE (Full Course) in Classical Civilisation

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

Unit	% of GCSE			Total
	AO1	AO2	AO3	
Unit A351: *City Life in the Classical World*	8.75	7.5	8.75	25%
Unit A352: *Epic and Myth*	8.75	7.5	8.75	25%
Unit A353: *Community Life in the Classical World*	8.75	7.5	8.75	25%
Unit A354: *Culture and Society in the Classical World*	8.75	7.5	8.75	25%
Total	35%	30%	35%	100%

3.4.2 AO weightings – GCSE (Short Course) in Classical Civilisation

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

Unit	% of GCSE			Total
	AO1	AO2	AO3	
Unit A351 **or** Unit A352 **or** Unit A353	17.5	15	17.5	50%
Unit A354: *Culture and Society in the Classical World*	17.5	15	17.5	50%
Total	35%	30%	35%	100%

3.5 Grading and awarding grades

GCSE results are awarded on the scale A* to G. Units are awarded a* to g. Grades are indicated on certificates. However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as *unclassified* (U or u) and this is **not** certificated.

Most GCSEs are unitised schemes. When working out candidates' overall grades OCR needs to be able to compare performance on the same unit in different series when different grade boundaries may have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

A candidate's uniform mark for each unit is calculated from the candidate's raw mark on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit, e.g. 81/120.

These specifications are graded on a Uniform Mark Scale. The uniform mark thresholds for each of the assessments are shown below:

Tier	(GCSE) Unit Weighting	Max Uniform Mark	Unit Grade								u
			a*	a	b	c	d	e	f	g	
F	25%	83	-	-	-	72	60	48	36	24	0
H	25%	120	108	96	84	72	60	54	-	-	0

Higher Tier candidates who fail to gain a 'd' grade may achieve an "allowed e". Higher Tier candidates who miss the allowed grade 'e' will be graded as 'u'.

A candidate's uniform marks for each unit are aggregated and grades for the specifications are generated on the following scale:

Qualification	Max Uniform Mark	Qualification Grade								
		A*	A	B	C	D	E	F	G	U
GCSE	480	432	384	336	288	240	192	144	96	0
GCSE (Short Course)	240	216	192	168	144	120	96	72	48	0

Within the Full Course the written papers have a total weighting of 75% and controlled assessment a weighting of 25%. Within the Short Course the chosen written paper has a total weighting of 50% and controlled assessment a weighting of 50%.

A candidate's uniform mark for each paper will be combined with the uniform mark(s) for the controlled assessment(s) to give a total uniform mark for the specifications. The candidate's grade will be determined by the total uniform mark.

3.6 Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in these specifications; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

The grade descriptors have been produced by the regulatory authorities in collaboration with the awarding bodies.

3.6.1 Grade F

Candidates recall, select and organise limited knowledge of the classical world. They demonstrate some understanding of the customs, institutions, events and/or achievements of the classical world.

They offer a personal response at a basic level to interpret an author's ideas, opinions and literary techniques.

They select and use evidence, draw simple conclusions and, where appropriate, make simple comparisons between the classical world and later times.

3.6.2 Grade C

Candidates recall, select and organise relevant and sound knowledge of the classical world. They demonstrate a sound understanding of the customs, institutions, events and/or achievements of the classical world.

They evaluate, interpret and offer a personal response to an author's ideas, opinions and literary techniques.

They interpret and analyse evidence to draw relevant conclusions and, where appropriate, make reasoned comparisons between the classical world and later times.

3.6.3 Grade A

Candidates recall, select and organise relevant and detailed knowledge of the classical world. They demonstrate a thorough understanding of the customs, institutions, events and/or achievements of the classical world.

They evaluate, interpret and construct an informed personal response to an author's ideas, opinions and literary techniques.

They interpret, analyse and evaluate evidence in depth to reach reasoned and substantiated conclusions and, where appropriate, make perceptive comparisons between the classical world and later times.

3.7 Quality of written communication

Quality of written communication is assessed in all units and is integrated in the marking criteria.

Candidates are expected to:

• ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

• present information in a form that suits its purpose

• use an appropriate style of writing and, where applicable, specialist terminology.

This section provides general guidance on controlled assessment: what controlled assessment tasks are, when and how they are available; how to plan and manage controlled assessment and what controls must be applied throughout the process. More support can be found on the OCR website in the guide to controlled assessment in Classical Civilisation.

Teaching and Learning

Controlled assessment is designed to be an integral part of teaching and learning. The controlled assessment unit tests the same assessment objectives as the examined units, and therefore the same skills of interpretation and analysis of source material to draw conclusions will be relevant here. These skills can be practised in the classroom using a variety of appropriate resources (as chosen by the teacher). In preparation for controlled assessment candidates can be taught research skills in order to allow them to complete the research aspect of the controlled assessment task successfully. Candidates may also be taught about the topic areas for the option chosen, in order that they have the background knowledge to contextualise their own research.

4.1 Controlled assessment tasks

All controlled assessment tasks are set by OCR.

Two controlled assessment tasks will be available from OCR for each of the six options within the controlled assessment unit. These tasks will be changed every year. These tasks have been designed to meet the full assessment requirements of the unit.

The topics are Sophocles' *Antigone*, Virgil's *Aeneid*, Aristophanes' *Lysistrata*, Pliny's *Letters*, The Olympic Games and Roman Britain. Two titles will be published on each topic each year.

The wording of controlled assessment tasks must **not** be changed by centres. The tasks have been written to allow centres to contextualise them to best suit their centre-specific circumstances. Each task has been written to allow for the use of a wide range of resources, and centres can use whatever appropriate resources are available to them.

The same OCR Controlled Assessment task must NOT be used as the practice material and the actual live assessment material. Centres should devise their own practice material using the OCR specimen Controlled Assessment tasks as guidance.

Controlled assessment tasks will be available on Interchange from 1 April for certification in the following academic year and will be replaced each year. Guidance on how to access controlled assessment tasks from Interchange is available on the OCR website.

Centres must ensure that candidates undertake a task applicable to the correct year of the examination by checking carefully the examination dates of the tasks on Interchange.

4.2 Planning and managing controlled assessment

Controlled assessment tasks are available at an early stage to allow planning time. It is anticipated that candidates will spend a total of about 20 hours for research and producing the final piece of work. This is a guideline figure only and candidates should be allowed sufficient time to complete the tasks.

Suggested steps and timings are included below, with guidance on regulatory controls at each step of the process. Teachers must ensure that the control requirements indicated below are met throughout the process.

4.2.1 Preparation and research time

Preparation (informal supervision)

Informal supervision ensures that the work of the individual candidates is recorded accurately and that plagiarism does not take place. Assessable outcomes may be informed by group work, but must be an individual response.

• Introduction to the task (teacher led) **5 hours**

Includes choice of tasks, possible approaches and sources of evidence, time allocations, programmes of work and deadlines, methods of working, control requirements.

Research (limited supervision)

Limited supervision means that candidates can undertake this part of the process without direct teacher supervision and outside the centre as required. Candidates are also able to work in collaboration during this stage. However, when producing their final piece of work, candidates must complete and/or evidence all work individually.

• Research/collection of evidence **15 hours** (this is a guideline figure only, there is no time limit for research).

During the research phase candidates can be given support and guidance.

Teachers **can**

- explain the task

- advise on how the task could be approached

- advise on resources

- alert the candidate to key things that must be included in the final piece of work.

Teachers **must not**

- comment on or correct the work

- practise the task with the candidates

- provide templates, model answers or feedback on drafts.

Research material can include fieldwork, internet - or paper-based research, questionnaires, audio and video files etc. Candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced.

4.2.2 Producing the final piece of work

Producing final piece of work (formal supervision)

Formal supervision means under direct teacher supervision. Teachers must be able to authenticate the work and there must be acknowledgement and referencing of any sources used. If writing up is carried out over several sessions, work must be collected in between sessions. Candidates should be allowed access to their research notes (compiled during the research phase of task taking). They may also have access to original source material and evidence such as classical works in translation, images or diagrams of artefacts or archaeological evidence. They should not have access to any additional resources such as textbooks or other secondary sources, commentaries or essays on classical works in translation, the internet etc. It is the responsibility of the centre to ensure that research notes do not include a draft or final version of the task.

- The final piece of work should be about **2000 words** in total. Headings included within the body of the materials presented by the candidate should be included in the word count, but footnotes, figures, tables, diagrams, charts and appendices should not be included.

When supervising tasks, teachers are expected to:

- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism.

Candidates must work independently to produce their own final piece of work.

4.2.3 Presentation of the final piece of work

Candidates must observe the following procedures when producing their final piece of work for the controlled assessment tasks:

- tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the report at the appropriate place

- any copied material must be suitably acknowledged

- quotations must be clearly marked and a reference provided wherever possible

- work submitted for moderation or marking must be marked with the:

  - centre number

  - centre name

  - candidate number

  - candidate name

  - unit code and title

  - assignment title.

Work submitted in digital format (CD or online) for moderation or marking must be in a suitable file structure as detailed in Appendix A at the end of these specifications. Work submitted on paper must be secured by treasury tags.

4.3   Marking and moderating controlled assessment

All controlled assessment units are marked by the centre assessor(s) using OCR marking criteria and guidance and are moderated by the OCR-appointed moderator. External moderation is either e-moderation where evidence in a digital format is supplied or postal moderation.

4.3.1   Applying the marking criteria

The starting point for marking the tasks is the marking criteria (see section 4.3.4 *Marking criteria for controlled assessment tasks* below). The criteria identify levels of performance for the skills, knowledge and understanding that the candidate is required to demonstrate. Before the start of the course, and for use at INSET training events, OCR can provide exemplification through real or simulated candidate work which will help to clarify the level of achievement the assessors should be looking for when awarding marks.

4.3.2   Use of 'best fit' approach to marking criteria

The assessment task for each unit should be marked by teachers according to the given marking criteria within the relevant unit using a 'best fit' approach. For each of the assessment criteria, teachers select one of the five band descriptors provided in the marking grid that most closely describes the quality of the work being marked.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

Teachers use their professional judgement in selecting the band descriptor that best describes the work of the candidate.

To select the most appropriate mark within the band descriptor, teachers should use the following guidance:

- where the candidate's work *convincingly* meets the statement, the highest mark should be awarded
- where the candidate's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded
- where the candidate's work *just* meets the statement, the lowest mark should be awarded.

Teachers should use the full range of marks available to them and award *full* marks in any band for work which fully meets that descriptor. This is work which is 'the best one could expect from candidates working at that level'. Where there are only two marks within a band the choice will be between work which, in most respects, meets the statement and work which just meets the statement. For wider mark bands the marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but **not** the highest or lowest mark in the band.

Only one mark per assessment objective/criteria will be entered. The final mark for the candidate for the controlled assessment unit is out of a total of 60 and is found by totalling the marks for each of the marking objective strands.

There should be clear evidence that work has been attempted and some work produced. If a candidate submits no work for the internally assessed unit, then the candidate should be indicated as being absent from that unit. If a candidate completes any work at all for an internally assessed unit, then the work should be assessed according to the marking criteria and the appropriate mark awarded, which may be zero.

4.3.3   Annotation of candidates' work

Each piece of internally assessed work should show how the marks have been awarded in relation to the marking criteria.

The writing of comments on candidates' work, and coversheet, provides a means of communication between teachers during the internal standardisation and with the moderator if the work forms part of the moderation sample.

4

GCSE Classical Civilisation marking grid for controlled assessment.

	AO1 Recall, select and organise relevant knowledge of literature and its contexts and/or of society and values of the classical world.	AO2 Demonstrate an understanding of literature and its contexts and/or of society and values of the classical world.	AO3 Interpret, evaluate and respond to literature and its contexts and/or of society and values of the classical world.
Thorough	**17–21**	**15–18**	**17–21**
	• Demonstrates **thorough** knowledge based on a full range of relevant factual information and evidence, appropriate to the title. • Facts are accurate. • **Thorough** range of relevant primary source material. • Gives a detailed overview. • Text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly. • The candidate has written with precision and succinctness, so that the word limit is not exceeded.	• Demonstrates **thorough** understanding of issues raised by title with full explanation. • Demonstrates **thorough** understanding of evidence with clear and detailed explanation.	• **Thorough** evaluation of issues raised by title with detailed analysis of evidence. • Primary sources are used effectively in constructing a reasoned argument. • Conclusions are well drawn and **thoroughly** supported by evaluation and analysis. • Candidate constructs an informed personal response to the question.

Sound	12–16	11–14	12–16
	• Demonstrates **sound** knowledge based on a range of relevant factual information and evidence, appropriate to the title. • Facts are mostly accurate though there may also be inclusion of some material that is inaccurate or outside the remit of the title. • **Sound** range of relevant primary source material. • Gives a **sound** overview. • Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly. • The candidate has written with some precision and succinctness, but has not exceeded the prescribed word limit.	• Demonstrates **sound** understanding of issues raised by title with explanation. • Demonstrates **sound** understanding of evidence with explanation.	• **Sound** evaluation of issues raised by title with analysis of evidence. • Primary sources are mostly used effectively though some may not move the argument forward much. • **Sound** conclusions are drawn from the evaluation and analysis. • Candidate offers a personal response to the question.
Some	8–11	7–10	8–11
	• Demonstrates **some** relevant knowledge based on a range of factual information and evidence. • Facts are often accurate, but inaccuracies occur throughout the work and some of the material included is outside the remit of the title. • **Some** relevant primary source material. • Gives a partial overview. • Text is legible. There are mistakes in spelling, grammar and punctuation, however meaning is still communicated clearly for most of the answer. • The candidate has written with precision or succinctness and has not exceeded the prescribed word limit.	• Demonstrates **some** understanding of **some** of the issues raised by title. • Demonstrates **some** understanding of evidence with **some** explanation.	• **Some** evaluation of issues raised by title with **some** analysis of evidence. • **Some** use of the primary sources that have been included, though others may be placed in the work with little obvious relevance and are merely decorative. • **Some** conclusions are drawn which are supported to **some** extent by the evaluation and analysis. • Candidate offers a personal response to **some** of the question.

Limited	4–7	4–6	4–7
	• Demonstrates **limited** relevant knowledge and information. • It may appear that many facts have been included but there is a considerable degree of inaccuracy and much of the material is outside the remit of the title. • **Limited** primary source material, with little relevance. • Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication. • The work of the candidate lacks precision and succinctness, but the work presented still does not exceed the prescribed word limit.	• Demonstrates **limited** understanding of limited relevance to issues raised by the title. • Demonstrates a **limited** understanding of evidence.	• **Limited** evaluation of issues raised by title with **limited** analysis of the evidence. • The majority of primary sources that have been included are not used and are merely decorative. • Simple conclusion which may not be supported by the evaluation or analysis. • Answers offer a personal response at a **limited** level.
Minimal/ None	1–3	1–3	1–3
	• Demonstrates **minimal or no** relevant knowledge. • What is included is almost entirely, or is entirely, inaccurate and outside the remit of the title. • **Minimal or no** primary source material of any relevance to the title. • Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning. • The candidate has either written relatively little or it is of some length but the content is not focussed on the task.	• Demonstrates **minimal or no** understanding.	• **Minimal or no** evaluation or analysis. • Any primary sources that have been included are merely decorative. • Answers offer a **minimal** personal response, or **no** response.

0 marks = no response or no response worthy of credit

4.3.5   Authentication of work

Teachers must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the teacher must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the teacher should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to check authenticity of the work and provide general feedback.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/ or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to candidates as well as the potential risks of failing to acknowledge such material. Candidates may be asked to sign a declaration to this effect. Centres should reinforce this message to ensure candidates understand what is expected of them.

Please note: Centres must confirm to OCR that the evidence produced by candidates is authentic. The Centre Authentication Form includes a declaration for assessors to sign and is available from the OCR website and OCR Interchange.

4.3.6   Internal standardisation

It is important that all internal assessors, working in the same subject area, work to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for centres' own standardisation. In subsequent years, this, or centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

4.3.7   Moderation

All work for controlled assessment is marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR, after which moderation takes place in accordance with OCR procedures: refer to the OCR website for submission dates of the marks to OCR. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The sample of work which is presented to the moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Section 4.3.4 page 26-28.

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

4.4   Submitting the moderation samples via the OCR Repository

The OCR Repository is a secure website for centres to upload candidate work and for assessors to access this work digitally. Centres can use the OCR Repository for uploading marked candidate work for moderation.

Centres can access the OCR Repository via OCR Interchange, find their candidate entries in their area of the Repository, and use the Repository to upload files (singly or in bulk) for access by their moderator.

The OCR Repository allows candidates to send evidence in electronic file types that would normally be difficult to submit through postal moderation; for example multimedia or other interactive unit submissions.

The OCR GCSE Classical Civilisation unit A354 can be submitted electronically to the OCR Repository via Interchange: please check Section 7.4.1 page 37 for unit entry codes for the OCR Repository.

There are three ways to load files to the OCR Repository:

1   Centres can load multiple files against multiple candidates by clicking on 'Upload candidate files' in the Candidates tab of the Candidate Overview screen.

2   Centres can load multiple files against a specific candidate by clicking on 'Upload files' in the Candidate Details screen.

3   Centres can load multiple administration files by clicking on 'Upload admin files' in the Administration tab of the Candidate Overview screen.

The OCR Repository is seen as a faster, greener and more convenient means of providing work for assessment. It is part of a wider programme bringing digital technology to the assessment process, the aim of which is to provide simpler and easier administration for centres.

Instructions for how to upload files to OCR using the OCR Repository can be found on OCR Interchange.

Support for GCSE Classical Civilisation

5.1   Free resources available from the OCR website

The following materials will be available on the OCR website:

- GCSE Classical Civilisation Specification
- specimen assessment materials for each unit
- guide to controlled assessment
- teachers' handbook
- sample schemes of work and lesson plans

5.2   Other resources

OCR offers centres a wealth of high quality published support with a choice of 'Official Publisher Partner' and 'Approved Publication' resources, all endorsed by OCR for use with OCR specifications.

5.2.1   Publisher partners

OCR works in close collaboration with publisher partners to ensure you have access to:

- published support materials available when you need them, tailored to OCR specifications
- high quality resources produced in consultation with OCR subject teams, which are linked to OCR's teacher support materials.

Oxford University Press (OUP) is the publisher partner for OCR GCSE Classical Civilisation.

OUP produces the following resources for OCR GCSE Classical Civilisation for first teaching from September 2012:

- OCR Classical Civilisation for GCSE Student's Book
  James Renshaw, Sally Knight, Paul Buckley
  ISBN: 978 019 832597 0
  Published: 25/06/2009
- OCR Classical Civilisation for GCSE Teacher Handbook
  James Renshaw, Sally Knight, Paul Buckley
  ISBN: 978 019 832930 5
  Published: 25/06/2009.

5.2.2   Endorsed publications

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.

5.3   Training

OCR will offer a range of support activities for all practitioners throughout the lifetime of the qualification to ensure they have the relevant knowledge and skills to deliver the qualification.

Please see Event Booker for further information.

5.4   OCR support services

5.4.1   Active Results

Active Results is available to all centres offering OCR's GCSE Classical Civilisation specifications.

Active Results is a free results analysis service to help teachers review the performance of individual candidates or whole schools.

Data can be analysed using filters on several categories such as gender and other demographic information, as well as providing breakdowns of results by question and topic.

Active Results allows you to look in greater detail at your results:

- richer and more granular data will be made available to centres including question level data available from e-marking
- you can identify the strengths and weaknesses of individual candidates and your centre's cohort as a whole
- our systems have been developed in close consultation with teachers so that the technology delivers what you need.

Further information on Active Results can be found on the OCR website.

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5.4.2   OCR 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 on the OCR website.

6 Equality and Inclusion in GCSE Classical Civilisation

6.1 Equality Act information relating to GCSE Classical Civilisation

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualification and subject criteria were reviewed by the regulators in order to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Access Arrangements, Reasonable Adjustments and Special Consideration* by the Joint Council www.jcq.org.uk.

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

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

	Yes/No	Type of Assessment
Readers	Y	All written examinations
Scribes	Y	All written examinations
Practical assistants	Y	All written examinations
Word processors	Y	All written examinations
Transcripts	Y	All written examinations
Oral language modifiers	Y	All written examinations
BSL signers	Y	All written examinations
Modified question papers	Y	All written examinations
Live speaker	Y	All written examinations
Extra time	Y	All written examinations

6.2 Arrangements for candidates with particular requirements (including Special Consideration)

All candidates with a demonstrable need may be eligible for access arrangements to enable them to show what they know and can do. The criteria for eligibility for access arrangements can be found in the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

Candidates who have been fully prepared for the assessment but who have been affected by adverse circumstances beyond their control at the time of the examination may be eligible for special consideration. As above, centres should consult the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

In December 2011 the GCSE qualification criteria were changed by Ofqual. As a result, all GCSE qualifications have been updated to comply with the new regulations.

The most significant change for all GCSE qualifications is that, from 2014, unitised specifications must require that 100% of the assessment is terminal.

Please note that there are no changes to the terminal rule and re-sit rules for the January 2013 and June 2013 examination series:

- at least 40% of the assessment must be taken in the examination series in which the qualification is certificated

- candidates may re-sit each unit once before certification, i.e. each candidate can have two attempts at a unit before certification.

For full information on the assessment availability and rules that apply in the January 2013 and June 2013 examination series, please refer to the previous version of these specifications GCSE Classical Civilisation and GCSE (Short Course) in Classical Civilisation (July 2009) available on the website.

The sections below explain in more detail the rules that apply from the June 2014 examination series onwards.

7.1 Availability of assessment from 2014

There is one examination series available each year in June (all units are available each year in June).

GCSE Classical Civilisation certification is available in June 2014 and each June thereafter.

GCSE (Short Course) in Classical Civilisation certification is available in June 2014 and each June thereafter.

	Unit A351	Unit A352	Unit A353	Unit A354	Certification availability
June 2014	✓	✓	✓	✓	✓
June 2015	✓	✓	✓	✓	✓

7.2 Certification rules

For GCSE Classical Civilisation and GCSE (Short Course) in Classical Civilisation, from June 2014 onwards, a 100% terminal rule applies. Candidates must enter for all their units in the series in which the qualification is certificated.

GCSE Classical Civilisation and GCSE (Short Course) in Classical Civilisation can be certificated concurrently if all units are taken in the same series.

Candidates who have claimed GCSE (Short Course) in Classical Civilisation and decide to move on to GCSE Classical Civilisation will need to re-take all of the GCSE (Short Course) in Classical Civilisation units alongside the additional units required for GCSE Classical Civilisation. The new results for the units that have been re-taken will then be used in the calculation of the GCSE Classical Civilisation grade. Any results previously achieved cannot be re-used.

7.3   Rules for re-taking a qualification

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

Where a candidate re-takes a qualification, **all** units must be re-entered and all externally assessed units must be re-taken in the same series as the qualification is re-certificated. The new results for these units will be used to calculate the new qualification grade. Any results previously achieved cannot be re-used.

For the controlled assessment unit, candidates who are re-taking a qualification can choose either to re-take that controlled assessment unit or to carry forward the result for that unit that was used towards the previous certification of the same qualification.

•   Where a candidate decides to re-take the controlled assessment, the new result will be the one used in calculation of the new qualification grade. Any results previously achieved cannot be re-used.

•   Where a candidate decides to carry forward a result for controlled assessment, they must be entered for the controlled assessment unit in the re-take series using the entry code for the carry forward option (see section 7.4).

7.4   Making entries

7.4.1   Unit entries

Centres must be approved to offer OCR qualifications before they can make any entries, including estimated entries. It is recommended that centres apply to OCR to become an approved centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms and administrative materials.

It is essential that correct unit entry codes are used when making unit entries.

For the externally assessed units A351, A352 and A353 candidates must be entered for either component 01 (Foundation Tier) or 02 (Higher Tier) using the appropriate unit entry code from the table below. It is not possible for a candidate to take both components for a particular unit within the same series; however, different units may be taken at different tiers.

For the controlled assessment unit, centres can decide whether they want to submit candidates' work for moderation through the OCR Repository or by post. Candidates submitting controlled assessment must be entered for the appropriate unit entry code from the table below. Candidates who are re-taking the qualification and who want to carry forward the controlled assessment should be entered using the unit entry code for the carry forward option.

Centres should note that controlled assessment tasks can still be completed at a time which is appropriate to the centre/candidate. However, where tasks change from year to year, centres would have to ensure that candidates had completed the correct task(s) for the year of entry.

Unit entry code	Component code	Assessment method	Unit titles
A351F	01	Written Paper	*City Life in the Classical World* (Foundation Tier)
A351H	02	Written Paper	*City Life in the Classical World* (Higher Tier)
A352F	01	Written Paper	*Epic and Myth* (Foundation Tier)
A352H	02	Written Paper	*Epic and Myth* (Higher Tier)
A353F	01	Written Paper	*Community Life in the Classical World* (Foundation Tier)
A353H	02	Written Paper	*Community Life in the Classical World* (Higher Tier)
A354A	01	Moderated via OCR Repository	*Culture and Society in the Classical World*
A354B	02	Moderated via Postal moderation	*Culture and Society in the Classical World*
A354C	80	Carried forward	*Culture and Society in the Classical World*

7.4.2 Certification entries

Candidates must be entered for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Candidates may be entered for one or both of the following:

- GCSE Classical Civilisation certification code J280
- GCSE (Short Course) in Classical Civilisation certification code J080.

7.5 Enquiries about results

Under certain circumstances, a centre may wish to query the result issued to one or more candidates. Enquiries about results for GCSE units must be made immediately following the series in which the relevant unit was taken and by the relevant enquiries about results deadline for that series.

Please refer to the JCQ *Post-Results Services* booklet and the OCR *Admin Guide: 14–19 Qualifications* for further guidance on enquiries about results and deadlines. Copies of the latest versions of these documents can be obtained from the OCR website at www.ocr.org.uk.

7.6 Prohibited qualifications and classification code

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for these specifications is 6530.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should seek advice, either from their centre or from the institution to which they wish to progress.

8.1 Overlap with other qualifications

There is no significant overlap between the content of these specifications and that for other GCSE qualifications.

8.2 Progression from this qualification

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

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D to G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A* to C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

8.3 Avoidance of bias

OCR has taken great care in preparation of these specifications and assessment materials to avoid bias of any kind. Special focus is given to the 9 strands of the Equality Act with the aim of ensuring both direct and indirect discrimination is avoided.

8.4 Regulatory requirements

These specifications comply in all respects with the current: *General Conditions of Recognition; GCSE, GCE, Principal Learning and Project Code of Practice; GCSE Controlled Assessment regulations* and the *GCSE subject criteria for GCSE Classical Civilisation*. All documents are available on the Ofqual website.

8.5 Language

These specifications and associated assessment materials are in English only. Only answers written in English will be assessed.

8.6 Spiritual, moral, ethical, social, legislative, economic and cultural issues

These specifications offer opportunities which can contribute to an understanding of these issues by:

- presenting the study of societies and cultures that are alien to the candidate's own, and of their moral and ethical values and religious beliefs

- promoting awareness of aspects of human life other than the physical and material

- providing opportunities for the analysis of works of literature, art and philosophy that offer a profound insight into the morality of human behaviour.

8.7 Sustainable development, health and safety considerations and European developments, consistent with international agreements

There are no sustainable development issues or health and safety considerations in these specifications.

8.8 Key Skills

These specifications provide opportunities for the development of the Key Skills of *Communication, Application of Number, Information and Communication Technology, Working with Others, Improving Own Learning and Performance* and *Problem Solving* at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

Unit	C		AoN		ICT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
A351	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A352	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A353	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A354	✓	✓			✓	✓			✓	✓	✓	✓

8.9 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of Classical Civilisation.

8.10   Citizenship

From September 2002, the National Curriculum for England at Key Stage 4 includes a mandatory programme of study for Citizenship.

This section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course.

Through the study of classical civilisations and literature candidates learn about their religious, moral, ethical, social and cultural values. This provides candidates, through the comparison of these values with those of society today, with opportunities to:

- experience, appreciate and relate to cultures far removed from their own

- explore, and discuss with others, spiritual issues and religious beliefs

- express personal views on moral and ethical issues

- analyse the conduct of individuals and societies

- explore notions of family, community, and society, and their impact on individuals and groups

- consider how cultural issues are portrayed through literature.

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

- research spiritual, moral, social and cultural issues from a variety of sources

- express, justify and defend, orally and in writing, personal opinions about such issues

- contribute to group and exploratory class discussions.

Appendix A: Guidance for the production of electronic controlled assessment

The controlled assessment Unit A354 comprises one task. Candidates may also submit images that form part of the evidence for the task. The task and any supporting evidence, such as images, form the controlled assessment portfolio, and this may be stored electronically.

Structure for evidence

A controlled assessment portfolio is a collection of folders and files containing the candidate's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index called 'Home Page'.

There should be a top level folder detailing the candidate's centre number, candidate number, surname and forename, together with the unit code A354, so that the portfolio is clearly identified as the work of one candidate.

Each candidate produces an assignment for controlled assessment. The evidence should be contained within a separate folder within the portfolio. This folder may contain separate files.

Each candidate's controlled assessment portfolio should be stored in a secure area on the centre's network. Prior to submitting the controlled assessment portfolio to OCR, the centre should add a folder to the folder tree containing controlled assessment and summary forms.

Data formats for evidence

In order to minimise software and hardware compatibility issues it will be necessary to save candidates' work using an appropriate file format.

Candidates must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Electronic controlled assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats. A candidate who chooses to use only word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word processed documents, PowerPoint presentations, digital photos and digital video.

To ensure compatibility, all files submitted must be in the formats listed below. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advises against changing the file format that the document was originally created in. It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each candidate.

| Accepted File Formats |
| --- |
| **Movie formats for digital video evidence** |
| MPEG (*.mpg) |
| QuickTime movie (*.mov) |
| Macromedia Shockwave (*.aam) |
| Macromedia Shockwave (*.dcr) |
| Flash (*.swf) |
| Windows Media File (*.wmf) |
| MPEG Video Layer 4 (*.mp4) |
| **Audio or sound formats** |
| MPEG Audio Layer 3 (*.mp3) |
| **Graphics formats including photographic evidence** |
| JPEG (*.jpg) |
| Graphics file (*.pcx) |
| MS bitmap (*.bmp) |
| GIF images (*.gif) |
| **Animation formats** |
| Macromedia Flash (*.fla) |
| **Structured markup formats** |
| XML (*xml) |
| **Text formats** |
| Comma Separated Values (.csv) |
| PDF (.pdf) |
| Rich text format (.rtf) |
| Text document (.txt) |
| **Microsoft Office suite** |
| PowerPoint (.ppt) |
| Word (.doc) |
| Excel (.xls) |
| Visio (.vsd) |
| Project (.mpp) |
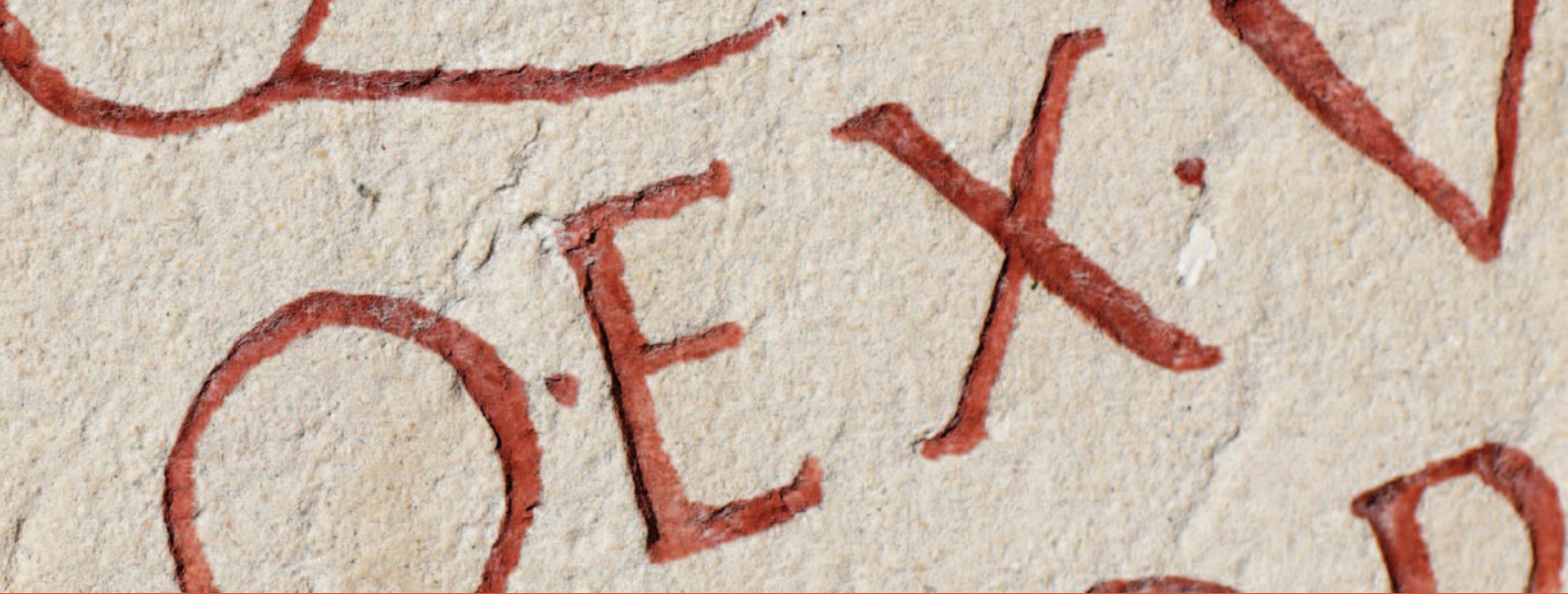
YOUR CHECKLIST

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

✔ Bookmark **www.ocr.org.uk/gcse2012**

✔ Be among the first to hear about support materials and resources as they become available. Register for email updates at **www.ocr.org.uk/updates**

✔ Book your inset training place online at **www.ocreventbooker.org.uk**

✔ Learn more about active results at **www.ocr.org.uk/activeresults**

✔ Join our Classics social network community for teachers at **www.social.ocr.org.uk**

NEED MORE HELP?

Here's how to contact us for specialist advice:

Phone: **01223 553998**

Email: **general.qualifications@ocr.org.uk**

Online: **http://answers.ocr.org.uk**

Fax: **01223 552627**

Post: **Customer Contact Centre, OCR, Progress House, Westwood Business Park, Coventry CV4 8JQ**

WHAT TO DO NEXT

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