

GCSE Subject Level Guidance for Ancient History

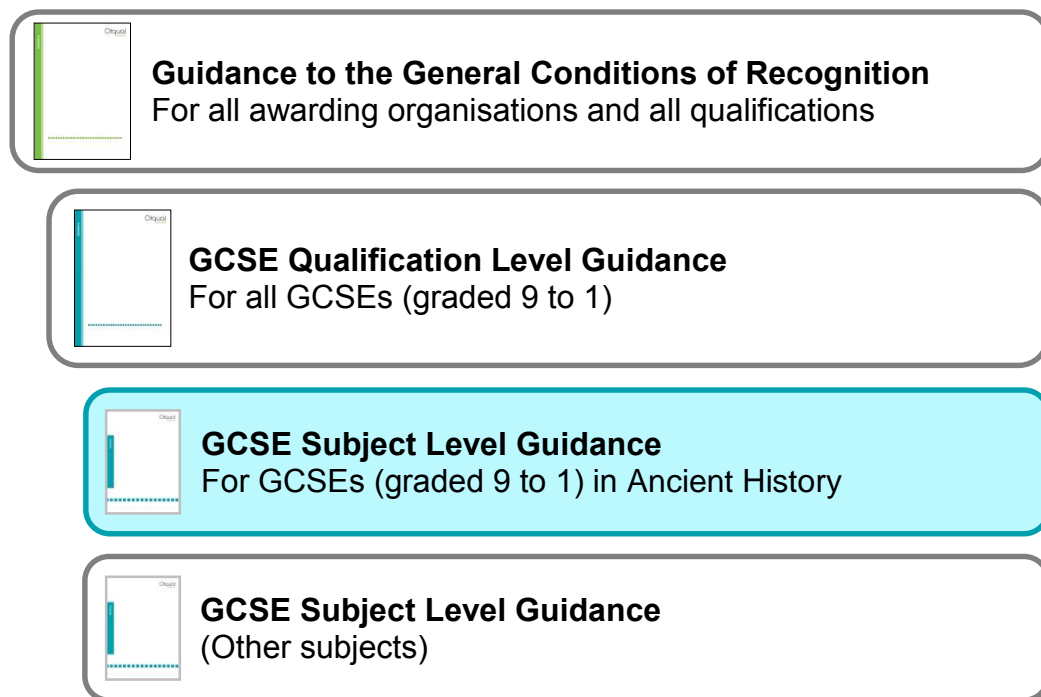
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Introduction

This document (highlighted in the figure below) is part of a suite of documents which outlines our guidance for awarding organisations offering GCSE qualifications (graded from 9 to 1).



This document sets out guidance which applies to all GCSE Qualifications (graded from 9 to 1) in Ancient History. It supports the *GCSE Subject Level Conditions and Requirements for Ancient History*.¹

This document constitutes guidance for the purposes of section 153 of the Apprenticeships, Skills, Children and Learning Act 2009 (the '2009 Act') and Condition GCSE(Ancient History)1.

An awarding organisation has a legal obligation under the 2009 Act to have regard to this guidance, where relevant, in relation to each GCSE Qualification in Ancient History that it makes available or proposes to make available. Condition GCSE(Ancient History)1 imposes the same obligation in respect of the guidance below which is issued under that Condition.

¹ www.gov.uk/government/publications/gcse-9-to-1-subject-level-conditions-and-requirements-for-ancient-history

An awarding organisation should use the guidance in this document to help it understand how to comply with the *GCSE Subject Level Conditions and Requirements for Ancient History*.

Guidance set out in this document

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| <p>This document provides guidance in relation to assessment objectives for GCSE Qualifications (graded 9 to 1) in Ancient History.</p> |
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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 historical 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 discrete ‘elements’ within each assessment objective that 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 assessments² (but not in every assessment). ■ No more than 10% of the total marks for the qualification should reward demonstrating knowledge in isolation.³ | <ul style="list-style-type: none"> ■ Key features and characteristics of the historical periods studied are aspects of subject content set out in the document published by the Secretary of State entitled ‘Ancient History GCSE subject content⁴’, reference DFE-00034-2016 (the ‘Content Document’). 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. | | |

² 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

³ 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.

⁴ www.gov.uk/government/publications/gcse-ancient-history

| 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. 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, listed in paragraph 5, bullet 5 of the Content Document. 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 a reasonable balance between the key features and characteristics of the periods studied 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. |

| 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 |
| n/a | 1a - Use and analyse ancient sources within their historical context. | <ul style="list-style-type: none"> ▪ Full coverage in each set of assessments (but not in every assessment). ▪ Element 1c should be assessed alongside element 1a, element 1b, or both of these. ▪ Element 1d should be assessed alongside both elements 1a and 1b. ▪ There should be a reasonable balance between both elements 1a and 1b and elements 1c and 1d. Awarding Organisations should explain the rationale for weightings 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 ascribing value to information and/or issues. ▪ Ancient sources means literary and material sources that are from the ancient world in either their origin and/or their authorship. 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 likely to encompass a broad range of contexts over time. |
| | 1b - Use and evaluate ancient sources within their historical context. | | |
| | 1c - Make judgements and draw conclusions about historical events and historical periods studied. | | |
| | 1d - 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. | | |

| 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 |
| | | | <ul style="list-style-type: none"> ■ 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. ■ 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. |

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Office of Qualifications and Examinations Regulation

Spring Place
Coventry Business Park
Herald Avenue
Coventry CV5 6UB

Telephone 0300 303 3344

Textphone 0300 303 3345

Helpline 0300 303 3346