

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

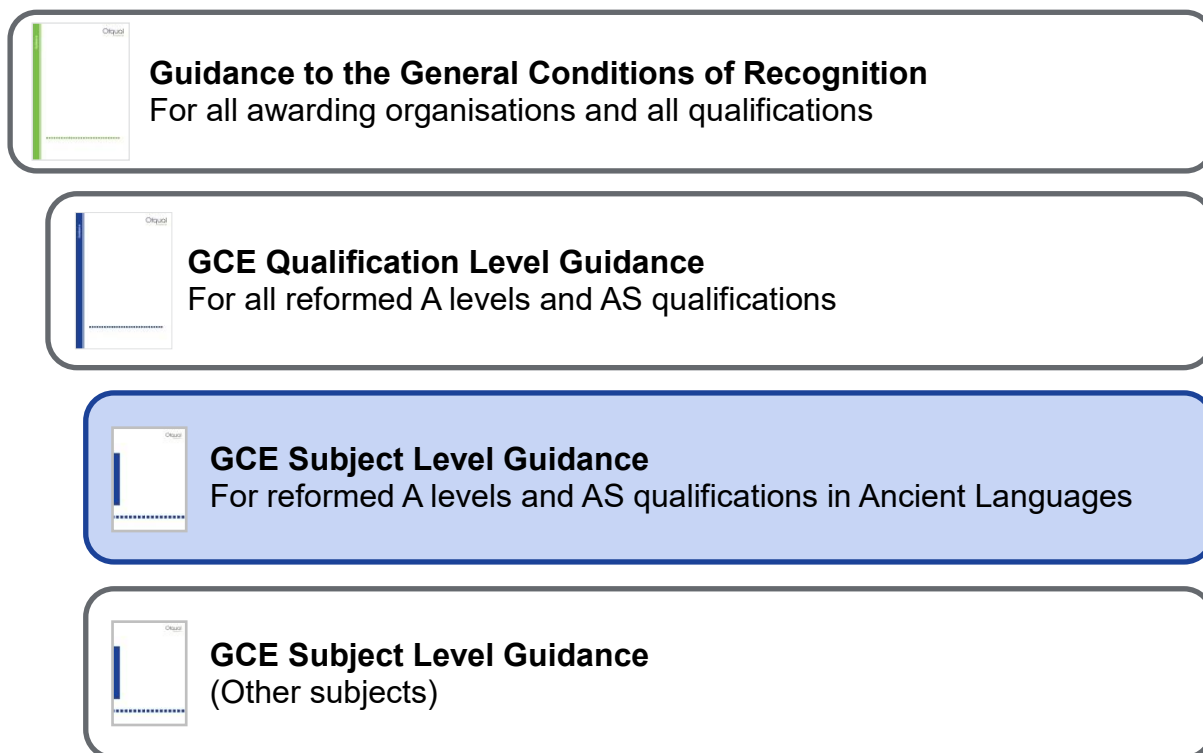
March 2017

# **Contents**

Introduction.....	2
Application of and revisions to this document .....	3
Guidance set out in this document.....	3
Guidance on assessment objectives for GCE Qualifications in Ancient Languages ..	4
Appendix 1: Revisions to this document.....	9

## 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 supports the *GCE 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 GCE(Ancient Languages)1.2.

An awarding organisation has a legal obligation under the 2009 Act to have regard to this guidance in relation to each GCE Qualification in Biblical Hebrew, Classical Greek or Latin that it makes available or proposes to make available. Condition GCE(Ancient Languages)1.2 imposes the same obligation in respect of the guidance below which is issued under that Condition.

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

An awarding organisation should use the guidance to help it understand how to comply with the *GCE Subject Level Conditions and Requirements for Ancient Languages*.

## **Application of and revisions to this document**

The guidance set out in this document were originally published in March 2015 as *GCE Subject Level Guidance for Ancient Languages (Classical Greek and Latin)*. We have subsequently revised this guidance (see Appendix 1 for details), most recently in March 2017.

The March 2017 version of this document replaces all previous guidance for GCE A levels awarded on or after 1 April 2018, and standalone GCE AS qualifications awarded on or after 1 April 2017, in the following subjects:

- Classical Greek; and
- Latin.

The guidance in this document comes into effect at 5.01pm on 30 March 2017 for the following qualifications:

- all GCE A levels in Biblical Hebrew awarded on or after 1 April 2020, and
- all standalone GCE AS qualifications in Biblical Hebrew awarded on or after 1 April 2019.

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

This document provides guidance on assessment objectives for GCE Qualifications in Ancient Languages (i.e. Biblical Hebrew, Classical Greek and Latin).
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## Guidance on assessment objectives for GCE Qualifications in Ancient Languages

Condition GCE(Ancient Languages)1.2 allows us to specify requirements and guidance relating to assessment objectives for GCE Qualifications in Biblical Hebrew, Classical Greek or Latin.

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

	Objective	Weighting (A level)	Weighting (AS)
AO1	Demonstrate knowledge and understanding of the language.	50%	50%
AO2	Demonstrate knowledge and understanding of literature.	20–25%	25–30%
AO3	Critically analyse, evaluate and respond to literature.	25–30%	20–25%

We set out below our guidance for the purposes of Condition GCE(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 GCE(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% (A level) 50% (AS)
Strands	Elements	Coverage	Interpretation and definitions
n/a	This AO is a single element.	<ul style="list-style-type: none"> <li>■ Full coverage in each set of assessments<sup>2</sup> (but not every assessment).</li> <li>■ For both AS and A level, the option to translate from English into the ancient language should comprise between 25% and 35% of the marks for AO1.</li> </ul>	<ul style="list-style-type: none"> <li>■ Any translation of an unseen passage or sentence(s) should be credited under AO1.</li> <li>■ The majority of marks within this assessment objective should be tested through a combination of translation of passage(s) from the ancient language into English and comprehension exercises based on passage(s) in the ancient language. The option to translate from English into the ancient language (as required by the document published by the Secretary of State entitled 'GCE AS and A level subject content for ancient languages', document reference DFE-00691-2014, (the 'Content Document')) also forms part of this assessment objective.</li> </ul>

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<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 Biblical Hebrew, Classical Greek or Latin. For clarity, the assessments taken by Learners may vary, depending on any possible routes through the qualification.

AO2: Demonstrate knowledge and understanding of literature.			20–25% (A level) 25–30% (AS)
Strands	Elements	Coverage	Interpretation and definitions
n/a	This AO is a single element.	<ul style="list-style-type: none"> <li>Full coverage in each set of assessments (but not every assessment).</li> </ul>	<ul style="list-style-type: none"> <li>Any translation from a set text should be credited under AO2.</li> <li>Tasks set under this assessment objective may require Learners to show an understanding of the wider social, cultural and historical context from a range of sources, where this is specified in the Content Document.<sup>3</sup></li> </ul>

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<sup>3</sup> For GCE Qualifications in Biblical Hebrew, awarding organisations should note paragraph 8 of the Content Document which states that “social, cultural and historical contexts, and the ancient world, are as described within the books from which each set text is taken (not beyond)”, and that “specifications must not require the study of content beyond books from which set texts are taken”.



AO3: Critically analyse, evaluate and respond to literature.			25–30% (A level) 20–25% (AS)
Strands	Elements	Coverage	Interpretation and definitions
n/a	This AO is a single element.	<ul style="list-style-type: none"> <li>■ Full coverage in each set of assessments (but not every assessment).</li> </ul>	<ul style="list-style-type: none"> <li>■ In the context of analysis, evaluation and response to ancient literature, <b>critically</b> means the development of independent thought and judgement, for example: <ul style="list-style-type: none"> <li>□ offering informed comment on the depiction of character, the construction of an argument, the appreciation of literary meaning and the use of literary techniques;</li> <li>□ giving a personal response to the text;</li> <li>□ effectively selecting relevant examples from a text to support the Learner's view; or</li> <li>□ constructing a sustained argument.</li> </ul> </li> <li>■ In the context of literature, <b>analyse</b> may include (but is not limited to): <ul style="list-style-type: none"> <li>□ identifying aspects of content, culture, social practices and values in the author's writing; and</li> <li>□ commenting on areas such as the portrayal of character, the construction of an argument and features of literary style.</li> </ul> </li> <li>■ <b>Evaluate and respond to</b> means the drawing out and expressing of conclusions based on analysis.</li> </ul>

# Appendix 1: Revisions to this document

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The table below sets out when the guidance in this document initially came into force, and when it was subsequently revised.

Revisions	Date in force
<ul style="list-style-type: none"><li>▪ Republished as <i>GCE Subject Level Guidance for Ancient Languages</i></li><li>▪ Guidance on assessment objectives for GCE Qualifications in Ancient Languages (amended)</li><li>▪ Extended applicability to GCE qualifications in Biblical Hebrew</li></ul>	30 March 2017
First edition (published as <i>GCE Subject Level Guidance for Ancient Languages (Classical Greek and Latin)</i> )	20 March 2015

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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