

# **GCSE Subject Level Guidance for Ancient Languages**

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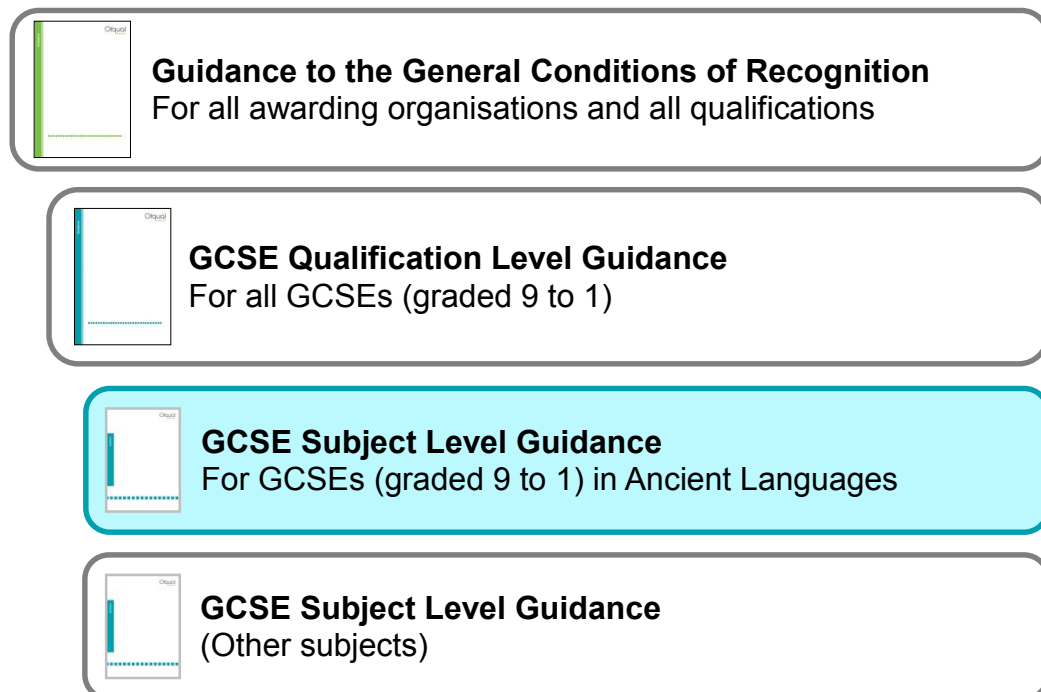


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## Introduction

This document (highlighted in the figure below) is part of a suite of documents which outlines our guidance for awarding organisations offering GCSE Qualifications.



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

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 Languages)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 Languages that it makes available or proposes to make available. Condition GCSE(Ancient Languages)1 imposes the same obligation in respect of the guidance below which is issued under that Conditions.

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 Languages*.

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<sup>1</sup> [www.gov.uk/government/publications/gcse-9-to-1-subject-level-conditions-and-requirements-for-ancient-languages](http://www.gov.uk/government/publications/gcse-9-to-1-subject-level-conditions-and-requirements-for-ancient-languages)

## **Guidance set out in this document**

This document provides guidance in relation to subject content, and on assessment objectives, for GCSE Qualifications (graded 9 to 1) in Ancient Languages.

## Guidance in relation to subject content for GCSE Qualifications in Ancient Languages

The subject content for GCSE Qualifications (graded 9 to 1) in Ancient Languages is set out in the Department for Education's *Ancient Languages: GCSE subject content*, document reference DFE-00347-2014 (the 'Content Document').

Condition GCSE(Ancient Languages)1.1(c) requires awarding organisations to interpret the Content Document in line with any requirements, and having regard to any guidance, published by Ofqual.

We set out our guidance for the purposes of Condition GCSE(Ancient Languages)1.1(c) below.

### Study of literature

Paragraph 9 of the Content Document identifies two components to the study of literature:

- The study of "at least one selection of prose and/or verse texts in the original language" (the 'compulsory literature component').
- The study of either "a further selection of prose and/or verse texts" or "at least two different types of ancient sources" (the 'optional literature component').

In this context "ancient sources" should be interpreted as meaning sources that originated in the ancient world; they may include (but are not limited to) inscriptions, literature in translation, artefacts and archaeological sites.

We expect the compulsory literature component to have a weighting within the specification that is at least equal to that of the optional literature component. We also expect the compulsory literature component to include the study of at least 110 lines of text in the ancient language.

Where the compulsory literature component has a weighting greater than that of the optional literature component, we expect the number of lines studied to increase in proportion to its weighting.

For the optional literature component, we expect the length of text(s) or sources studied to be proportionate to its weighting relative to the compulsory literature component.

Awarding organisations should explain their approach to addressing the optional literature component in their specifications. This should include an explanation of

how the amount of material to be studied is appropriate to the weighting of this component.

## Guidance on assessment objectives for GCSE Qualifications in Ancient Languages

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

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

	Objective	Weighting
AO1	Demonstrate knowledge and understanding of the language.	50% (10–20% of this AO should be attributed to translation into the ancient language (or the permitted alternative))
AO2	Demonstrate knowledge and understanding of literature and/or other ancient sources.	25%
AO3	Analyse, evaluate and respond to literature and/or other ancient sources.	25%

We set out below our guidance for the purposes of Condition GCSE(Ancient Languages)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 Languages)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 language.			50% (10–20% of this AO should be attributed to translation into the ancient language (or the permitted alternative))
Strands	Elements	Coverage	Interpretations and definitions
n/a	This AO is a single element.	Full coverage in each set of assessments <sup>2</sup> (but not in every assessment).	<ul style="list-style-type: none"> <li>■ <b>Knowledge and understanding of the language</b> is an aspect of subject content. Awarding organisations should explain their approach to targeting it in their assessment strategy.</li> <li>■ Any translation of an unseen passage should be assessed under AO1.</li> <li>■ The Content Document requires Learners to “translate accurately into English an unseen passage of the ancient language” and to “demonstrate their understanding of a narrative passage or passages of ... ancient language by answering a variety of comprehension questions in English”. We expect the total amount of text in the ancient language which is used for these exercises to be at least 300 words.</li> <li>■ The Content Document requires awarding organisations to offer Learners an option to translate “short sentences” from English into the ancient language. In this context, a <b>short sentence</b> should be interpreted as meaning a single sentence consisting of a single clause (i.e. not a compound or complex sentence). Learners should be expected to translate at least 3 sentences, each of which requires the declension of one or more regular nouns and the conjugation of a regular verb in the indicative.</li> <li>■ The Content Document also requires awarding organisations to offer</li> </ul>

<sup>2</sup> 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 Languages. For clarity, the assessments taken by Learners may vary, depending on any possible routes through the qualification.

<b>AO1: Demonstrate knowledge and understanding of the language.</b>			<b>50%</b> <i>(10–20% of this AO should be attributed to translation into the ancient language (or the permitted alternative))</i>
<b>Strands</b>	<b>Elements</b>	<b>Coverage</b>	<b>Interpretations and definitions</b>
			<p>Learners an option to “recognise, analyse and explain syntax and accidentence”. In this context:</p> <ul style="list-style-type: none"> <li>□ recognise suggests identifying an example of a grammatical form;</li> <li>□ analyse suggests identifying the grammatical form of a word; and</li> <li>□ explain suggests accounting for the use of a grammatical form in a sentence.</li> </ul>

AO2: Demonstrate knowledge and understanding of literature and/or other ancient sources.			25%
Strands	Elements	Coverage	Interpretations and definitions
n/a	This AO is a single element.	Full coverage in each set of assessments (but not in every assessment).	<ul style="list-style-type: none"> <li>■ <b>Knowledge and understanding of literature and or ancient sources</b> is an aspect of subject content. Awarding organisations should explain their approach to targeting it in their assessment strategy.</li> <li>■ <b>Ancient sources</b> are sources that originated in the ancient world; they may include (but are not limited to) inscriptions, literature in translation, artefacts and archaeological sites.</li> <li>■ Any translation from a set text should be assessed under AO2.</li> </ul>

AO3: Analyse, evaluate and respond to literature and/or other ancient sources.			25%
Strands	Elements	Coverage	Interpretations and definitions
n/a	This AO is a single element.	Full coverage in each set of assessments (but not in every assessment).	<ul style="list-style-type: none"> <li>■ In the context of literature, <b>analyse</b> suggests (but is not limited to) identifying aspects of content and features of literary style, including the choice of words and word order, rhythm, sounds, length of clauses and common literary devices.</li> <li>■ In the context of ancient sources, <b>analyse</b> suggests (but is not limited to) identifying and explaining aspects of the ideas, values and social practices in the ancient sources studied.</li> <li>■ <b>Evaluate and respond</b> suggests the drawing and expressing of conclusions based on analysis.</li> <li>■ <b>Ancient sources</b> are sources that originated in the ancient world; they may include (but are not limited to) inscriptions, literature in translation, artefacts and archaeological sites.</li> </ul>

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