

GCSE Subject Level Guidance for Classical Civilisation

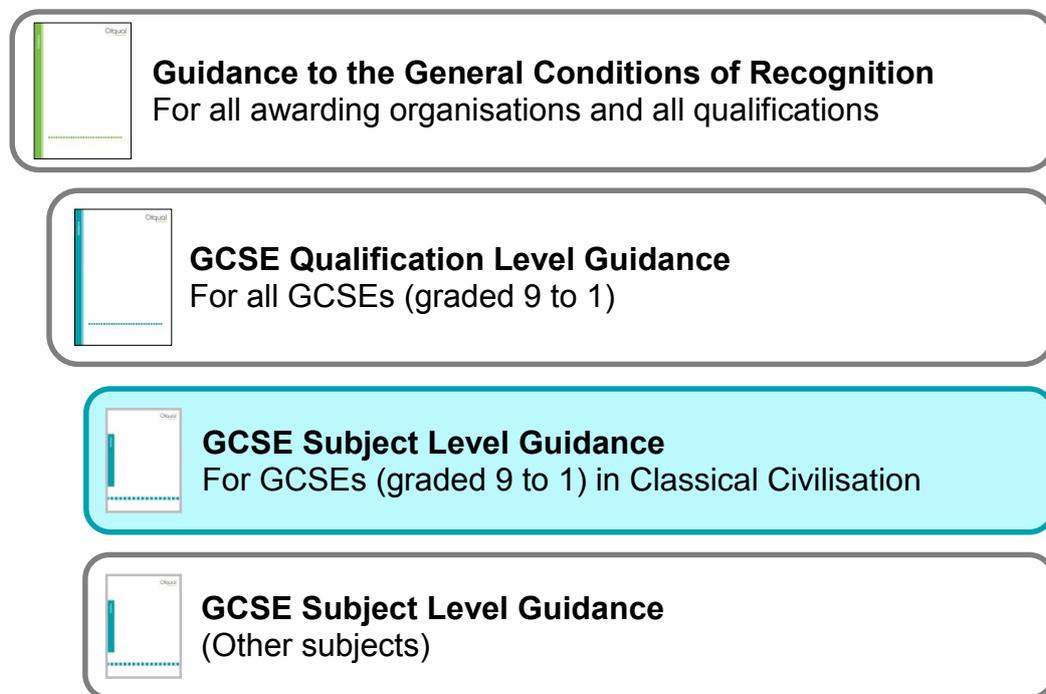
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Introduction

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 Classical Civilisation. It supports the *GCSE Subject Level Conditions and Requirements for Classical Civilisation*.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(Classical Civilisation)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 Classical Civilisation that it makes available or proposes to make available. Condition GCSE(Classical Civilisation)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-classical-civilisation

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 Classical Civilisation*.

Guidance set out in this document

This document provides guidance in relation assessment objectives for GCSE Qualifications (graded 9 to 1) in Classical Civilisation.
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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	Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> ■ literature and visual/material culture from the classical world ■ how sources reflect their cultural contexts ■ possible interpretations of sources by different audiences and individuals. 	60%
AO2	Analyse, interpret and evaluate literature and visual/material culture from the classical world, 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 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(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 from the classical world ▪ how sources reflect their cultural contexts ▪ 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 from the classical world.	1a – Demonstrate knowledge of literature and visual/material culture from the classical world.	<ul style="list-style-type: none"> ▪ Full coverage in each set of assessments² (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 set out in the document published by the Secretary of State entitled ‘Classical civilisation GCSE subject content’, reference DFE-00037-2016 (the ‘Content Document’). Awarding organisations should explain their approach to targeting them in their assessment strategy. ▪ Sources means both literature and material/visual culture as defined in
	1b – Demonstrate understanding of literature and visual/material culture from the classical world.		
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 	

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 Classical Civilisation. For clarity, the assessments taken by Learners may vary, depending on any possible routes through the qualification.

AO1 – Demonstrate knowledge and understanding of:			60%
<ul style="list-style-type: none"> ▪ literature and visual/material culture from the classical world ▪ how sources reflect their cultural contexts ▪ possible interpretations of sources by different audiences and individuals. 			
Strands	Elements	Coverage	Interpretation and definitions
3 – Demonstrate knowledge and understanding of possible interpretations of sources by different audiences and individuals.	This strand is a single element	<ul style="list-style-type: none"> ▪ Questions can target literature and material/visual culture separately, but both 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.³ 	<p>paragraphs 7-11 of the Content Document.</p> <ul style="list-style-type: none"> ▪ Cultural contexts means the classical contemporary setting in which the work was written/created and/or appreciated. ▪ Interpretations are attempts to explain or bring out meaning from sources; they could be contemporary (to the source) or more recent, or both.

³ 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 from the classical world, using evidence and producing coherent and reasoned arguments.			40%
Strands	Elements	Coverage	Interpretation and definitions
n/a	1a – Analyse and interpret literature and visual/material culture from the classical world.	<ul style="list-style-type: none"> ■ Full coverage in each set of assessments (but not in every assessment). ■ A reasonable balance between elements 1a and 1b within this assessment objective. ■ Element 1c should be assessed with one or both of elements 1a and 1b. ■ Each set of assessments should include questions/tasks which target AO2 in the context of literature, and in the context of visual/material culture. 	<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. ■ 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 – Evaluate literature and visual/material culture from the classical world.		
	1c – Use evidence and produce coherent and reasoned arguments.		

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