

GCSE, AS and A Level Ancient History
GCSE, AS and A Level Classical
Civilisation

Consultation on Conditions and guidance



February 2016

Ofqual/16/5837

Contents

Scope of this consultation	4
How to respond to this consultation	6
Compliance with subject content and assessment objectives	7
Proposed Conditions and requirements for GCSE Ancient History	9
Proposed guidance for GCSE Ancient History.....	10
Questions on proposed Conditions and guidance for GCSE Ancient History	17
Proposed Conditions and requirements for AS and A level Ancient History	18
Proposed guidance for AS and A level Ancient History	19
Questions on proposed Conditions and guidance for AS and A level Ancient History	28
Proposed Conditions and requirements for GCSE Classical Civilisation.....	29
Proposed guidance for GCSE Classical Civilisation	30
Questions on proposed Conditions, requirements and guidance for GCSE Classical Civilisation.....	36
Proposed Conditions and requirements for AS and A level Classical Civilisation	37
Proposed guidance for AS and A level Classical Civilisation.....	39
Questions on proposed Conditions, requirements and guidance	50
Equality impact analysis	51
Ofqual’s role, objectives and duties	51
Equality impact analysis relating to proposed changes to GCSE, AS and A level Ancient History and GCSE, AS and A level Classical Civilisation.....	51
Appendix A: Regulatory tools	53
Comparability and innovation.....	53
Conditions of Recognition	53
Regulatory documents	54
Statutory guidance	54
Appendix B: Ofqual’s role, objectives and duties	56
Responding to the consultation	59
Your details	59
Questions	63
Accessibility of our consultations	67

1. Introduction

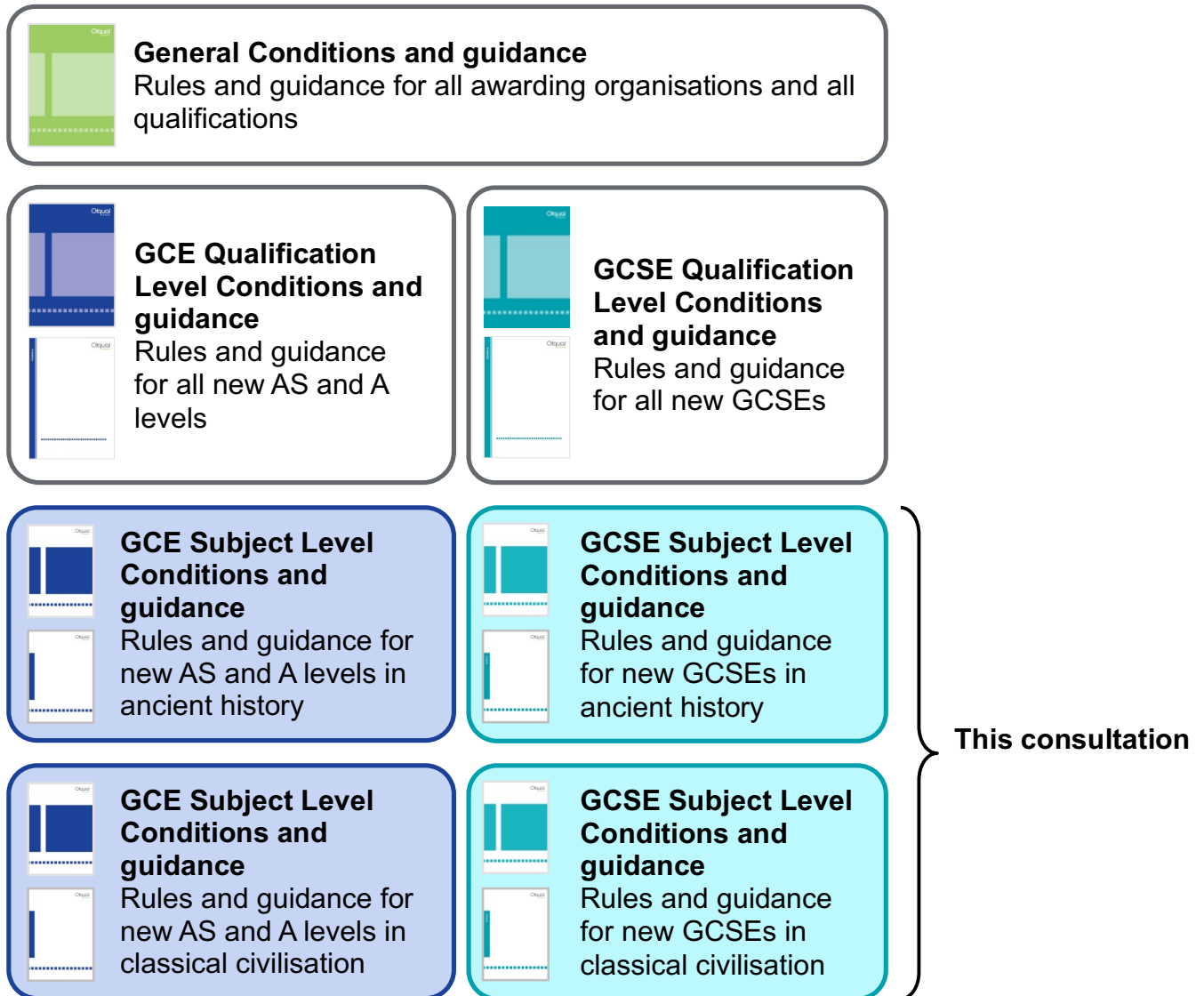
- 1.1 As most readers will know, changes are being made to GCSEs, AS and A levels taken by students in England. New GCSE, AS and A level qualifications in ancient history, and in classical civilisation will be taught in schools from September 2017.
- 1.2 The Department for Education (DfE) published the subject content¹ for GCSE, AS and A level qualifications in ancient history, and in classical civilisation² in February 2016.
- 1.3 Following our own consultation on assessment arrangements for these subjects, we confirmed³ earlier this month that new GCSEs, AS and A levels in ancient history, and in classical civilisation will:
- be assessed entirely by exam
 - not be tiered.
- 1.4 We also confirmed the assessment objectives for GCSE, AS and A level ancient history, and for GCSE, AS and A level classical civilisation.

¹ www.gov.uk/government/publications/gcse-ancient-history, www.gov.uk/government/publications/gce-as-and-a-level-ancient-history

² www.gov.uk/government/publications/gcse-classical-civilisation, www.gov.uk/government/publications/gce-as-and-a-level-classical-civilisation

³ www.gov.uk/government/consultations/developing-new-gcse-as-and-a-levels-for-first-teaching-in-2017

Scope of this consultation



1.5 This consultation builds on our – and DfE’s – earlier decisions. It seeks views on the subject-specific rules and guidance we should put in place for GCSE, AS and A level qualifications in ancient history, and for GCSE, AS and A level qualifications in classical civilisation.

1.6 As explained in Appendix A, and illustrated in the figure above, these new rules and guidance will sit alongside our existing rules and guidance for

- all qualifications,⁴

⁴ www.gov.uk/guidance/awarding-organisations-understanding-our-regulatory-requirements#requirements-for-all-awarding-organisations-and-all-regulated-qualifications

- all new GCSE qualifications,⁵ and
- all new AS and A level qualifications.⁶

1.7 This document sets out, and seeks views on:

- our proposed approach to regulating new GCSEs, AS and A levels in ancient history, and in classical civilisation; and
- the subject-specific Conditions, requirements and guidance we propose to introduce to implement that approach.

⁵ www.gov.uk/government/collections/gcses-9-to-1-requirements-and-guidance

⁶ www.gov.uk/government/collections/new-a-level-and-as-level-qualifications-requirements-and-guidance

How to respond to this consultation

The closing date for responses is **18 March 2016**.

Please respond to this consultation in one of three ways:

- Complete the online response at <https://www.surveygizmo.com/s3/2605668/GCSE-AS-and-A-level-reform-regulations-for-ancient-history-and-classical-civilisation>
- Complete the consultation questions at the end of this document and email your response to consultations@ofqual.gov.uk. Please include the consultation title (Ancient History/Classical Civilisation Consultation 2016) in the subject line of the email and make clear who you are and in what capacity you are responding
- Post your response to: Ancient History/Classical Civilisation Consultation 2016, Ofqual, Spring Place, Coventry Business Park, Herald Avenue, Coventry, CV5 6UB, making clear who you are and in what capacity you are responding

Evaluating the responses

To evaluate responses properly, we need to know who is responding to the consultation and in what capacity. We will therefore only consider your response if you complete the information page.

Any personal data (such as your name, address and any other identifying information) will be processed in accordance with the Data Protection Act 1998 and our standard terms and conditions.

We will publish our evaluation of responses. Please note that we may publish all or part of your response unless you tell us (in your answer to the confidentiality question) that you want us to treat your response as confidential. If you tell us you wish your response to be treated as confidential, we will not include your details in any published list of respondents, although we may quote from your response anonymously.

Please respond by **18 March 2016**.

2. Regulating GCSE, AS and A level Ancient History, and GCSE, AS and A level Classical Civilisation

Compliance with subject content and assessment objectives

- 2.1 As we explained in paragraph 1.2, DfE has published the subject content for new GCSEs, AS and A levels in ancient history⁷, and in classical civilisation.⁸
- 2.2 One of the ways we ensure new GCSEs, AS and A levels are comparable across exam boards is by requiring them to be in line with the relevant subject content and our assessment objectives.
- 2.3 The approach we have taken in every other new GCSE, AS and A level qualification is to introduce subject-specific Conditions which:
- require exam boards to comply with the requirements of the subject content (and have regard to any guidance within the subject content); and
 - require exam boards to comply with our assessment objectives (and have regard to our guidance on those assessment objectives).
- 2.4 In all other subjects this Condition includes a provision which requires exam boards to interpret the subject content in line with any rules we set and to have regard to any guidance we publish. Although we do not always specify how the subject content should be interpreted, we think it is important for us to be able to do so when there is a good reason for that (for example, if a different interpretation could compromise qualification standards or comparability).
- 2.5 We see no reason to take a different approach for ancient history, or for classical civilisation. We are therefore proposing that we should introduce a Condition which requires exam boards to:
- comply with the requirements (and have regard to any guidance) set out in the subject content – this includes requirements and guidance in the proposed new appendices; and
 - comply with our assessment objectives (and have regard to our guidance on those assessment objectives).

⁷ www.gov.uk/government/publications/gcse-ancient-history, and www.gov.uk/government/publications/gce-as-and-a-level-ancient-history

⁸ www.gov.uk/government/publications/gcse-classical-civilisation and www.gov.uk/government/publications/gce-as-and-a-level-classical-civilisation

Question 1: To what extent do you agree or disagree that we should introduce a Condition which requires exam boards to comply with the relevant subject content and assessment objectives?

Guidance on assessment objectives

- 2.6 For all other new GCSE, AS and A level qualifications, we have published guidance which explains how exam boards should interpret our assessment objectives. This is designed to ensure exam boards have a common understanding of – and take a consistent approach to targeting – the different assessment objectives.
- 2.7 We are proposing we should introduce similar guidance for GCSE, AS and A level ancient history, and GCSE, AS and A level classical civilisation.

Question 2: To what extent do you agree or disagree that we should introduce guidance which clarifies how exam boards should interpret our assessment objectives?

3. Our proposed Conditions and guidance for GCSE Ancient History

3.1 As set out above, we are proposing to introduce subject-specific Conditions, and guidance to implement the proposals in this consultation. We set out our proposed Conditions and guidance below.

Proposed Conditions and requirements for GCSE Ancient History

3.2 We are proposing to introduce a single Condition (covering compliance with subject content and assessment objectives) which will apply to all new GCSE qualifications in ancient history:

Condition	Compliance with content requirements
GCSE(Ancient History)1	
GCSE(Ancient History)1.1	In respect of each GCSE Qualification in Ancient History which it makes available, or proposes to make available, an awarding organisation must – (a) comply with the requirements relating to that qualification set out in the document published by the Secretary of State entitled ‘Ancient history GCSE subject content’ ⁹ , document reference DFE-00034-2016, (b) have regard to any recommendations or guidelines relating to that qualification set out in that document, and (c) interpret that document in accordance with any requirements, and having regard to any guidance, which may be published by Ofqual and revised from time to time.
GCSE(Ancient History)1.2	In respect of each GCSE Qualification in Ancient History which it makes available, or proposes to make available, an awarding organisation must comply with any requirements, and have regard to any guidance, relating to the objectives to be met by any assessment for that qualification which may be published by Ofqual and revised from time to time.

⁹ www.gov.uk/government/publications/gcse-ancient-history

Assessment objectives – GCSE Qualifications in Ancient History

Condition GCSE (Ancient History)1.2 allows us to specify requirements relating to the objectives to be met by any assessment for GCSE Qualifications in Ancient History.

The assessment objectives set out below constitute requirements for the purposes of Condition GCSE(Ancient History)1.2. Awarding organisations must comply with these requirements in relation to all GCSE Qualifications in Ancient History they make available.

	Objective	Weighting
AO1	Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied	45%
AO2	Analyse and explain historical events and historical periods to arrive at substantiated judgements.	25%
AO3	Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about: <ul style="list-style-type: none"> ■ historical events and periods studied ■ how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. 	30%

Proposed guidance for GCSE Ancient History

- 3.3 We are proposing to introduce the following guidance on assessment objectives which will apply to all new GCSE qualifications in ancient history:

Guidance on assessment objectives for GCSE Qualifications in Ancient History

Condition GCSE(Ancient History)1.2 allows us to specify requirements and guidance relating to assessment objectives for GCSE Qualifications in Ancient History.

We published our requirements in relation to assessment objectives in *GCSE Subject Level Conditions and Requirements for Ancient History*, and reproduce them in the table below.

	Objective	Weighting
AO1	Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied	45%
AO2	Analyse and explain historical events and historical periods to arrive at substantiated judgements.	25%
AO3	Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about: <ul style="list-style-type: none"> ■ historical events and periods studied ■ how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. 	30%

We set out below our guidance for the purposes of Condition GCSE(Ancient History)1.2. This guidance explains how we expect awarding organisations to interpret these assessment objectives in terms of:

- the different ‘strands’ within each of the assessment objectives;
- the discrete ‘elements’ within each assessment objective and its strands which questions and tasks could target and/or seek to credit – our expectation is that each and every question/task should target or seek to credit at least one of these elements, and may target or seek to credit multiple elements across one or more assessment objectives;
- the coverage expectations, such as in relation to the different elements within each assessment objective and how those elements should be sampled over time; and
- the key areas of emphasis in each assessment objective and the particular meaning for the subject of any key terms and phrases used; defined terms are shown in bold text, followed by their definitions.

In line with the obligations set out in Condition GCSE(Ancient History)1.2, we expect awarding organisations to be able to demonstrate how they have had regard to this guidance. For example, an awarding organisation could map how it has regard to the guidance as it:

- develops its sample assessment materials;
- delivers the qualification;

- develops and applies its approach to sampling the elements into which the assessment objectives are divided; and
- monitors the qualification to make sure it addresses all elements appropriately.

AO1: Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied			45%
Strands	Elements	Coverage	Interpretations and definitions
n/a	1a – Demonstrate knowledge of the key features and characteristics of the historical periods studied.	<ul style="list-style-type: none"> ■ Full coverage in each set of assessments¹⁰ (but not in every assessment). ■ No more than 10% of the total marks for the qualification should reward demonstrating knowledge in isolation.¹¹ 	<ul style="list-style-type: none"> ■ Key features and characteristics of the historical periods studied are aspects of subject content. Awarding organisations should explain their approach to targeting them in their assessment strategies. ■ Element 1a may be targeted in isolation, but element 1b should only be targeted in combination with element 1a or other assessment objectives.
	1b – Demonstrate understanding of the key features and characteristics of the historical periods studied.		

¹⁰ For the purposes of this guidance, a ‘set of assessments’ means the assessments to be taken by a particular Learner for a GCSE Qualification in Ancient History. For clarity, the assessments taken by Learners may vary, depending on any possible routes through the qualification

¹¹ Marks which ‘reward demonstrating knowledge in isolation’ means any mark awarded solely for recalling facts or other knowledge that is part of the specification. It does not include marks awarded for selecting appropriate knowledge (for example, to evidence an argument), or for applying knowledge to a particular context.

AO2: Analyse and explain historical events and historical periods to arrive at substantiated judgements.		25%	
Strands	Elements	Coverage	Interpretations and definitions
n/a	This assessment objective is a single element.	<ul style="list-style-type: none"> Full coverage in each set of assessments (but not in every assessment). 	<ul style="list-style-type: none"> Analyse means deconstructing information and/or issues to find connections and provide logical chain(s) of reasoning. Explain means giving an account of the outcome of analysis and/or justifying a conclusion in questions requiring an evaluation Analysis and explanation should draw on underpinning knowledge and understanding. Historical events and historical periods are aspects of subject content. Awarding organisations should explain their approach to targeting them in their assessment strategies. Learners should be assessed on at least two of the key features and characteristics of the periods studied, as specified in paragraph 5, bullet 5 of the document published by the Secretary of State entitled ‘Ancient history GCSE subject content’¹², document reference DFE-00034-2016. Any question/task can target one or more of these. Awarding organisations should explain in their assessment strategies how they will achieve coverage of, and reasonable balance between, the second order historical concepts listed above, within each set of assessments and over time. This assessment objective should not be addressed in isolation. Questions/tasks should also target assessment objective(s) AO1 and/or AO3.

¹² www.gov.uk/government/publications/gcse-ancient-history

AO3: Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about:		30%	
<ul style="list-style-type: none"> ▪ historical events and historical periods studied ▪ how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. 			
Strands	Elements	Coverage	Interpretations and definitions
1 – Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about historical events and historical periods studied	1a – Use and analyse ancient sources within their historical context to make judgements and draw conclusions about historical events and periods studied	<ul style="list-style-type: none"> ▪ Full coverage in each set of assessments (but not in every assessment) ▪ There should be a reasonable balance between both strands. Awarding Organisations should explain the rationale for weightings between the strands in their assessment strategies. 	<ul style="list-style-type: none"> ▪ Analyse means deconstructing information and/or issues to find connections and provide logical chain(s) of reasoning. ▪ Evaluate means appraising and/or making judgements with respect to information and/or issues. ▪ Ancient sources means literary and material sources that in either their origin and/or their authorship are from the ancient world. This could include contemporary evidence that is collected and presented at a later date, for example, raw data. ▪ Where the language of a source is translated and/or adapted, the meaning or point of view expressed by the author in the original source should not be altered. ▪ Historical contexts include the social, political, religious and cultural circumstances that form the setting of a particular time, and in view of which a
	1b – Use and evaluate ancient sources within their historical context to make judgements and draw conclusions about historical events and periods studied		
2 – Use, analyse and evaluate ancient sources within their historical context to	This strand is a single element		

AO3: Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about:			30%
<ul style="list-style-type: none"> ▪ historical events and historical periods studied ▪ how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. 			
Strands	Elements	Coverage	Interpretations and definitions
make judgements and draw conclusions about how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.			<p>source or writing can be fully understood. Awarding Organisations should explain in their assessment strategies their approach to using sources which are likely to encompass a broad range of contexts over time.</p> <ul style="list-style-type: none"> ▪ A Learner should consider more than one source in each set of assessments. Individual questions/tasks may target a single source. ▪ A Learner’s knowledge and understanding of the historical context may be credited as part of this assessment objective, but only where it is presented in a way which is relevant and intrinsically linked to the use/analysis/ evaluation/ of the ancient source – it should not be credited in isolation.

Questions on proposed Conditions and guidance for GCSE Ancient History

Question 3: Do you have any comments on our proposed Conditions and requirements for GCSE Ancient History?

Question 4: Do you have any comments on our proposed guidance for GCSE Ancient History?

4. Our proposed Conditions and guidance for AS and A level Ancient History

4.1 As set out in section 2, we are proposing to introduce subject-specific Conditions, and guidance to implement the proposals in this consultation. We set out our proposed Conditions and guidance below.

Proposed Conditions and requirements for AS and A level Ancient History

4.2 We are proposing to introduce a single Condition (covering compliance with subject content and assessment objectives) which will apply to all new AS and A level qualifications in ancient history.

Condition	Compliance with content requirements
GCE(Ancient History)1	
GCE(Ancient History)1.1	In respect of each GCE Qualification in Ancient History which it makes available, or proposes to make available, an awarding organisation must – <ul style="list-style-type: none"> (d) comply with the requirements relating to that qualification set out in the document published by the Secretary of State entitled ‘Ancient history GCE AS and A level subject content’¹³, document reference DFE-00033-2016, (e) have regard to any recommendations or guidelines relating to that qualification set out in that document, and (f) interpret that document in accordance with any requirements, and having regard to any guidance, which may be published by Ofqual and revised from time to time.
GCE(Ancient History)1.2	In respect of each GCE Qualification in Ancient History which it makes available, or proposes to make available, an awarding organisation must comply with any requirements, and have regard to any guidance, relating to the objectives to

¹³ www.gov.uk/government/publications/gce-as-and-a-level-ancient-history

be met by any assessment for that qualification which may be published by Ofqual and revised from time to time.

Assessment objectives – GCE Qualifications in Ancient History

Condition GCE (Ancient History)1.2 allows us to specify requirements relating to the objectives to be met by any assessment for GCE Qualifications in Ancient History.

The assessment objectives set out below constitute requirements for the purposes of Condition GCE(Ancient History)1.2. Awarding organisations must comply with these requirements in relation to all GCE AS and A level Qualifications in Ancient History they make available.

	Objective	Weighting (A level)	Weighting (AS)
AO1	Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied	20-30%	20-30%
AO2	Analyse and evaluate historical events and historical periods to arrive at substantiated judgements.	20-30%	20-30%
AO3	Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about: <ul style="list-style-type: none"> ■ historical events and historical periods studied ■ how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. 	35-45%	50-60%
AO4	Analyse and evaluate, in context, modern historians' interpretations of the historical events and topics studied.	15-20%	n/a

Proposed guidance for AS and A level Ancient History

4.3 We are proposing to introduce the following guidance which will apply to all new AS and A level qualifications in ancient history:

- guidance on assessment objectives.

Guidance on assessment objectives for GCE Qualifications in Ancient History

Condition GCE(Ancient History)1.2 allows us to specify requirements and guidance relating to assessment objectives for GCE Qualifications in Ancient History.

We published our requirements in relation to assessment objectives in *GCE Subject Level Conditions and Requirements for Ancient History*, and reproduce them in the table below.

	Objective	Weighting (A level)	Weighting (AS)
AO1	Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied	20-30%	20-30%
AO2	Analyse and evaluate historical events and historical periods to arrive at substantiated judgements.	20-30%	20-30%
AO3	Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about: <ul style="list-style-type: none"> ■ historical events and historical periods studied ■ how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. 	35-45%	50-60%
AO4	Analyse and evaluate, in context, modern historians' interpretations of the historical events and topics studied.	15-20%	n/a

We set out below our guidance for the purposes of Condition GCE(Ancient History)1.2. This guidance explains how we expect awarding organisations to interpret these assessment objectives in terms of:

- the different 'strands' within each of the assessment objectives;
- the discrete 'elements' within each assessment objective and its strands which questions and tasks could target and/or seek to credit – our expectation is that each and every question/task should target or

seek to credit at least one of these elements, and may target or seek to credit multiple elements across one or more assessment objectives;

- the coverage expectations, such as in relation to the different elements within each assessment objective and how those elements should be sampled over time; and
- the key areas of emphasis in each assessment objective and the particular meaning for the subject of any key terms and phrases used; defined terms are shown in bold text, followed by their definitions.

In line with the obligations set out in Condition GCE(Ancient History)1.2, we expect awarding organisations to be able to demonstrate how they have had regard to this guidance. For example, an awarding organisation could map how it has regard to the guidance as it:

- develops its sample assessment materials;
- delivers the qualification;
- develops and applies its approach to sampling the elements into which the assessment objectives are divided; and
- monitors the qualification to make sure it addresses all elements appropriately.

AO1: Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied			20-30% (A level) 20-30% (AS)
Strands	Elements	Coverage	Interpretations and definitions
n/a	This assessment objective is a single element.	<ul style="list-style-type: none"> ■ Full coverage in each set of assessments¹⁴ (but not in every assessment). ■ No more than 10% of the total marks for the qualification should reward demonstrating knowledge in isolation.¹⁵ 	<ul style="list-style-type: none"> ■ Key features and characteristics of the historical periods studied are aspects of subject content. Awarding organisations should explain their approach to targeting them in their assessment strategies.

¹⁴ For the purposes of this guidance, a ‘set of assessments’ means the assessments to be taken by a particular Learner for a GCE Qualification in Ancient History. For clarity, the assessments taken by Learners may vary, depending on any possible routes through the qualification.

¹⁵ Marks which ‘reward demonstrating knowledge in isolation’ means any mark awarded solely for recalling facts or other knowledge that is part of the specification. It does not include marks awarded for selecting appropriate knowledge (for example, to evidence an argument), or for applying knowledge to a particular context.

AO2: Analyse and evaluate historical events and historical periods to arrive at substantiated judgements.			20-30% (A level) 20-30% (AS)
Strands	Elements	Coverage	Interpretations and definitions
n/a	This assessment objective is a single element.	<ul style="list-style-type: none"> ■ Full coverage in each set of assessments (but not in every assessment). 	<ul style="list-style-type: none"> ■ In the context of this assessment objective: <ul style="list-style-type: none"> □ analyse means deconstructing information and/or issues to find connections and provide logical chain(s) of reasoning, and □ evaluate means appraising and/or making judgements with respect to information and/or issues ■ Analysis and evaluation should draw on underpinning knowledge and understanding ■ Learners should be assessed on at least two of the key historical terms and concepts of the historical periods studied, as specified in paragraph 5, bullet 4 of the document published by the Secretary of State entitled ‘Ancient History GCE AS and A Level subject content’¹⁶, document reference DFE-00033-2016. Any question/task can target one or more of these. ■ Awarding organisations should explain in their assessment strategies how they will achieve coverage of, and reasonable balance between, those second-order historical concepts within each set of assessments and over time. ■ This assessment objective should not be addressed in isolation. Questions/tasks should also target assessment objective(s) AO1 and/or AO3.

¹⁶ www.gov.uk/government/publications/gce-as-and-a-level-ancient-history

AO3: Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:		35-45% (A level) 50-60% (AS)	
<ul style="list-style-type: none"> ▪ historical events and historical periods studied ▪ how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. 			
Strands	Elements	Coverage	Interpretations and definitions
1 – Analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about historical events and historical periods studied.	This strand is a single element.	<ul style="list-style-type: none"> ▪ Full coverage in each set of assessments (but not in every assessment). ▪ There should be a reasonable balance between both strands. ▪ Awarding Organisations should explain the rationale for weightings between the strands in their assessment strategies. 	<ul style="list-style-type: none"> ▪ Analyse means deconstructing information and/or issues to find connections and provide logical chain(s) of reasoning. ▪ Evaluate means appraising and/or making judgements with respect to information and/or issues. ▪ Ancient sources means literary and material sources that in either their origin and/or their authorship are from the ancient world. This could include contemporary evidence that is collected and presented at a later date, for example, raw data. ▪ Historical contexts include the social, political, religious and cultural circumstances that form the setting of a particular time, and in view of which a source or writing can be fully understood. Awarding Organisations should explain in their assessment strategies their approach to using sources which are
2 – Analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.	This strand is a single element		

AO3: Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:			35-45% (A level) 50-60% (AS)
<ul style="list-style-type: none"> ▪ historical events and historical periods studied ▪ how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. 			
Strands	Elements	Coverage	Interpretations and definitions
			<p>likely to encompass a broad range of contexts over time.</p> <ul style="list-style-type: none"> ▪ A Learner’s knowledge and understanding of the historical context may be credited as part of this assessment objective, but only where it is presented in a way which is relevant and intrinsically linked to the analysis/evaluation/use of the ancient source – it should not be credited in isolation. ▪ Where the language of a source is translated and/or adapted, the meaning or point of view expressed by the author in the original source should not be altered. ▪ At A level strands 1 and 2 should normally be assessed together.

AO4: Analyse and evaluate, in context, modern historians' interpretations of the historical events and topics studied.			15-20% (A level) n/a (AS)
Strands	Elements	Coverage	Interpretations and definitions
n/a	This assessment objective is a single element.	<ul style="list-style-type: none"> ■ Full coverage in each set of assessments (but not in every assessment). 	<ul style="list-style-type: none"> ■ In the context of this assessment objective: <ul style="list-style-type: none"> □ Analyse means deconstructing information and/or issues to find connections and provide logical chain(s) of reasoning, and □ Evaluate means appraising and/or making judgements with respect to information and/or issues. ■ In context means both in the context of the historical debate, and in the context of the events and topics studied. ■ In the context of this assessment objective, modern historians are academic historians writing from the start of the 18th century onwards. ■ Interpretations means attempts to portray and/or make meaning of the past using evidence; that is, a deliberate construct created after the event(s). Interpretations should be from academic historians. ■ The interpretations to be analysed and evaluated may be presented in different ways, ranging from single attributed quotations to longer, multiple extracts. ■ There are different ways in which interpretations can be evaluated and different approaches to this

AO4: Analyse and evaluate, in context, modern historians' interpretations of the historical events and topics studied.			15-20% (A level) n/a (AS)
Strands	Elements	Coverage	Interpretations and definitions
			<p>can be equally legitimate and appropriate. These different ways may include:</p> <ul style="list-style-type: none"> □ the learner's understanding of the wider historical debate connected to the issue, □ the methods or approach that have been used by an author, □ how an interpretation may have been affected by the time in which the author was writing. <ul style="list-style-type: none"> ■ A learner's knowledge and understanding of the historical context may be credited as part of this assessment objective, but only where it is presented in a way which is relevant and intrinsically linked to the analysis/evaluation/use of the interpretation – it should not be credited in isolation. ■ This assessment objective should not normally be assessed in isolation.

Questions on proposed Conditions and guidance for AS and A level Ancient History

Question 5: Do you have any comments on our proposed Conditions and requirements for AS and A level Ancient History?

Question 6: Do you have any comments on our proposed guidance for AS and A level Ancient History?

5. Our proposed Conditions and guidance for GCSE Classical Civilisation

5.1 As set out in section 2, we are proposing to introduce subject-specific Conditions, and guidance to implement the proposals in this consultation. We set out our proposed Conditions and guidance below.

Proposed Conditions and requirements for GCSE Classical Civilisation

5.2 We are proposing to introduce a single Condition (covering compliance with subject content and assessment objectives) which will apply to all new GCSE qualifications in classical civilisation.

Condition GCSE(Classical Civilisation)1	Compliance with content requirements
GCSE(Classical Civilisation)1.1	<p>In respect of each GCSE Qualification in Classical Civilisation which it makes available, or proposes to make available, an awarding organisation must –</p> <ul style="list-style-type: none"> (g) comply with the requirements relating to that qualification set out in the document published by the Secretary of State entitled ‘Classical civilisation GCSE subject content’¹⁷, document reference DFE-00037-2016, (h) have regard to any recommendations or guidelines relating to that qualification set out in that document, and (i) interpret that document in accordance with any requirements, and having regard to any guidance, which may be published by Ofqual and revised from time to time.
GCSE(Classical Civilisation)1.2	<p>In respect of each GCSE Qualification in Classical Civilisation which it makes available, or proposes to make available, an awarding organisation must comply with any requirements, and have regard to any guidance, relating to the objectives to be met by any assessment for that</p>

¹⁷ www.gov.uk/government/publications/gcse-classical-civilisation

qualification which may be published by Ofqual and revised from time to time.

Assessment objectives – GCSE Qualifications in Classical Civilisation

Condition GCSE (Classical Civilisation)1.2 allows us to specify requirements relating to the objectives to be met by any assessment for GCSE Qualifications in Classical Civilisation.

The assessment objectives set out below constitute requirements for the purposes of Condition GCSE(Classical Civilisation)1.2. Awarding organisations must comply with these requirements in relation to all GCSE Qualifications in Classical Civilisation they make available.

	Objective	Weighting
AO1	Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> ■ literature and visual/material culture ■ how sources reflect their cultural contexts, and ■ possible interpretations of sources by different audiences and individuals. 	60%
AO2	Analyse, interpret and evaluate literature and visual/material culture, using evidence and producing coherent and reasoned arguments.	40%

Proposed guidance for GCSE Classical Civilisation

5.3 We are proposing to introduce the following guidance (on assessment objectives) which will apply to all new GCSE qualifications in classical civilisation.

Guidance on assessment objectives for GCSE Qualifications in Classical Civilisation

Condition GCSE(Classical Civilisation)1.2 allows us to specify requirements and guidance relating to assessment objectives for GCSE Qualifications in Classical Civilisation.

We published our requirements in relation to assessment objectives in *GCSE Subject Level Conditions and Requirements for Classical Civilisation*, and reproduce them in the table below.

	Objective	Weighting
AO1	<p>Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> ■ literature and visual/material culture ■ how sources reflect their cultural contexts, and ■ possible interpretations of sources by different audiences and individuals. 	60%
AO2	Analyse, interpret and evaluate literature and visual/material culture, using evidence and producing coherent and reasoned arguments.	40%

We set out below our guidance for the purposes of Condition GCSE(Classical Civilisation)1.2. This guidance explains how we expect awarding organisations to interpret these assessment objectives in terms of:

- the different ‘strands’ within each of the assessment objectives;
- the discrete ‘elements’ within each assessment objective and its strands which questions and tasks could target and/or seek to credit – our expectation is that each and every question/task should target or seek to credit at least one of these elements, and may target or seek to credit multiple elements across one or more assessment objectives;
- the coverage expectations, such as in relation to the different elements within each assessment objective and how those elements should be sampled over time; and
- the key areas of emphasis in each assessment objective and the particular meaning for the subject of any key terms and phrases used; defined terms are shown in bold text, followed by their definitions.

In line with the obligations set out in Condition GCSE(Classical Civilisation)1.2, we expect awarding organisations to be able to demonstrate how they have had regard to this guidance. For example, an awarding organisation could map how it has regard to the guidance as it:

- develops its sample assessment materials;
- delivers the qualification;
- develops and applies its approach to sampling the elements into which the assessment objectives are divided; and

- monitors the qualification to make sure it addresses all elements appropriately.

AO1 – Demonstrate knowledge and understanding of:			60%
<ul style="list-style-type: none"> ▪ literature and visual/material culture ▪ how sources reflect their cultural contexts, and ▪ possible interpretations of sources by different audiences and individuals. 			
Strands	Elements	Coverage	Interpretation and definitions
1 – Demonstrate knowledge and understanding of literature and visual/material culture	1a – Demonstrate knowledge of literature and visual/material culture	<ul style="list-style-type: none"> ▪ Full coverage in each set of assessments¹⁸ (but not in every assessment). ▪ A reasonable balance between the strands within this assessment objective. 	<ul style="list-style-type: none"> ▪ Literature and visual/material culture are aspects of subject content. Awarding organisations should explain their approach to targeting them in their assessment strategy. ▪ Sources means both literature and material/visual culture as defined in paragraphs 7-11 of the Department for Education's 'Classical civilisation GCSE subject content'²⁰, document reference DFE-00037-2016. ▪ Cultural contexts means the classical contemporary setting in which the work was written/created and/or appreciated, or both.
	1b – Demonstrate understanding of literature and visual/material culture		
2 – Demonstrate knowledge and understanding of how sources reflect their cultural contexts	This strand is a single element	<ul style="list-style-type: none"> ▪ Awarding organisations should justify the balance between the strands in their assessment strategies ▪ Questions can target literature and 	

¹⁸ For the purposes of this guidance, a 'set of assessments' means the assessments to be taken by a particular Learner for a GCSE Qualification in Classical Civilisation. For clarity, the assessments taken by Learners may vary, depending on any possible routes through the qualification.

²⁰ www.gov.uk/government/publications/gcse-classical-civilisation

AO1 – Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> ▪ literature and visual/material culture ▪ how sources reflect their cultural contexts, and ▪ possible interpretations of sources by different audiences and individuals. 			60%
Strands	Elements	Coverage	Interpretation and definitions
3 – Demonstrate knowledge and understanding of possible interpretation of sources by different audiences and individuals	This strand is a single element	material/visual culture separately, but both should be covered in each set of assessments. <ul style="list-style-type: none"> ▪ No more than 10% of the total marks for the qualification should reward demonstrating knowledge in isolation.¹⁹ 	<ul style="list-style-type: none"> ▪ Interpretations of sources could include either those contemporary to the source, or those that are more recent, or both.

¹⁹ Marks which ‘reward demonstrating knowledge in isolation’ means any mark awarded solely for recalling facts or other knowledge. It does not include marks awarded for selecting appropriate knowledge (for example, to evidence an argument), or for applying knowledge to a particular context.

AO2 - Analyse, interpret and evaluate literature and visual/material culture, using evidence and producing coherent and reasoned arguments.			40%
Strands	Elements	Coverage	Interpretation and definitions
n/a	1a – Analyse literature and visual/material culture	<ul style="list-style-type: none"> Full coverage in each set of assessments (but not in every assessment). 	<ul style="list-style-type: none"> Analyse means deconstructing information and/or issues to find connections and provide logical chain(s) of reasoning. Interpret includes identifying how evidence can be viewed, conclusions which can be drawn and ideas which might be inferred from the source. Evaluate means appraising and/or making judgements with respect to information and/or issues. Analysis and explanation should draw on underpinning knowledge and understanding. Evidence means the material candidates have studied, or that is presented in the assessment. Coherent and reasoned arguments are expected of a more able student, for example identifying causes and trends that support an argument. Some candidates may fall short of this, but could still receive credit for more basic arguments that can be supported by the given evidence.
	1b – Interpret literature and visual/material culture using evidence	<ul style="list-style-type: none"> A reasonable balance between the elements within this assessment objective. 	
	1c – Evaluate literature and visual/material culture using evidence and producing coherent and reasoned argument.	<ul style="list-style-type: none"> Each set of assessments should include questions/tasks which target AO2 in the contexts of each of literature and visual/material culture. 	

Questions on proposed Conditions, requirements and guidance for GCSE Classical Civilisation

Question 7: Do you have any comments on our proposed Conditions and requirements for GCSE Classical Civilisation?

Question 8: Do you have any comments on our proposed guidance for GCSE Classical Civilisation?

6. Our proposed Conditions and guidance for AS and A level Classical Civilisation

6.1 As set out in section 2, we are proposing to introduce subject-specific Conditions, and guidance to implement the proposals in this consultation. We set out our proposed Conditions and guidance below.

Proposed Conditions and requirements for AS and A level Classical Civilisation

6.2 We are proposing to introduce a single Condition (covering compliance with subject content and assessment objectives) which will apply to all new AS and A level qualifications in classical civilisation.

Condition	Compliance with content requirements
GCE(Classical Civilisation)1	
GCE(Classical Civilisation)1.1	<p>In respect of each GCE Qualification in Classical Civilisation which it makes available, or proposes to make available, an awarding organisation must –</p> <ul style="list-style-type: none"> (a) comply with the requirements relating to that qualification set out in the document published by the Secretary of State entitled ‘Classical civilisation GCE AS and A level subject content’²¹, document reference DFE-00036-2016, (b) have regard to any recommendations or guidelines relating to that qualification set out in that document, and (c) interpret that document in accordance with any requirements, and having regard to any guidance, which may be published by Ofqual and revised from time to time.
GCE(Classical Civilisation)1.2	<p>In respect of each GCE Qualification in Classical Civilisation which it makes available, or proposes to make available, an awarding organisation must comply with any requirements, and have regard to any guidance, relating to the objectives to be met by any assessment for that</p>

²¹ www.gov.uk/government/publications/gce-as-and-a-level-classical-civilisation

qualification which may be published by Ofqual and revised from time to time.

Assessment objectives – GCE Qualifications in Classical Civilisation

Condition GCE (Classical Civilisation)1.2 allows us to specify requirements relating to the objectives to be met by any assessment for GCE Qualifications in Classical Civilisation.

The assessment objectives set out below constitute requirements for the purposes of Condition GCE(Classical Civilisation)1.2. Awarding organisations must comply with these requirements in relation to all GCE AS and A level Qualifications in Classical Civilisation they make available.

	Objective	Weighting
AO1 (AS Level)	Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> ▪ Literature and either visual/material culture or classical thought ▪ how sources and ideas reflect their cultural contexts ▪ possible interpretations of sources and perspectives by different audiences and individuals. 	45-55%
AO2 (AS Level)	Critically analyse, interpret and evaluate literature, and either visual/material culture or classical thought, using evidence to make substantiated judgements and produce coherent and reasoned arguments.	45-55%

	Objective	Weighting
AO1 (A Level)	Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> ▪ Literature, visual/material culture and classical thought ▪ how sources and ideas reflect their cultural contexts ▪ possible interpretations of sources and perspectives by different audiences and individuals. 	40-50%

AO2 (A Level)	Critically analyse, interpret and evaluate literature, visual/material culture, and classical thought, using evidence to make substantiated judgements and produce coherent and reasoned arguments.	50-60%
------------------------------	---	--------

Proposed guidance for AS and A level Classical Civilisation

6.3 We are proposing to introduce the following guidance which will apply to all new AS and A level qualifications in Classical Civilisation:

- guidance on assessment objectives.

Guidance on assessment objectives for GCE Qualifications in Classical Civilisation		
<p>Condition GCE(Classical Civilisation)1.2 allows us to specify requirements and guidance relating to assessment objectives for GCE Qualifications in Classical Civilisation.</p> <p>We published our requirements in relation to assessment objectives in <i>GCE Subject Level Conditions and Requirements for Classical Civilisation</i>, and reproduce them in the table below.</p>		
	Objective	Weighting
AO1 (AS Level)	Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> ■ Literature and either visual/material culture or classical thought ■ how sources and ideas reflect their cultural contexts ■ possible interpretations of sources and perspectives by different audiences and individuals. 	45-55%
AO2 (AS Level)	Critically analyse, interpret and evaluate literature, and either visual/material culture or classical thought, using evidence to make substantiated judgements and produce coherent and reasoned arguments.	45-55%
	Objective	Weighting

AO1 (A Level)	Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> ▪ Literature, visual/material culture and classical thought ▪ how sources and ideas reflect their cultural contexts ▪ possible interpretations of sources and perspectives by different audiences and individuals. 	40-50%
AO2 (A Level)	Critically analyse, interpret and evaluate literature, visual/material culture, and classical thought, using evidence to make substantiated judgements and produce coherent and reasoned arguments.	50-60%

We set out below our guidance for the purposes of Condition GCE(Classical Civilisation)1.2. This guidance explains how we expect awarding organisations to interpret these assessment objectives in terms of:

- the different ‘strands’ within each of the assessment objectives;
- the discrete ‘elements’ within each assessment objective and its strands which questions and tasks could target and/or seek to credit – our expectation is that each and every question/task should target or seek to credit at least one of these elements, and may target or seek to credit multiple elements across one or more assessment objectives;
- the coverage expectations, such as in relation to the different elements within each assessment objective and how those elements should be sampled over time; and
- the key areas of emphasis in each assessment objective and the particular meaning for the subject of any key terms and phrases used; defined terms are shown in bold text, followed by their definitions.

In line with the obligations set out in Condition GCE(Classical Civilisation)1.2, we expect awarding organisations to be able to demonstrate how they have had regard to this guidance. For example, an awarding organisation could map how it has regard to the guidance as it:

- develops its sample assessment materials;
- delivers the qualification;

- develops and applies its approach to sampling the elements into which the assessment objectives are divided; and
- monitors the qualification to make sure it addresses all elements appropriately.

AO1 (AS Level) – Demonstrate knowledge and understanding of:			45-55% (AS Level)
<ul style="list-style-type: none"> ▪ Literature and either visual/material culture or classical thought ▪ how sources and ideas reflect their cultural contexts ▪ possible interpretations of sources and perspectives by different audiences and individuals. 			
Strands	Elements	Coverage	Interpretation and definitions
	This strand is a single element.	<ul style="list-style-type: none"> ▪ Full coverage in each set of assessments (but not in every assessment).²² ▪ A reasonable balance between the strands within this assessment objective. ▪ Awarding organisations should justify the balance between the strands in their assessment strategies. 	<ul style="list-style-type: none"> ▪ Literature, visual/material culture and classical thought are defined in paragraphs 7-17 of the Classical Civilisation GCE AS and A level subject content²⁴, document reference DFE-00036-2016. Awarding organisations should explain their approach to targeting them in their assessment strategy. ▪ Sources means literature, material/visual culture and classical thought as defined above. ▪ Cultural contexts means the classical contemporary setting in which the work/idea in which it was written/created and/or appreciated, or both.
2 – Demonstrate knowledge and understanding of how sources and ideas reflect their cultural contexts	This strand is a single element.		

²² For the purposes of this guidance, a ‘set of assessments’ means the assessments to be taken by a particular Learner for a GCE Qualification in Classical Civilisation. For clarity, the assessments taken by Learners may vary, depending on any possible routes through the qualification.

²⁴ www.gov.uk/government/publications/gce-as-and-a-level-classical-civilisation

AO1 (AS Level) – Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> ▪ Literature and either visual/material culture or classical thought ▪ how sources and ideas reflect their cultural contexts ▪ possible interpretations of sources and perspectives by different audiences and individuals. 			45-55% (AS Level)
Strands	Elements	Coverage	Interpretation and definitions
<p>3 – Demonstrate knowledge and understanding of possible interpretations of sources and perspectives by different audiences and individuals</p>	<p>This strand is a single element.</p>	<ul style="list-style-type: none"> ▪ Questions can target literature, classical thought or material/visual culture separately, but all three should be covered in each set of assessments. ▪ No more than 10% of the total marks for the qualification should reward demonstrating knowledge in isolation.²³ 	<ul style="list-style-type: none"> ▪ Interpretations are attempts to make meaning of the past using evidence; that is, a later, deliberate construct. ▪ Perspectives means either the viewpoint of the author, thinker or artist, or of the reader/ viewer, or both.

²³ Marks which ‘reward demonstrating knowledge in isolation’ means any mark awarded solely for recalling facts or other knowledge. It does not include marks awarded for selecting appropriate knowledge (for example, to evidence an argument), or for applying knowledge to a particular context.

AO2 (AS Level) – Critically analyse, interpret and evaluate literature, and either visual/material culture or classical thought, using evidence to make substantiated judgements and produce coherent and reasoned arguments.		45-55% (AS Level)	
Strands	Elements	Coverage	Interpretation and definitions
n/a	<p>1a – Critically analyse literature, and either visual/material culture, or classical thought, using evidence to make substantiated judgements and produce coherent and reasoned arguments.</p> <p>1b – Interpret literature, and either visual/material culture, or classical thought, using evidence to make substantiated judgements and produce coherent and reasoned arguments.</p>	<ul style="list-style-type: none"> ■ Full coverage in each set of assessments (but not in every assessment). ■ A reasonable balance between the elements within this assessment objective. Awarding organisations should justify the balance between the strands and elements in their assessment strategies. ■ Questions can target literature, classical thought or material/visual culture separately, but all three should be covered in each set of assessments. 	<ul style="list-style-type: none"> ■ Analyse means deconstructing information and/or issues to find connections and provide logical chain(s) of reasoning ■ Critically (analyse and evaluate) implies a higher order skill expected of a more able student at AS/A level, for example identifying causes and trends. Some candidates may fall short of this, but could still receive some credit for analysis and evaluation. ■ Interpret includes identifying how evidence can be viewed, conclusions which can be drawn and ideas which might be inferred from the source. ■ Evaluate means appraising and/or making judgements with respect to information and/or issues. ■ Analysis and evaluation should draw on underpinning knowledge and understanding. ■ As in AO1, literature, visual/material culture and classical thought are aspects of subject content. Awarding organisations should explain their approach to targeting them in their assessment strategy.

AO2 (AS Level) – Critically analyse, interpret and evaluate literature, and either visual/material culture or classical thought, using evidence to make substantiated judgements and produce coherent and reasoned arguments.		45-55% (AS Level)	
Strands	Elements	Coverage	Interpretation and definitions
	1c – Critically evaluate literature, and either visual/material culture or classical thought, using evidence to make substantiated judgements and produce coherent and reasoned arguments.		<ul style="list-style-type: none"> ■ Evidence means the material candidates have studied, or that is presented in the assessment. ■ Substantiated judgements implies a higher order skill expected of a more able student at AS/A Level. These are views/conclusions formed through a cogent line of reasoning, drawing upon the evidence studied. Some candidates may fall short of this, but could still receive credit for interpretation and evaluation, and some credit for more simplistic, but sensible judgements.

AO1 (A Level) – Demonstrate knowledge and understanding of:			40-50% (A level)
<ul style="list-style-type: none"> ▪ Literature, visual/material culture and classical thought ▪ how sources and ideas reflect their cultural contexts ▪ possible interpretations of sources and perspectives by different audiences and individuals. 			
Strands	Elements	Coverage	Interpretation and definitions
1 – Demonstrate knowledge and understanding of literature, visual/material culture, and classical thought	This strand is a single element.	<ul style="list-style-type: none"> ▪ Full coverage in each set of assessments²⁵ (but not in every assessment). ▪ A reasonable balance between the strands within this assessment objective. Awarding organisations should justify the balance between the strands in their assessment strategies. 	<ul style="list-style-type: none"> ▪ Literature, visual/material culture and classical thought are defined in paragraphs 7-17 of the Classical Civilisation GCE AS and A level subject content²⁶, document reference DFE-00036-2016. Awarding organisations should explain their approach to targeting them in their assessment strategy. ▪ Sources means literature and material/visual culture and classical thought that in their origin and/or authorship are contemporary to the period studied. ▪ Perspectives means either the viewpoint of the author, thinker or artist, or of the reader/ viewer, or both.
2 – Demonstrate knowledge and understanding of how sources and ideas reflect their cultural contexts	This strand is a single element		

²⁵ For the purposes of this guidance, a ‘set of assessments’ means the assessments to be taken by a particular Learner for a GCE Qualification in Classical Civilisation. For clarity, the assessments taken by Learners may vary, depending on any possible routes through the qualification.

²⁶ www.gov.uk/government/publications/gce-as-and-a-level-classical-civilisation

AO1 (A Level) – Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> ▪ Literature, visual/material culture and classical thought ▪ how sources and ideas reflect their cultural contexts ▪ possible interpretations of sources and perspectives by different audiences and individuals. 			40-50% (A level)
Strands	Elements	Coverage	Interpretation and definitions
3 – Demonstrate knowledge and understanding of possible interpretations of sources and perspectives by different audiences and individuals	This strand is a single element.	<ul style="list-style-type: none"> ▪ Questions can target literature, material/visual culture and classical thought separately, but all three should be covered in each set of assessments. 	<ul style="list-style-type: none"> ▪ Interpretations are attempts to make meaning of the past using evidence; that is, a later, deliberate construct. At A Level this should include relevant secondary scholars and academics. ▪ Cultural contexts means the classical contemporary setting in which the work/idea in which it was written/created and/or appreciated, or both.

AO2 (A Level) - Critically analyse, interpret and evaluate literature, visual/material culture, and classical thought, using evidence to make substantiated judgements and produce coherent and reasoned arguments.			50-60% (A level)
Strands	Elements	Coverage	Interpretation and definitions
n/a	1a – Critically analyse literature, visual/material culture, and classical thought, using evidence to make substantiated judgements and produce coherent and reasoned arguments.	<ul style="list-style-type: none"> Full coverage in each set of assessments (but not in every assessment). A reasonable balance between the elements within this assessment objective. Awarding organisations should justify the balance between the elements in their assessment strategies. 	<ul style="list-style-type: none"> Analyse means deconstructing information and/or issues to find connections and provide logical chain(s) of reasoning Evaluate means appraising and/or making judgements with respect to information and/or issues. Analysis and explanation should draw on underpinning knowledge and understanding. Critically (analyse and evaluate) implies a higher order skill expected of a more able student at AS/A level, for example identifying causes and trends. Some candidates may fall short of this, but could still receive some credit for analysis and evaluation. Interpret includes identifying how evidence can be viewed, conclusions which can be drawn and ideas which might be inferred from the source. As in AO1, literature, visual/material culture and classical thought are aspects of subject content.
	1b – Interpret literature, visual/material culture, and classical thought, using evidence to make substantiated judgements and produce coherent and reasoned arguments.	<ul style="list-style-type: none"> Each set of assessments should include questions/tasks which target AO2 in the context of literature, in the context of visual/material culture, 	

AO2 (A Level) - Critically analyse, interpret and evaluate literature, visual/material culture, and classical thought, using evidence to make substantiated judgements and produce coherent and reasoned arguments.			50-60% (A level)
Strands	Elements	Coverage	Interpretation and definitions
	1c – Critically evaluate literature, visual/material culture, and classical thought, using evidence to make substantiated judgements and produce coherent and reasoned arguments.	and in the context of classical thought.	<ul style="list-style-type: none"> ■ Evidence means the material candidates have studied, or that is presented in the assessment. ■ Substantiated judgements implies a higher order skill expected of a more able student at AS/A Level. These are views/conclusions formed through a cogent line of reasoning, drawing upon the evidence studied. Some candidates may fall short of this, but could still receive credit for interpretation and evaluation, and some credit for more simplistic, but sensible judgements.

Questions on proposed Conditions, requirements and guidance

Question 9: Do you have any comments on our proposed Conditions and requirements for AS and/or A level Classical Civilisation?

Question 10: Do you have any comments on our proposed guidance for AS and/or A level Classical Civilisation?

Equality impact analysis

Ofqual's role, objectives and duties

7.1 We are subject to the public sector equality duty. We have set out in Appendix B how this duty interacts with our statutory objectives and other duties.

Equality impact analysis relating to proposed changes to GCSE, AS and A level Ancient History and GCSE, AS and A level Classical Civilisation

- 7.2 We have considered the potential impact on students who share protected characteristics²⁷ of the application of the principles and features that will apply to all new GCSE, AS and A level qualifications. Our equality impact analyses for our earlier consultations on GCSE,²⁸ AS and A level reform²⁹ are therefore of interest and we encourage you to read them.
- 7.3 Issues concerning the proposed subject content have been considered by DfE, who have published their own Equalities Impact Analysis on their subject content proposals.³⁰
- 7.4 We have also previously considered the potential impact on students who share protected characteristics of our decisions on assessment arrangements for this subject.³¹
- 7.5 We do not repeat here all of the evidence we have considered, as this can be found in our earlier reports. We focus instead on the specific issues that arise from the new proposals in this consultation, and from the way in which we are implementing our previous policy decisions.
- 7.6 We have not identified any additional negative impacts on students who share protected characteristics which would result from the proposals in this

²⁷ For the purposes of the public sector equality duty, the protected characteristics are disability, racial group, age, religion or belief, pregnancy or maternity, sex, sexual orientation, gender reassignment.

²⁸ <http://webarchive.nationalarchives.gov.uk/20141031163546/http://comment.ofqual.gov.uk/gcse-reform-june-2013/category/8-equality-impact-analysis/>

²⁹ <http://webarchive.nationalarchives.gov.uk/20141031163546/http://www.ofqual.gov.uk/files/2012-06-18-equality-analysis-of-the-a-level-reform-consultation.pdf>

³⁰ www.gov.uk/government/publications/gcse-and-a-level-subject-content-equality-analysis-14-subjects

³¹ www.gov.uk/government/uploads/system/uploads/attachment_data/file/497688/Equality_Analysis_-_Developing_New_GCSEs_AS_and_A_Levels_for_First_Teaching_in_2017_Part_2.pdf

consultation (beyond those that we and DfE have already identified in our earlier reports).

- 7.7 During this consultation, we will continue to seek and consider evidence and feedback to our proposals that might help us identify any potential subject-specific impacts on students who share a protected characteristic.
- 7.8 Exam boards are required to consider the accessibility of their qualifications at the design stage and to remove any unjustifiable barriers.

Question 11: We have not identified any ways in which the proposals for GCSE, AS and A level Ancient History, and GCSE, AS and A level Classical Civilisation would impact (positively or negatively) on persons who share a protected characteristic.³² Are there any potential impacts we have not identified?

Question 12: Are there any additional steps we could take to mitigate any negative impact resulting from these proposals on persons who share a protected characteristic?

Question 13: Do you have any other comments on the impacts of the proposals on students who share a protected characteristic?

³² 'Protected characteristic' is defined in the Equality Act 2010. Here, it means disability, racial group, age, religion or belief, pregnancy or maternity, sex, sexual orientation and gender reassignment.

Appendix A: Regulatory tools

Comparability and innovation

Exam boards operate in a market. They can design and deliver their qualifications in different ways, within the parameters we set. This provides some choice to schools or colleges, which is one of the benefits of a qualifications market. Exam boards must, however, make sure that the levels of attainment indicated by their qualifications are comparable to those of other exam boards' versions of the qualifications. The exam boards cooperate in a range of ways to make sure that the standards of their respective qualifications are comparable. To make sure standards are maintained and comparability is secured, we review AS and A level qualifications before they can be made available, by applying an accreditation requirement to the qualifications, and we oversee the awarding of AS and A level qualifications.

We do not wish to close down opportunities for exam boards to design and deliver their qualifications in different ways. Indeed, we have a statutory duty to have regard to the desirability of facilitating innovation in connection with the provision of regulated qualifications and a statutory objective with regard to the efficiency with which the qualifications market works. If we adopt a regulatory approach in which all aspects of a qualification are very tightly defined, we could effectively remove scope for exam boards to distinguish their qualifications from others and stop choice for schools or colleges. On the other hand, if exam boards have too much scope to vary their approach their qualifications might not be comparable.

In striking a balance, we use a range of tools to regulate qualifications and the exam boards that provide them. The main regulatory tools we use for the qualifications in this consultation are explained below.

Conditions of Recognition

Exam boards must comply at all times with our Conditions of Recognition. These are the main regulatory rules that we use. We can take regulatory action against an exam board that breaches or is likely to breach a Condition.

There are three sets of Conditions that will apply to new GCSEs (graded 9 to 1):

- (i) the published *General Conditions of Recognition*³³ that apply to all regulated qualifications;

³³ www.gov.uk/government/publications/general-conditions-of-recognition

- (ii) *GCSE (9 to 1) Qualification Level Conditions and Requirements*³⁴ that apply to all new GCSE qualifications;
- (iii) GCSE Subject Level Conditions that apply to new GCSEs (graded 9 to 1) in a specific subject.

We are consulting now on draft GCSE Subject Level Conditions for Ancient History and Classical Civilisation.

There are also three sets of Conditions that will apply to new AS and A level qualifications:

- (i) the published *General Conditions of Recognition*³⁵ that apply to all regulated qualifications;
- (ii) *GCE Qualification Level Conditions and Requirements*³⁶ that apply to all new AS and A level qualifications;
- (iii) GCE Subject Level Conditions that apply to new AS and A level qualifications in a specific subject.

We are consulting now on draft GCE Subject Level Conditions for Ancient History and Classical Civilisation.

Regulatory documents

In some Conditions we refer to published regulatory requirements. We publish these in regulatory documents. The Conditions require exam boards to comply with such documents.

The requirements will have effect as if they were part of a Condition. The requirements will be set out in a stand-alone section of the Conditions document, simply because they are technical and detailed so they sit better as separate from, rather than within, the Condition itself.

We are not proposing to introduce any regulatory requirements for ancient history nor classical civilisation.

Statutory guidance

We publish guidance to help exam boards identify the types of behaviour or practices they could use to meet a Condition. Exam boards must have regard to

³⁴ www.gov.uk/government/publications/gcse-9-to-1-qualification-level-conditions

³⁵ www.gov.uk/government/publications/general-conditions-of-recognition

³⁶ www.gov.uk/government/publications/gce-qualification-level-conditions-and-requirements

such guidance, but they do not have to follow this guidance in the same way that they must comply with the Conditions; they are free to meet the outcomes of the Conditions in their own ways. An exam board that decides to take a different approach to that set out in our guidance must still be able to show that it is meeting the Condition or Conditions to which the guidance relates.

We are consulting now on draft guidance for new GCSEs, AS and A levels in Ancient History, and in Classical Civilisation.

Appendix B: Ofqual's role, objectives and duties

Our statutory objectives include the qualifications standards objective, which is to secure that the qualifications we regulate:

- (a) give a reliable indication of knowledge, skills and understanding; and
- (b) indicate:
 - (i) a consistent level of attainment (including over time) between comparable regulated qualifications; and
 - (ii) a consistent level of attainment (but not over time) between qualifications we regulate and comparable qualifications (including those awarded outside the UK) that we do not regulate.

We must therefore regulate so that qualifications properly differentiate between students who have demonstrated that they have the knowledge, skills and understanding required to attain the qualification and those who have not.

We also have a duty under the Apprenticeship, Skills, Children and Learning Act 2009 to have regard to the reasonable requirements of relevant students, including those with special educational needs and disabilities, of employers and of the higher education sector, and to aspects of government policy when so directed by the Secretary of State.

As a public body, we are subject to the public sector equality duty.³⁷ This duty requires us to have due regard to the need to:

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Equality Act 2010;
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The exam boards that design, deliver and award AS and A level qualifications are required by the Equality Act, among other things, to make reasonable adjustments for disabled people taking their qualifications, except where we have specified that such adjustments should not be made.

³⁷ Equality Act 2010, section 149.

When we decide whether such adjustments should not be made, we must have regard to:

- (a) the need to minimise the extent to which disabled persons are disadvantaged in attaining the qualification because of their disabilities;
- (b) the need to secure that the qualification gives a reliable indication of the knowledge, skills and understanding of a person upon whom it is conferred;
- (c) the need to maintain public confidence in the qualification.

Legislation therefore sets out a framework within which we must operate. We are subject to a number of duties and we must aim to achieve a number of objectives. These different duties and objectives can, from time to time, conflict with each other. For example, if we regulate to secure that a qualification gives a reliable indication of a student's knowledge, skills and understanding, a student who has not been able to demonstrate the required knowledge, skills and/or understanding will not be awarded the qualification. A person may find it more difficult, or impossible, to demonstrate the required knowledge, skills and/or understanding because they have a protected characteristic. This could put them at a disadvantage relative to others who have been awarded the qualification. It is not always possible for us to regulate so that we can both secure that qualifications give a reliable indication of knowledge, skills and understanding and advance equality between people who share a protected characteristic and those who do not. We must review all the available evidence and actively consider all the available options before coming to a final, rational decision.

Qualifications cannot be used to mitigate inequalities or unfairness in the education system or in society more widely than might affect, for example, students' preparedness to take the qualification and the assessments within it. While a wide range of factors can have an impact on a student's ability to achieve a particular mark in an assessment, our influence is limited to the way the qualification is designed and assessed.

We require the exam boards to design qualifications to give a reliable indication of the knowledge, skills and understanding of those on whom they are conferred. We also require the exam boards to avoid, where possible, features of a qualification that could, without justification, make a qualification more difficult for a student to achieve because they have a particular protected characteristic. We require exam boards to monitor whether any features of their qualifications have this effect.

In setting the overall framework within which exam boards will design, assess and award the reformed GCSE, A level and AS qualifications, we want to understand the possible impacts of the proposals on persons who share a protected characteristic.

The protected characteristics under the Equality Act 2010 are:

- age;
- disability;
- gender reassignment;
- marriage and civil partnerships;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

It should be noted that with respect to the public sector equality duty under section 149 of the 2010 Act, we are not required to have due regard to impacts on those who are married or in a civil partnership.

Responding to the consultation

Your details

To evaluate responses properly, we need to know who is responding to the consultation and in what capacity. We will therefore only consider your response if you complete the following information section.

We will publish our evaluation of responses. Please note that we may publish all or part of your response unless you tell us (in your answer to the confidentiality question) that you want us to treat your response as confidential. If you tell us you wish your response to be treated as confidential, we will not include your details in any published list of respondents, although we may quote from your response anonymously.

Please answer all questions marked with a star*

Name*

Position*

Organisation name (if applicable)*

Address

Email

Telephone

Would you like us to treat your response as confidential?*

If you answer yes, we will not include your details in any list of people or organisations that responded to the consultation.

Yes No

Is this a personal response or an official response on behalf of your organisation?*

Personal response (please answer the question ‘If you ticked “Personal response”...’)

Official response (please answer the question ‘If you ticked “Official response”...’)

If you ticked “Personal response”, which of the following are you?

Student

Parent or carer

Teacher (but responding in a personal capacity)

Other, including general public (please state below)

If you ticked “Official response”, please respond accordingly:

Type of responding organisation*

Awarding organisation

Local authority

School or college (please answer the question below)

Academy chain

Private training provider

University or other higher education institution

Employer

Other representative or interest group (please answer the question below)

School or college type

- Comprehensive or non-selective academy
 - State selective or selective academy
 - Independent
 - Special school
 - Further education college
 - Sixth form college
 - Other (please state below)
-

Type of representative group or interest group

- Group of awarding organisations
 - Union
 - Employer or business representative group
 - Subject association or learned society
 - Equality organisation or group
 - School, college or teacher representative group
 - Other (please state below)
-

Nation*

- England
- Wales
- Northern Ireland
- Scotland
- Other EU country: _____
- Non-EU country: _____

How did you find out about this consultation?

Our newsletter or another one of our communications

Our website

Internet search

Other

May we contact you for further information?

Yes No

Questions

Question 1: To what extent do you agree or disagree that we should introduce a Condition which requires exam boards to comply with the relevant subject content and assessment objectives?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Please explain your reasons:

.....

.....

.....

Question 2: To what extent do you agree or disagree that we should introduce guidance which clarifies how exam boards should interpret our assessment objectives?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Please explain your reasons:

.....

.....

.....

Question 3: Do you have any comments on our proposed Conditions and requirements for GCSE Ancient History?

Yes No

.....
.....
.....

Question 4: Do you have any comments on our proposed guidance for GCSE Ancient History?

Yes No

.....
.....
.....

Question 5: Do you have any comments on our proposed Conditions and requirements for AS and/or A level Ancient History?

Yes No

.....
.....
.....

Question 6: Do you have any comments on our proposed guidance for AS and/or A level Ancient History?

Yes No

.....
.....
.....

Question 7: Do you have any comments on our proposed Conditions and requirements for GCSE Classical Civilisation?

Yes No

.....

.....

.....

Question 8: Do you have any comments on our proposed guidance GCSE Classical Civilisation?

Yes No

.....

.....

.....

Question 9: Do you have any comments on our proposed Conditions and requirements for AS and/or A level Classical Civilisation?

Yes No

.....

.....

.....

Question 10: Do you have any comments on our proposed guidance for AS and/or A level Classical Civilisation?

Yes No

.....

.....

.....

Question 11: We have not identified any ways in which the proposals for GCSE, AS and A level Ancient History, and GCSE, AS and A level Classical Civilisation would impact (positively or negatively) on persons who share a protected characteristic.³⁸ Are there any potential impacts we have not identified?

Yes No

.....

.....

.....

Question 12: Are there any additional steps we could take to mitigate any negative impact resulting from these proposals on persons who share a protected characteristic?

Yes No

.....

.....

.....

Question 13: Do you have any other comments on the impacts of the proposals on students who share a protected characteristic?

Yes No

.....

.....

.....

³⁸ 'Protected characteristic' is defined in the Equality Act 2010. Here, it means disability, racial group, age, religion or belief, pregnancy or maternity, sex, sexual orientation and gender reassignment.

Accessibility of our consultations

We are looking at how we provide accessible versions of our consultations and would appreciate it if you could spare a few moments to answer the following questions. Your answers to these questions will not be considered as part of the consultation and will not be released to any third parties.

We want to write clearly, directly and put the reader first. Overall, do you think we have got this right in this consultation?

Yes No

Do you have any comments or suggestions about the style of writing?

Yes No

.....
.....
.....

Do you have any special requirements to enable you to read our consultations? (for example, screen reader, large text, and so on)

Yes No

Which of the following do you currently use to access our consultation documents? (select all that apply)

- Screen reader / text-to-speech software
- Braille reader
- Screen magnifier
- Speech-to-text software
- Motor assistance (blow-suck tube, mouth stick, and so on)
- Other

Which of the following document formats would meet your needs for accessing our consultations? (select all that apply)

- A standard PDF
- Accessible web pages
- Large-type PDF (16 point text)
- Large-type Word document (16 point text)
- eBook (Kindle, iBooks, or similar format)
- Braille document
- Spoken document
- Other

How many of our consultations have you read in the last 12 months?

- 1
- 2
- 3
- 4
- 5
- More than 5

We wish to make our publications widely accessible. Please contact us at publications@ofqual.gov.uk if you have any specific accessibility requirements.



© Crown copyright 2016

This publication is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. To view this licence, visit <http://nationalarchives.gov.uk/doc/open-government-licence/version/3> or write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: publications@ofqual.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

This publication is available at www.gov.uk/ofqual.

Any enquiries regarding this publication should be sent to us at:

Office of Qualifications and Examinations Regulation

Spring Place
Coventry Business Park
Herald Avenue
Coventry CV5 6UB

2nd Floor
Glendinning House
6 Murray Street
Belfast BT1 6DN

Telephone 0300 303 3344
Textphone 0300 303 3345
Helpline 0300 303 3346