

# **GCE Subject Level Guidance for Classical Civilisation**

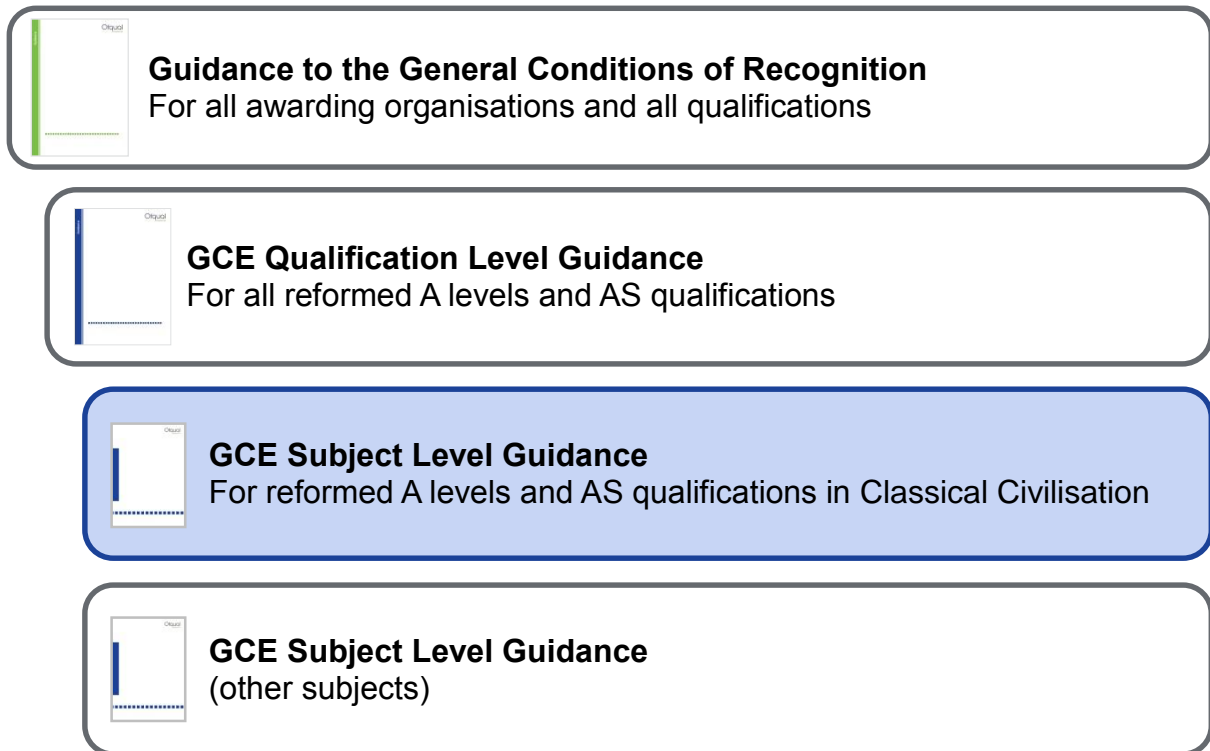
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# Introduction

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



This document sets out guidance which applies to the following qualifications:

- all GCE A levels in Classical Civilisation awarded on or after 1 April 2019; and
- all standalone GCE AS qualifications in Classical Civilisation awarded on or after 1 April 2018.

This guidance supports the *GCE Subject Level Conditions and Requirements for Classical Civilisation*.<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 GCE(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 GCE Qualification in Classical

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<sup>1</sup> [www.gov.uk/government/publications/gce-subject-level-conditions-and-requirements-for-classical-civilisation](http://www.gov.uk/government/publications/gce-subject-level-conditions-and-requirements-for-classical-civilisation)

Civilisation that it makes available or proposes to make available. Condition GCE(Classical Civilisation)1 imposes the same obligation in respect of the guidance below which is issued under that Condition.

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

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

This document provides guidance in relation to assessment objectives for GCE Qualifications in Classical Civilisation.
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# Guidance on assessment objectives for GCE Qualifications in Classical Civilisation

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

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

	Objective	Weighting
<b>AO1 (AS)</b>	Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> <li>■ literature and either visual/material culture or classical thought</li> <li>■ how sources and ideas reflect, and influence, their cultural contexts</li> <li>■ possible interpretations of sources, perspectives and ideas by different audiences and individuals.</li> </ul>	45-55%
<b>AO1 (A level)</b>	Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> <li>■ literature, visual/material culture and classical thought</li> <li>■ how sources and ideas reflect, and influence, their cultural contexts</li> <li>■ possible interpretations of sources, perspectives and ideas by different audiences and individuals.</li> </ul>	40-50%
<b>AO2 (AS)</b>	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%
<b>AO2 (A level)</b>	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 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 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) – Demonstrate knowledge and understanding of:			45-55% (AS)
<ul style="list-style-type: none"> <li>▪ literature and either visual/material culture or classical thought</li> <li>▪ how sources and ideas reflect, and influence, their cultural contexts</li> <li>▪ possible interpretations of sources, perspectives and ideas by different audiences and individuals.</li> </ul>			
Strands	Elements	Coverage	Interpretation and definitions
<b>1 – Demonstrate knowledge and understanding of literature and either visual/material culture or classical thought</b>	This strand is a single element.	<ul style="list-style-type: none"> <li>▪ Full coverage in each set of assessments (but not in every assessment)<sup>2</sup>.</li> <li>▪ A reasonable balance between the strands within this assessment objective.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Literature, visual/material culture and classical thought</b> are aspects of subject content set out in paragraphs 7-17 of the ‘Classical Civilisation GCE AS and A level subject content’<sup>4</sup>, document reference DFE-00036-2016 (the ‘Content Document’). Awarding organisations should explain their approach to targeting them in their assessment strategy.</li> <li>▪ <b>Sources</b> means literature, material/visual culture and classical thought as defined above.</li> <li>▪ <b>Influence</b> on cultural contexts should be targeted as applicable to sources and ideas.</li> </ul>
<b>2 – Demonstrate knowledge and understanding of how sources and ideas reflect, and influence, their cultural contexts</b>	This strand is a single element.	<ul style="list-style-type: none"> <li>▪ Awarding organisations should justify the balance between the strands in their assessment strategies.</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 GCE Qualification in Classical Civilisation. For clarity, the assessments taken by Learners may vary, depending on any possible routes through the qualification.

<sup>4</sup> <https://www.gov.uk/government/publications/gce-as-and-a-level-classical-civilisation>

AO1 (AS) – Demonstrate knowledge and understanding of:			45-55% (AS)
<ul style="list-style-type: none"> <li>▪ literature and either visual/material culture or classical thought</li> <li>▪ how sources and ideas reflect, and influence, their cultural contexts</li> <li>▪ possible interpretations of sources, perspectives and ideas by different audiences and individuals.</li> </ul>			
Strands	Elements	Coverage	Interpretation and definitions
<b>3 – Demonstrate knowledge and understanding of possible interpretations of sources, perspectives and ideas by different audiences and individuals</b>	This strand is a single element.	<ul style="list-style-type: none"> <li>▪ Questions can target literature, classical thought or material/visual culture separately, but all three should be covered in each set of assessments.</li> <li>▪ No more than 10% of the total marks for the qualification should reward demonstrating knowledge in isolation.<sup>3</sup></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Cultural contexts</b> means the classical contemporary setting in which the work/idea in which it was written/created and/or appreciated, or both.</li> <li>▪ <b>Interpretations</b> are attempts to explain or bring out meaning from sources/perspectives; they could be contemporary (to the source/perspective) or more recent. At this level the attempts of relevant secondary scholars should be included.</li> <li>▪ <b>Perspectives</b> means either the viewpoint of the author, thinker or artist, or of the reader/ viewer, or both.</li> </ul>

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<sup>3</sup> 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.



AO1 (A Level) – Demonstrate knowledge and understanding of:			40-50% (A level)
<ul style="list-style-type: none"> <li>▪ literature, visual/material culture and classical thought</li> <li>▪ how sources and ideas reflect, and influence, their cultural contexts</li> <li>▪ possible interpretations of sources, perspectives and ideas by different audiences and individuals.</li> </ul>			
Strands	Elements	Coverage	Interpretation and definitions
<b>1 – Demonstrate knowledge and understanding of literature, visual/material culture, and classical thought.</b>	This strand is a single element.	<ul style="list-style-type: none"> <li>▪ Full coverage in each set of assessments (but not in every assessment).</li> <li>▪ A reasonable balance between the strands within this assessment objective. Awarding organisations should justify the balance between the strands in their assessment strategies.</li> <li>▪ Questions can target literature, material/visual culture and classical thought separately, but all three should be covered in each set of assessments.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Literature, visual/material culture and classical thought</b> are aspects of subject content set out in paragraphs 7-17 of the Content Document. Awarding organisations should explain their approach to targeting them in their assessment strategy.</li> <li>▪ <b>Sources</b> means literature and material/visual culture and classical thought that in their origin and/or authorship are contemporary to the period studied.</li> <li>▪ Influence on cultural contexts should be targeted as applicable to sources and ideas.</li> <li>▪ <b>Cultural contexts</b> means the classical contemporary setting in which the work/idea in which it was written/created and/or appreciated, or both.</li> <li>▪ <b>Perspectives</b> means either the viewpoint of the author, thinker or artist, or of the reader/ viewer, or both.</li> <li>▪ <b>Interpretations</b> are attempts to explain or bring out meaning from sources/perspectives; they could be contemporary (to the source/perspective) or more recent. At this level the attempts of relevant secondary scholars should be included.</li> </ul>
<b>2 – Demonstrate knowledge and understanding of how sources and ideas reflect, and influence, their cultural contexts.</b>	This strand is a single element		
<b>3 – Demonstrate knowledge and understanding of possible interpretations of sources, perspectives and ideas by different audiences and individuals.</b>	This strand is a single element.		

AO2 (AS) – 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)
Strands	Elements	Coverage	Interpretation and definitions
n/a	<p>1a – Critically analyse, interpret and evaluate literature, and either visual/material culture, or classical thought.</p> <p>1b – Use evidence to make substantiated judgements and produce coherent and reasoned arguments.</p>	<ul style="list-style-type: none"> <li>■ Full coverage in each set of assessments (but not in every assessment).</li> <li>■ Element 1b should be assessed with element 1a.</li> <li>■ Each set of assessments should include questions/tasks which target AO2 in the context of literature, and in the context of either visual/material culture or classical thought.</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Analyse</b> means deconstructing information and/or issues to find connections and provide logical chain(s) of reasoning</li> <li>■ <b>Critically</b> 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.</li> <li>■ <b>Interpret</b> includes identifying how evidence can be viewed, conclusions which can be drawn and ideas which might be inferred from the source.</li> <li>■ <b>Evaluate</b> means appraising and/or making judgements with respect to information and/or issues.</li> <li>■ As in AO1, <b>literature, visual/material culture and classical thought</b> are aspects of subject content. Awarding organisations should explain their approach to targeting them in their assessment strategy.</li> <li>■ <b>Evidence</b> means the material candidates have studied, or that is presented in the assessment.</li> <li>■ <b>Substantiated judgements</b> 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.</li> </ul>

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	<p>1a – Critically analyse, interpret and evaluate literature, visual/material culture, and classical thought.</p> <p>1b – Use evidence to make substantiated judgements and produce coherent and reasoned arguments.</p>	<ul style="list-style-type: none"> <li>■ Full coverage in each set of assessments (but not in every assessment).</li> <li>■ Element 1b should normally be assessed with element 1a.</li> <li>■ Each set of assessments should include questions/tasks which target AO2 in the context of literature, in the context of visual/material culture, and in the context of classical thought.</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Analyse</b> means deconstructing information and/or issues to find connections and provide logical chain(s) of reasoning</li> <li>■ <b>Evaluate</b> means appraising and/or making judgements with respect to information and/or to issues.</li> <li>■ <b>Critically</b> 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 credit for interpretation and evaluation (and some credit for more basic analysis).</li> <li>■ <b>Interpret</b> includes identifying how evidence can be viewed, conclusions which can be drawn and ideas which might be inferred from the source.</li> <li>■ As in AO1, <b>literature, visual/material culture and classical thought</b> are aspects of subject content.</li> <li>■ <b>Evidence</b> means the material candidates have studied, or that is presented in the assessment.</li> <li>■ <b>Substantiated judgements</b> 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.</li> </ul>

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