OCR
Oxford Cambridge and RSA

AS/A Level GCE

GCE Classics

OCR Advanced Subsidiary GCE in Classics	H002
OCR Advanced GCE in Classics	H402
OCR Advanced Subsidiary GCE in Classics	H038
OCR Advanced GCE in Classics	H438
OCR Advanced Subsidiary GCE in Classics: Latin	H039
OCR Advanced GCE in Classics: Latin	H439
OCR Advanced Subsidiary GCE in Classics: Classical Greek	H040
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OCR Advanced Subsidiary GCE in Classics: Classical Civilisation	H041
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OCR Advanced Subsidiary GCE in Classics: Ancient History	H042
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version 11 – October 2016

specification

Contents

Contents

Vertical black lines indicate a significant change to the previous printed version.

1   About these Qualifications

This booklet contains OCR's Advanced Subsidiary GCE and Advanced GCE specifications in Classics, Classics: Latin, Classics: Classical Greek, Classics: Classical Civilisation and Classics: Ancient History.

These AS GCE and Advanced GCE specifications offer candidates the opportunity to study elements of the language, literature and history of the classical world, acquiring in the process some understanding of the culture, politics and social life of Rome and/or Greece at significant periods in their history.

The OCR Classics suite provides the opportunity for a holistic study of classical sources in their contexts. For the first time, all Classics subjects share the same aims and assessment objectives. These specifications offer four named pathways (Latin, Classical Greek, Classical Civilisation and Ancient History) and in addition, a new subject title, Classics.

Uniquely, with OCR's Classics suite, centres may design flexible pathways of learning for candidates by following traditional endorsed pathways and/or by offering a creative, new approach to the study of the classical world.

In addition, both the unendorsed Classics pathway and the endorsed Classical Civilisation pathway offer the opportunity to specialise in different areas: archaeology; history; culture and society; or literature. Alternatively, study can be focussed on the Classical Greek world or on the Roman world.

What's staying the same	What's changing
• The content for all the Classical Civilisation (CC1–CC10) and Ancient History (AH1–AH4) units remains the same. • The Classics: Classical Civilisation and Classics: Ancient History certifications remain the same. The last assessment opportunity will be in June 2018, with a re-sit opportunity in June 2019.	• Those beginning a course in September 2016 can only achieve the unendorsed Classics pathway by combining Ancient History units and Classical Civilisation units. • Latin and Classical Greek units cannot be used in the unendorsed Classics qualification with a first teaching date of September 2016. • The unendorsed Classics pathway will be extended, so that final certification date is the same as Classics: Classical Civilisation and Classics: Ancient History. • The certification codes for unendorsed Classics pathway have been updated to reflect these changes. See the table on pages 5 and 6 for which certification code and QN numbers must be used for the different assessment series.

Changes have been made to the certification codes for the Classics unendorsed qualification. This is because the Latin and Classical Greek qualifications have been redeveloped for first teaching in September 2016, and Classical Civilisation and Ancient History have been redeveloped for first teaching in September 2017. In order to ensure that centres make the correct certification entries, we have produced the following table to detail the changes.

Combining units from a minimum of **two** subject areas including Latin and Classical Greek unit(s).

First teach	AS exam	A2 exam	Re-sit	AS Cert Code	A Level Cert code
2015	2016	2017	2018	H038	H438
2015	2017	2017	2018	H038	H438

Combining Ancient History and Classical Civilisation unit(s) only; Latin and Classical Greek units cannot contribute towards the certification of the unendorsed Classics qualification.

First teach	AS exam	A2 exam	Re-sit	AS Cert Code	A Level Cert code
2016	2017	2018	2019	H038	H402
2016	2018	2018	2019	H002	H402

Candidates wishing to re-sit the unendorsed Classics qualification in 2019 **must** enter for H002/H402.

Centres must ensure that they are aware of the final assessment opportunities for the different pathways through this specification (see the table below, Section 1.3 and Section 1.6).

For qualifications that begin first teaching in September 2016, Latin and Classical Greek units cannot contribute towards the certification of the unendorsed Classics qualification.

The table below shows the Qualification Numbers (QN) for the different qualifications in this specification.

	2017	2018	2019
Classics (H038/H438)	AS QN: 500/2616/1 A QN: 500/2596/X	AS QN: 500/2616/1 (Re-sit only) A QN: 500/2596/X (Re-sit only)	Unavailable
Classics (H002/H402)	Unavailable	AS QN: 601/9044/9 A QN: 601/9068/1	AS QN: 601/9044/9 (Re-sit only) A QN: 601/9068/1 (Re-sit only)
Latin (H039/H439)	AS QN: 500/2616/1 A QN: 500/2596/X	AS QN: 500/2616/1 (Re-sit only) A QN: 500/2596/X (Re-sit only)	Unavailable
Classical Greek (H040/H440)	AS QN: 500/2616/1 A QN: 500/2596/X	AS QN: 500/2616/1 (Re-sit only) A QN: 500/2596/X (Re-sit only)	Unavailable
Classical Civilisation (H041/H441)	AS QN: 500/2616/1 A QN: 500/2596/X	AS QN: 601/9044/9 A QN: 601/9068/1	AS QN: 601/9044/9 (Re-sit only) A QN: 601/9068/1 (Re-sit only)
Ancient History (H042/H442)	AS QN: 500/2616/1 A QN: 500/2596/X	AS QN: 601/9044/9 A QN: 601/9068/1	AS QN: 601/9044/9 (Re-sit only) A QN: 601/9068/1 (Re-sit only)

These specifications provide excellent preparation for students wishing to progress to further study. They are designed to allow the subject area of Classics to develop strongly in schools during the coming decade. These specifications meet the requirements of the Regulator, and of schools and colleges anxious to retain or promote Classics as a discipline central to the Arts and Humanities curriculum.

1.1   The Two-Unit AS

The Advanced Subsidiary GCE is both a 'stand-alone' qualification and the first half of the corresponding Advanced GCE. The AS GCE is assessed at a standard appropriate for candidates who have completed the first year of study (both in terms of teaching time and content) of the corresponding two-year Advanced GCE course, i.e. between GCSE and Advanced GCE.

From September 2013, the AS GCE is made up of **two** units which are externally assessed and form 50% of the corresponding four-unit Advanced GCE.

1.2   The Four-Unit Advanced GCE

From September 2013, the Advanced GCE is made up of **two** units at AS and **two** further units at A2. These A2 units are also externally assessed.

1.3   Qualification Titles and Levels

These qualifications are shown on a certificate as:

- OCR Advanced Subsidiary GCE in Classics   H038
- OCR Advanced GCE in Classics   H438
- OCR Advanced Subsidiary GCE in Classics: Latin   H039
- OCR Advanced GCE in Classics: Latin   H439
- OCR Advanced Subsidiary GCE in Classics: Classical Greek   H040
- OCR Advanced GCE in Classics: Classical Greek   H440

The final assessment opportunity (first time entries) for these qualifications will be summer 2017. A re-sit opportunity will be available in summer 2018.

- OCR Advanced Subsidiary GCE in Classics: Classical Civilisation   H041
- OCR Advanced GCE in Classics: Classical Civilisation   H441
- OCR Advanced Subsidiary GCE in Classics: Ancient History   H042
- OCR Advanced GCE in Classics: Ancient History   H442

The final assessment opportunity (first time entries) for these qualifications will be summer 2018. A re-sit opportunity will be available in summer 2019.

- OCR Advanced Subsidiary GCE in Classics   H002
- OCR Advanced GCE in Classics   H402

The only assessment opportunity (first time entries) for these qualifications will be summer 2018. A re-sit opportunity will be available in summer 2019. The AS/A Level Classics (H002/H402) qualifications can only be achieved by combining Classical Civilisation and Ancient History units. Latin and Classical Greek units cannot contribute towards the certification of this unendorsed Classics qualification.

All qualifications are Level 3 in the National Qualification Framework (NQF).

1.4 Aims

The aims of these Classics specifications are to encourage candidates to:

- develop an interest in, and enthusiasm for, the classical world;

- acquire, through studying a range of appropriate sources, knowledge and understanding of selected aspects of classical civilisation;

- develop awareness of the continuing influence of the classical world on later times and of the similarities and differences between the classical world and later times;

- develop and apply analytical and evaluative skills at an appropriate level;

- make an informed, personal response to the material studied.

In addition, the Latin and Classical Greek units aim to encourage candidates to:

- develop an appropriate level of competence in the language studied and a sensitive and analytical approach to language generally.

1.5 Prior Learning/Attainment

The specifications build on the knowledge, understanding and skills specified for GCSE in the relevant subjects, however, prior attainment of a GCSE qualification in a classical subject is not required. In addition, it is recommended that candidates have attained communication and literacy skills at a level equivalent to GCSE Grade C in English.

1.6 Pathways

The subjects are Latin, Classical Greek, Classical Civilisation and Ancient History.

Candidates may take qualifications in more than one subject.

Following subject-specific pathways will lead to endorsed titles:

- Classics: Latin
- Classics: Classical Greek
- Classics: Classical Civilisation
- Classics: Ancient History

Combining units from **at least two subjects** will lead to an unendorsed Classics title.

For qualifications that begin first teaching in September 2016, Latin and Classical Greek units cannot contribute towards the certification of the unendorsed Classics qualification.

Candidates may enter for more than one pathway, but must have four distinct units for each A Level – no unit may count towards more than one qualification.

Please make sure you are familiar with the final assessment opportunities for the different pathways through this specification (see the table in Section 1, Section 1.3 and Section 1.6).

It is important that Unit Entry Codes are used when making entries. The table on page 11 lists the Unit Entry Codes.

	Latin	Classical Greek	Classical Civilisation			Ancient History
AS	L1	G1	CC1	CC2	CC3	AH1
	L2	G2	CC4	CC5	CC6	AH2
A2	L3	G3	CC7		CC8	AH3
	L4	G4	CC9		CC10	AH4

Endorsed Titles

The final assessment opportunity (first time entries) for Latin and Classical Greek AS/A Level qualifications will be summer 2017. A re-sit opportunity will be available in summer 2018.

Candidates wishing to gain a certificate in endorsed Latin, Classical Greek and Ancient History need to take all units of the desired subject, i.e.

AS Classics: Latin	L1 + L2
A Level Classics: Latin	L1 + L2 + L3 + L4
AS Classics: Classical Greek	G1 + G2
A Level Classics: Classical Greek	G1 + G2 + G3 + G4

The final assessment opportunity (first time entries) for Ancient History and Classical Civilisation AS/A Level qualifications will be summer 2018. A re-sit opportunity will be available in summer 2019.

AS Classics: Ancient History	AH1 + AH2
A Level Classics: Ancient History	AH1 + AH2 + AH3 + AH4

AS candidates wishing to gain a certificate in endorsed Classical Civilisation need to take any **two** Classical Civilisation AS units:

AS Classics: Classical Civilisation	CC1 + CC2
	CC1 + CC3
	CC1 + CC4
	CC1 + CC5
	CC1 + CC6
	etc.

A Level candidates wishing to gain a certificate in endorsed Classical Civilisation need to take any **two** Classical Civilisation AS units and any **two** Classical Civilisation A2 units: e.g.

A Level Classics: Classical Civilisation	CC1 + CC3 + CC7 + CC8
	CC2 + CC4 + CC7 + CC10
	CC1 + CC2 + CC8 + CC9
	CC1 + CC3 + CC7 + CC9
	etc.

Unendorsed Titles

The final assessment opportunity (first time entries) for the Classics (H038/H438) qualifications will be summer 2017. A re-sit opportunity will be available in summer 2018.

Candidates for AS Classics (H038) take any **two** AS units: **the units must come from different subjects**, e.g.

AS Classics (H038)

                    L1 + G1

                    G1 + CC3

                    L2 + CC1

                    AH1 + G1

                    etc.

Candidates for A Level Classics (H438) take any **two** AS units and any **two** A2 units: the units must come from **at least two different subjects**, e.g.

A Level Classics (H438)

                    L1 + L2 + L3 + CC7

                    L1 + L2 + CC7 + CC10

                    L1 + G2 + CC9 + CC10

                    G1 + CC5 + CC8 + CC9

                    CC2 + L2 + CC8 + CC10

                    CC4 + AH1 + CC8 + AH3

                    etc.

The only assessment opportunity (first time entries) for the Classics (H002/H402) qualifications will be summer 2018. A re-sit opportunity will be available in summer 2019.

Candidates for AS Level Classics (H002) need to take any **two** AS units: **one** from **Classical Civilisation** and **one** from **Ancient History.** They must not include any Latin or Classical Greek units. e.g.

AS Level Classics (H002)   CC2 + AH1

                                  CC4 + AH1

                                  CC6 + AH2

                                  CC5 + AH2

                                  etc.

Candidates for A Level Classics (H402) need to take any **two** AS units and any **two** A2 units: within the **four** units, **at least one** must come from **Classical Civilisation** and **at least one** must come from **Ancient History**. They must not include any Latin or Classical Greek units. e.g.

A Level Classics (H402)   CC2 + CC4 + CC10 + AH4

                                 CC2 + CC4 + AH3 + AH4

                                 CC2 + AH1 + CC10 + AH4

                                 AH1 + AH2 + CC8 + CC10

                                 AH1 + AH2 + CC10 + AH4

                                 etc.

Equivalence between Unit References and Entry Codes

Unit Reference	Unit Entry Code
L1	F361
L2	F362
L3	F363
L4	F364

G1	F371
G2	F372
G3	F373
G4	F374

CC1	F381
CC2	F382
CC3	F383
CC4	F384
CC5	F385
CC6	F386
CC7	F387
CC8	F388
CC9	F389
CC10	F390

AH1	F391
AH2	F392
AH3	F393
AH4	F394

2   Summary of Content

2.1   AS Units

Unit L1 (Entry Code F361): *Latin Language*

- Unseen Latin prose, tested by translation
- Optional translation of English sentences into Latin

Unit L2 (Entry Code F362): *Latin Verse and Prose Literature*

- Prescribed verse and prose texts

Unit G1 (Entry Code F371): *Classical Greek Language*

- Unseen Greek prose, tested by translation
- Optional translation of English sentences into Greek

Unit G2 (Entry Code F372): *Classical Greek Verse and Prose Literature*

- Prescribed verse and prose texts

Unit CC1 (Entry Code F381): *Archaeology: Mycenae and the classical world*

- Mycenaean archaeology, art and architecture
- Principles and practices of archaeological methodology

Unit CC2 (Entry Code F382): *Homer's Odyssey and Society*

- Homer's *Odyssey* and the society and values it represents

Unit CC3 (Entry Code F383): *Roman Society and Thought*

- Roman society and history through a study of Roman literature (Pliny's Letters and examples of satire from Horace, Petronius and Juvenal)

Unit CC4 (Entry Code F384): *Greek Tragedy in its context*

- The works of Aeschylus, Sophocles and Euripides, as works of literature and as social documents

Unit CC5 (Entry Code F385): *Greek Historians*

- Historical texts by Thucydides, Herodotus and Plutarch

Unit CC6 (Entry Code F386): *City Life in Roman Italy*

- The cities of Pompeii, Herculaneum and Ostia in their social, cultural, political and historical contexts

Unit AH1 (Entry Code F391): *Greek History from original sources*

- Greek history studied through the interpretation and evaluation of original sources:

    - Athenian Democracy in the 5th century BC

    - Delian League to Athenian Empire

    - Politics and society of Ancient Sparta

Unit AH2 (Entry Code F392): *Roman History from original sources*

- Roman history studied through the interpretation and evaluation of original sources:

    - Cicero and political life in late Republican Rome

    - Augustus and the Principate

    - Britain in the Roman Empire

2.2   A2 Units

Unit L3 (Entry Code F363): *Latin Verse*

- Unseen Latin verse, tested via comprehension and translation

- Prescribed verse texts

Unit L4 (Entry Code F364): *Latin Prose*

- Unseen Latin prose, tested via comprehension and translation

- Optional prose composition from English into Latin

- Prescribed prose texts

Unit G3 (Entry Code F373): *Classical Greek Verse*

- Unseen Greek verse, tested via comprehension and translation

- Prescribed verse texts

Unit G4 (Entry Code F374): *Classical Greek Prose*

- Unseen Greek prose, tested via comprehension and translation

- Optional prose composition from English into Greek

- Prescribed prose texts

Unit CC7 (Entry Code F387): *Roman Britain: life in the outpost of the Empire*

- Romano-British society and history as depicted in the literary and archaeological record

Unit CC8 (Entry Code F388): *Art and Architecture in the Greek World*

- The sculpture, vase painting and architecture of the Classical Greek world

Unit CC9 (Entry Code F389): *Comic Drama in the Ancient World*

- The works of Aristophanes, Menander and Plautus in their historical, literary and cultural contexts

Unit CC10 (Entry Code F390): *Virgil and the world of the hero*

- Virgil's Epic, the *Aeneid*, in its literary and cultural context
- Parts of Homer's *Iliad*

Unit AH3 (Entry Code F393): *Greek History: conflict and culture*

- A study of culture and conflict in the Greek World of the 5th century BC
  - Greece and Persia 499–449 BC
  - Greece in conflict 460–403 BC
  - The culture of Athens 449–399 BC

Unit AH4 (Entry Code F394): *Roman History: the use and abuse of power*

- A study of the Roman World from the late Republic to the early empire
  - The fall of the Roman Republic 81–31 BC
  - The invention of Imperial Rome 31 BC – AD 96
  - Ruling the Roman Empire AD 14–117

3   Unit Content

3.1   AS Unit L1 (Entry Code F361): *Latin Language*

Candidates should:
- be familiar with the language of authors of the 1st century BC and the 1st century AD;
- be able to recognise, analyse and/or deploy, as appropriate, the accidence and syntax listed in Appendices C1 and C2;
- know the vocabulary in the AS Defined Vocabulary List for this specification. Any words which do not appear on this list will be glossed on the question paper. The Defined Vocabulary List is used as the basis for glossing **both** the translation of Latin into English **and** the optional translation of English into Latin sentences in Section B of this paper.

The examiners may, at their discretion, gloss less commonly occurring forms of accidence or particularly complex or uncommon syntactical structures.

The optional passage for translation in Section B of this paper will be taken from the works of the prose author prescribed for study in AS unit L2 *Latin Verse and Prose Literature*. From June 2009 until the end of this specification, inclusive, the Section B unseen author will be Cicero (oratory).

3.2 AS Unit L2 (Entry Code F362): *Latin Verse and Prose Literature*

Candidates should be able to:

- demonstrate knowledge, an understanding and an appreciation of Latin texts within their literary, social and historical contexts as appropriate. This includes translation of the Latin text into English;
- demonstrate an understanding of Latin literary techniques;
- evaluate evidence and draw conclusions using appropriate reference or quotation;
- produce personal responses to Latin literature showing an understanding of the Latin text.

The knowledge of accidence, syntax and vocabulary called for will be that required for the prescribed author.

Candidates are expected to prepare **two** set texts: **one** verse and **one** prose. Approximately 225 lines will be set from each set text. The set texts will be examined for three years.

From June 2012 to June 2014, inclusive, the AS set texts will be:

Ovid, *Amores III.* 2, 4, 5, 14.

Cicero, *In Verrem II.* 1. 53–69 (*aspendum vetus oppidum ... pepercissent*).

From June 2015 until the end of this specification, inclusive, the AS set texts will be:

Ovid, *Metamorphoses III.* 511−733 ed. A Henderson (Bloomsbury Academic)
ISBN 9780906515020

Cicero, *De Imperio* Sections 27–45 ed. C MacDonald (Bloomsbury Academic)
ISBN 9780862921828

Except where a particular edition is prescribed, centres are free to use any complete edition of the prescribed text as they choose. Where variant readings occur in a text of which a particular edition is not prescribed, examiners will use the most recent Oxford Classical Text (Clarendon Press, Oxford); with such modifications as seem appropriate to them.

Consonantal *u* will be printed as *v* and accusative plural endings in *–is* will be printed as *–es*.

3.3   AS Unit G1 (Entry Code F371): *Classical Greek Language*

Candidates should:

- be familiar with the language of the 5th and 4th centuries BC;
- be able to recognise, analyse and/or deploy, as appropriate, the accidence and syntax listed in Appendices D1 and D2;
- know the vocabulary in the AS Defined Vocabulary List for this specification. Any words which do not appear on this list will be glossed on the question paper. The Defined Vocabulary List is used as the basis for glossing **both** the translation of Classical Greek into English **and** the optional translation of English into Classical Greek sentences in Section B of this paper.

The examiners may, at their discretion, gloss less commonly occurring forms of accidence or particularly complex or uncommon syntactical structures.

The optional passage for translation in Section B of this paper will be taken from the works of the prose author prescribed for study in AS unit G2 *Classical Greek Verse and Prose Literature*. From June 2009 to June 2011, inclusive, the Section B unseen author will be Lysias (oratory). From June 2012 to June 2014, inclusive, the Section B unseen author will be Xenophon.

From June 2015 until the end of this specification, inclusive, the Section B unseen author will be Lysias (oratory).

Classical Greek accentuation: Candidates will not be expected to write accents, but should be able to distinguish words of identical spelling but with differing accentuation.

3.4 AS Unit G2 (Entry Code F372): *Classical Greek Verse and Prose Literature*

Candidates should be able to:

- demonstrate knowledge, an understanding and an appreciation of Classical Greek texts within their literary, social and historical contexts as appropriate. This includes translation of the Classical Greek text into English;
- demonstrate an understanding of Classical Greek literary techniques;
- evaluate evidence and draw conclusions using appropriate reference or quotation;
- produce personal responses to Classical Greek literature showing an understanding of the Classical Greek text.

The knowledge of accidence, syntax and vocabulary called for will be that required for the prescribed author.

Candidates are expected to prepare **two** set texts: **one** verse and **one** prose. Approximately 225 lines will be set from each set text. The set texts will be examined for three years.

From June 2012 to June 2014, inclusive, the AS set texts will be:

Homer, *Iliad 24.* 468–691

Xenophon, *Anabasis,* 1.8.1–1.8.8, 1.8.19–1.8.29, 3.1.4–3.1.14, 4.5.3–4.5.9, 4.7.19–4.7.27, 4.8.25–4.8.28 ed J Antrich & S Usher, The Persian Expedition (BCP) ISBN 0906515114.

From June 2015 until the end of this specification, inclusive, the AS set texts will be:

Homer *Iliad 22* 247-474

Lysias *Against Simon* Sections 5-39 and 44-48 Lysias: Selected Speeches by Chris Carey CUP ISBN 13-9780521269889

Except where a particular edition is prescribed, centres are free to use any complete edition of the prescribed text as they choose. Where variant readings occur in a text of which a particular edition is not prescribed, examiners will use the most recent Oxford Classical Text (Clarendon Press, Oxford); with such modifications as seem appropriate to them.

Lunate sigma and iota adscript will not be used.

3.5   AS Unit CC1 (Entry Code F381): *Archaeology: Mycenae and the classical world*

The principal focus of this unit is on archaeology, art and architecture. The unit is also concerned with society, history and religion.

Candidates must be familiar with the specified archaeological sites, buildings, tombs and finds.

Candidates must be prepared to answer commentary questions on stimulus material from the list of prescribed material below.

Archaeological methods

Candidates should be able to demonstrate knowledge and an understanding of the methods which archaeologists employ to study the physical remains of the classical world:
- the development of classical archaeology; classical context, historical development, the twentieth century and today;
- project development; research, project design, the legal framework and funding;
- archaeological prospecting; surface surveys, aerial photography, site mapping, geophysical surveys and soil sampling;
- excavation; strategy, trenches, levels of recovery, unusual environments and digging different materials;
- recording the site and finds; first principles, the context-based record, photography, plans, sections, conservation, and recording techniques;
- study, analysis and presentation; stratigraphy, typology, the contribution of science, dating, interpretation, publication, and the presentation and display of archaeological sites.

Teachers will need to select appropriate classical sites that illustrate the use of the above techniques. These sites may be selected from the prescribed material or from any appropriate site in the classical world. Candidates must therefore demonstrate knowledge and an understanding of the classical world beyond Mycenaean sites.

Mycenaean archaeological sites in context

Candidates should also be able to demonstrate knowledge and an understanding of the archaeological evidence from the major Mycenaean archaeological sites on mainland Greece in relation to:
- historical context; the rise and fall of Mycenaean civilisation (it is expected that candidates will have some acquaintance with the relevant social, political and religious contexts of Mycenaean civilisation and the causes of its decline, although no detailed historical knowledge will be required);
- cities and palaces;
- tombs and burial practices; tomb types, burial customs, grave goods;
- materials and technology; pottery, metalwork, carving and glasswork;
- economy and society; the Linear B archives, agriculture and livestock, landscape and climate, slaves, workers, officials and administrators;
- building and engineering; tholoi, fortresses, roads, waterworks, palaces and houses;
- weapons and warfare; and types of weapons, chariots, warfare and military planning.

Prescribed Material

Cities and palaces:	Argos Athens Ithaca Iolkos Knossos Mycenae Orchomenos Pylos Sparta Thebes Tiryns Troy
Tombs:	Grave circle A at Mycenae Grave circle B at Mycenae Shaft graves at Mycenae Chamber tombs at Mycenae Tholoi at Mycenae including Treasury of Atreus and Clytemnestra Tholos Tholos at Orchomenos Grave goods found in the above

Linear B tablets from Knossos and Pylos

A list of recommended useful reading is published in the Classical Civilisation Teacher Support Booklet.

3.6 AS Unit CC2 (Entry Code F382): *Homer's Odyssey and Society*

The principal focus of this unit is on literature, society and values. The unit is also concerned with history and archaeology.

Candidates must study Homer's *Odyssey*. Passages for the commentary questions will be selected from books 4–12, 18–22.

Candidates must be prepared to answer commentary questions on passages taken from any of the material prescribed for the unit.

Literary context

Candidates should be able to demonstrate knowledge and an understanding of:
- oral tradition;
- transmission of the texts, including when the epics were written down;
- what their preliterate form was and whether they were composed by one or more poets;
- structure of the epic;
- narrative techniques, including flashback, retardation, episodes;
- the language of epic, including formulae and similes;
- presentation of character;
- supernatural elements, such as monsters;
- realism and fantasy;
- disguise and recognition;
- *nostos*.

Social and cultural context

Candidates should be able to demonstrate an understanding of the following:
- the role of the gods and the power of fate;
- the stories of the heroes;
- the concept of heroism, including the ideas of honour (*timé*) and reputation (*kleos*);
- moral concepts, such as justice and revenge;
- life and society as portrayed by Homer;
- the part played by women in the epics and their position in society;
- hospitality and guest friendship (*xenia*);
- the role of slaves;
- historical and archaeological background.

Prescribed Material

Candidates may use any complete translation of the text. Where a translation is printed on a question paper it will be taken from:

Homer, *Odyssey* translated by E V Rieu, revised translation by D C H Rieu (Penguin).

Extracts printed on the question papers will continue to be taken from this translation even if it goes out of print during the lifetime of the specification, as centres may study any complete translation.

A list of recommended useful reading is published in the Classical Civilisation Teacher Support Booklet.

3.7   AS Unit CC3 (Entry Code F383): *Roman Society and Thought*

The principal focus of this unit is on literature, society and values. The unit is also concerned with history and philosophy.

Candidates must study satires by Horace, Juvenal and Petronius and letters by Pliny.

Candidates must be prepared to answer commentary questions on passages taken from any of the material prescribed for the unit.

Literary context

Candidates should be able to demonstrate knowledge and an understanding of:
- Pliny's letters as a personal commentary on Roman life;
- satire, its origins, purposes and modern examples;
- humour;
- the use of persona;
- the choice of themes and examples;
- the style and characteristic approach of each of the authors.

Social and cultural context

Candidates should be able to demonstrate an understanding of how the Romans of the time viewed the following:
- the position of freedmen and slaves;
- the relationship between patron and client;
- living in the city of Rome and in the countryside;
- foreigners;
- the position of women and the family in society;
- the effects of wealth, especially the nouveaux riches;
- the position and power of the Emperor;
- food and dinner parties;
- religion and philosophy, such as Stoicism and Epicureanism.

Candidates should be able to demonstrate an understanding of the political structures and events referred to by the authors of the prescribed texts.

Prescribed Material

Candidates may use any complete translation of the texts. Where a translation is printed on a question paper it will be taken from:

Horace, *Satires* Book 1, Satire 1 and Book 2, *Satires* 2, 6 and 8 translated by N Rudd (Penguin)

Juvenal, *Satires* 1, 3 and 4 translated by P Green (Penguin)

Petronius' 'Dinner with Trimalchio' in the *Satyricon* translated by J P Sullivan (Penguin)

Pliny, *The Letters of the Younger Pliny*, 1.10, 1.12, 1.13, 2.6, 2.20, 3.14, 3.16, 4.19, 5.19, 6.7, 7.24, 8.10, 8.16, 8.21, 10.33, 10.34, 10.96 and 10.97 translated by B Radice (Penguin).

Extracts printed on the question papers will continue to be taken from these translations even if they go out of print during the lifetime of the specification, as centres may study any complete translations.

A list of recommended useful reading is published in the Classical Civilisation Teacher Support Booklet.

3.8 AS Unit CC4 (Entry Code F384): *Greek Tragedy in its context*

The principal focus of this unit is on literature, society and values. The unit is also concerned with history, philosophy and religion.

From June 2009 to June 2011, inclusive, the set texts will be: Aeschylus' *Agamemnon*, Sophocles' *Oedipus the King* and Euripides' *Medea* and *Bacchae.*

From June 2012 to June 2014, inclusive, the set texts will be: Aeschylus' *Agamemnon*, Sophocles' *Ajax* and Euripides' *Medea* and *Trojan Women*.

From June 2015 until the end of this specification, inclusive, the set texts will be: Aeschylus' *Agamemnon*, Sophocles' *Antigone* and Euripides' *Medea* and *Electra*.

Candidates must be prepared to answer commentary questions on passages taken from any of the material prescribed for the unit.

Literary context

Candidates should be able to demonstrate knowledge and an understanding of:
- the theatre building and machinery;
- use of actors;
- use of the chorus;
- other dramatic conventions, such as the structure of the plays, messenger speeches and *deus ex machina*;
- attitudes towards the portrayal of violence and death;
- characterisation, including the role of minor characters;
- language;
- dramatic irony;
- the nature of tragedy, including concepts such as *hamartia*, *peripeteia* and *katharsis*;
- the particular styles and approaches characteristic of each of the three tragedians and their contribution to the development of Greek tragedy.

Social and cultural context

Candidates should be able to demonstrate an understanding of how 5th century Athenians viewed the following:
- dramatic festivals;
- the role of the gods and fate in the world;
- oracles, omens and prophecies;
- moral concepts, such as justice and revenge;
- death and burial;
- the stories of the heroes and the ideas of honour and reputation;
- the role of men in the life of the city;
- the position of women in society;
- the importance of children and the family.

Prescribed Material

Candidates may use any complete translation of the texts. Where a translation is printed on a question paper it will be taken from:

Aeschylus, *Agamemnon* translated by R F Fagles (Penguin)

Sophocles, *Oedipus the King* translated by R F Fagles (Penguin)*, Antigone* translated by R F Fagles (Penguin) and *Ajax* translated by E F Watling (Penguin)

Euripides, *Medea* translated by P Vellacott (Penguin), *Electra* translated by P Vellacott (Penguin)*, Bacchae* translated by J Davie (Penguin) and *Trojan Women* translated by J Davie (Penguin).

Extracts printed on the question papers will continue to be taken from these translations even if they go out of print during the lifetime of the specification, as centres may study any complete translations.

A list of recommended useful reading is published in the Classical Civilisation Teacher Support Booklet.

3.9   AS Unit CC5 (Entry Code F385): *Greek Historians*

The principal focus of this unit is on literature and history. The unit is also concerned with politics, society and values.

Candidates must study Thucydides' *History of the Peloponnesian War* Books 1 and 2, Herodotus' *The Histories* Books 1.1–1.92, 1.131–1.140, 6.102–9.89, and Plutarch's 'Themistocles' and 'Pericles'.

Candidates must be prepared to answer commentary questions on passages taken from any of the material prescribed above.

Historical, social and cultural context

Candidates should be able to demonstrate knowledge and an understanding of:
- the historical, cultural and political context in which the authors were writing;
- the main themes and events covered in the specified passages;
- the texts' intended audience;
- the presentation of historical figures by the authors; biographical presentation and historical presentation;
- the way the different authors select, represent and explain historical events;
- the reliability of the authors as historical sources; the texts as sources of evidence and information, their bias, the consistency of accounts within and between authors.

Prescribed Material

Candidates may use any complete translation of the texts. Where a translation is printed on a question paper it will be taken from:

Herodotus, *The Histories* translated by Aubrey de Selincourt, revised John Marincola, (Penguin)

Plutarch, 'Themistocles' and 'Pericles' translated in *The Rise and Fall of Athens: Nine Greek Lives* Ian Scott-Kilvert, (Penguin)

Thucydides, *History of the Peloponnesian War* translated by Rex Warner (Penguin).

Extracts printed on the question papers will continue to be taken from these translations even if they go out of print during the lifetime of the specification, as centres may study any complete translations.

A list of recommended useful reading is published in the Classical Civilisation Teacher Support Booklet.

3.10 AS Unit CC6 (Entry Code F386): *City Life in Roman Italy*

The principal focus of this unit is on history, society and values. The unit is also concerned with art, archaeology, architecture and literature.

Candidates must be familiar with the cities of Pompeii, Herculaneum and Ostia through a study of written sources and material evidence. Candidates must be familiar with the basic plans of the cities and specific houses, public buildings and funerary monuments as specified below.

Candidates must be prepared to answer commentary questions on stimulus material from the list of prescribed material below.

Historical, social and cultural context

Candidates should be able to demonstrate knowledge and an understanding of:

- the historical context of the cities; their development including their decline and, where relevant, destruction and resultant preservation;
- prominent individuals, groups, events and institutions of Pompeii, Herculaneum and Ostia;
- social identity and the different social classes within the cities;
- the definition of social identity through public buildings and inscriptions in public places, through funerary monuments, and through domestic space (including gardens) and decoration;
- use of domestic space (including gardens) and the extent to which schemes of decoration reflect this;
- changing use of domestic space over time.

Prescribed Material

Pompeii with specific reference to:	House of Menander (I.x.4) House of Octavius Quartio (II.ii.5 – aka House of Loreius Tiburtinus) House from Region VII. Ins. Occ. 12–15 with fish amphorae mosaics (Umbricius Scaurus) (Cooley & Cooley F91 + H20–29) Eumachia Building (Cooley & Cooley E41) Tomb of Eumachia (Cooley & Cooley G15–19) Tomb G. Munatius Faustus (Nocera Gate) (Cooley & Cooley G38–47a) Naevolia Tyche (Munatius Faustus) (Cooley & Cooley G47b) Amphitheatre (Cooley & Cooley D1–7) Painting of the amphitheatre riot, House of Actius Anicetus (I.iii.23) (C&C D37) Temple of Isis (Cooley & Cooley E3–8) Temple of Jupiter (Capitolium) (Cooley & Cooley E9–13 + J 40)
Ostia with specific reference to:	Garden houses, including the House of the Dioscures House of Apuleius House/Insula of Diana Baths of Mithras, including the imagines clipeatae and Mithraeum Baths of the Forum Piazza of the Corporations (Piazza delle Corporazione) Great Warehouse (Grandi Horrea) Firefighters' barracks (Caserma dei Vigili) Harbours of Claudius & Trajan at Portus
Herculaneum with specific reference to:	The House in Opus Craticium House of the stags/deers Samnite House Suburban baths

Literary texts:	Petronius' Satyricon 29–30, 45, 71, 77 Vitruvius De Architectura VI.5 Pliny *Letters* 3.6, 6.16, 6.20 and 7.18 Tacitus, *Annals* 14.17 (Cooley & Cooley D34) and 15.18 Strabo, *Geography* 5.3.5 (aka 231–232) Pliny the Elder, *Natural History* 9.5.14–15 Suetonius, *Life of Claudius* 18 and 20
Inscriptions:	CIL X 810 = ILS 3785, CIL X 813 = 6368, CIL X 808, 8348 = ILS 63, CIL X 809 = 64, D'Ambrosio and De Caro (1983) 11OS (Cooley & Cooley E42–E47) CIL X 1024 = ILS 6366 (Cooley & Cooley F91) AE (1992) 278a–d (Cooley & Cooley H20a and H20b) CIL X.814, 846, 847, 849 and Tran Tam Tinh (1964) 176 no. 148 (Cooley & Cooley C5, D70 and E4–6) CIL X.852 (Cooley & Cooley B10) AE (1976), no. 144 Thylander B310

A list of recommended useful reading is published in the Classical Civilisation Teacher Support Booklet.

3.11 AS Unit AH1 (Entry Code F391): *Greek History from original sources*

The principal focus of this unit is the handling of original sources as a historian.

Candidates should be able to demonstrate knowledge and an understanding of:

- the nature of historical evidence;
- the methods used by historians in analysis and evaluation including the problems of reliability;
- a selection of original source material in its context.

They should be able to demonstrate interpretation, analysis and evaluation of the sources in context.

Candidates must choose one of the following options:

- Athenian Democracy in the 5th century BC;
- Delian League to Athenian Empire;
- Politics and society of Ancient Sparta.

Option 1: Athenian Democracy in the 5th century BC

Candidates must study the following prescribed material:
Literary Sources

Aristophanes, *Acharnians* 1–203, *Wasps* 891–1008, *Knights* 147–395
Aristotle, *Constitution of the Athenians* 21.1–22.6, 23.4f, 22.5
Herodotus, 5.66, 5.69
The Old Oligarch
Plato, *Apology* 17cd, 34bc
Plutarch, *Nicias* 11.1–6
Thucydides, 2.35–46, 65; 4.26–30
Xenophon, *Recollections* 3.7.6
Xenophon, *History of Greece* 1.7

Candidates must be prepared to answer commentary questions on passages taken from any of the material prescribed above.

In studying the original sources, candidates should be able to demonstrate knowledge and an understanding of:
- the nature and distinctiveness of ancient Athenian democracy;
- the nature and level of participation in the democratic system (including critiques of this system) by the population of Attica, including citizens, women, *metics* and slaves;
- the workings of the assembly (*ekklesia*), the council (*boule*), and the role and function of magistrates (archons) and generals (*strategoi*) and ostracism; courts and their role in democracy;
- the role and significance of prominent individuals (Cleisthenes, Perikles, Ephialtes, Cleon), as represented in the sources;
- the importance of rhetoric and public speaking for leadership in Athens.

Option 2: Delian League to Athenian Empire

Candidates must study the following prescribed material:
Literary Sources
Aristophanes, *Birds* 1035–42
Aristotle, *Constitution of the Athenians* 23.4–5
The Old Oligarch
Plutarch, *Aristides* 23, 24.1–5
Plutarch, *Perikles* 12.1–5
Thucydides, The Pentekontaeteia (1.89–117), The Mytilene debate (3.36–50), The Melian dialogue (5.84–116)

Archaeological Sources
Khalkis Decree, ML 52
Kleinias Decree, ML 46
Methone Decrees, ML 65
Standards Decree, ML 45

Candidates must be prepared to answer commentary questions on passages taken from any of the material prescribed above.

In studying the original sources, candidates should be able to demonstrate knowledge and an understanding of:
- the origins and development of the Delian League;
- the growth of Athenian imperialism: rebellions & reactions (Samos, Mytilene, Melos, Sicily);
- the results of Empire, both for Athens and her allies, specifically tribute, its organisation and collection; the significance of inscriptional evidence;
- methods of control, both military and political;
- Athenian and allied views of the Empire; and the importance of Thucydides as a source for these.

Option 3: Politics and society of Ancient Sparta

Candidates must study the following prescribed material:
Literary Sources
Aristophanes, *Lysistrata* 980–1321
Diodorus, 11.50
Herodotus, 1. 65–68, 5. 39–51, 6. 56–86d, 7. 202–239
Plutarch, *Lycurgus*, 6–9, 12–14, 24–26, 28
Thucydides, 1. 79–87, 101–103
Tyrtaeus, 10–12
Xenophon, *Constitution of the Spartans*

Candidates must be prepared to answer commentary questions on passages taken from any of the material prescribed above.

In studying the original sources, candidates should be able to demonstrate knowledge and an understanding of:
- the social structure of Sparta, including *Spartiates*, *perioikoi* and *helots;*
- the political structure of Sparta, including kings, *gerousia*, *ephors* and assembly;
- education and values in Sparta, and the roles of men and women;
- Sparta and the Peloponnese, 480–404 BC (Corinth, Tegea, Argos, Messenia);
- views of Sparta from other states (Athens);
- the Spartan mirage and the myth of Lycurgus (with reference to Plutarch).

Candidates may use any complete translation of the specified sources. Where a translation is printed on a question paper it will be taken from one of those listed below.

Option 1

Literary Sources

Aristophanes, *Acharnians* 1–203 translated in *Lysistrata and Other Plays* by Alan H Sommerstein (Penguin)

Aristophanes, *Wasps* 891–1008 translated in *Frogs and Other Plays* by David Barrett, revised Shomit Dutta (Penguin)

Aristophanes, *Knights* 147–395 translated in *The Birds and Other Plays* by Alan H Sommerstein & David Barrett (Penguin)

Aristotle, *Constitution of the Athenians* 21.1–22.6, 23.4f, 22.5 translated in LACTOR 5 *Athenian Radical Democracy 461–404 BC* (ARD 31, ARD 39, ARD 199)

Herodotus, 5.66, 5.69 translated in LACTOR 5 *Athenian Radical Democracy 461–404 BC* (ARD 26, ARD 27)

The Old Oligarch translated in LACTOR 2 *The Old Oligarch: Pseudo-Xenophon's Constitution of the Athenians*

Plato, *Apology* 17cd, 34bc translated in LACTOR 5 *Athenian Radical Democracy 461–404 BC* (ARD 231, ARD 232)

Plutarch, *Nicias* 11.1–6 translated in LACTOR 5 *Athenian Radical Democracy 461–404 BC* (ARD 297)

Thucydides, 2. 35–46, 65; 4.26–30 *History of the Peloponnesian War* translated by Rex Warner (Penguin)

Xenophon, *Recollections* 3.7.6 translated in LACTOR 5 *Athenian Radical Democracy 461–404 BC* (ARD 128)

Xenophon, *History of Greece* 1.7 translated in LACTOR 5 *Athenian Radical Democracy 461–404 BC* (ARD 325)

Option 2

Literary Sources

Aristophanes, *Birds* 1035–42 translated in *The Birds and Other Plays* by David Barrett and Alan H Sommerstein (Penguin)

Aristotle, *Constitution of the Athenians* 23.4–5 translated in LACTOR 1 *The Athenian Empire* 4th edition (AE 16)

The Old Oligarch, translated in LACTOR 2 *The Old Oligarch: Pseudo-Xenophon's Constitution of the Athenians*

Plutarch, *Aristides* 23, 24.1–5 translated in LACTOR 1 *The Athenian Empire* 4th edition (AE 10, AE 20)

Plutarch, *Perikles* 12.1–5 translated in LACTOR 1 *The Athenian Empire* 4th edition (AE 66)

Thucydides, The Pentekontaeteia (1.89–117), The Mytilene debate (3.36–50), The Melian dialogue (5.84–116) in *History of the Peloponnesian War* translated by Rex Warner (Penguin)

Archaeological Sources

Standards Decree ML 45, LACTOR 1 *The Athenian Empire* 4th edition (AE 198)
Khalkis Decree, ML 52, LACTOR 1 *The Athenian Empire* 4th edition (AE 78)
Kleinias Decree, ML 46, LACTOR 1 *The Athenian Empire* 4th edition (AE 190)
Methone Decrees, ML 65, LACTOR 1 *The Athenian Empire* 4th edition (AE 121)

Option 3

Literary Sources

Aristophanes, *Lysistrata* 980–1321 translated in *Lysistrata and Other Plays* by Alan H Sommerstein (Penguin)

Diodorus, 11.50 translated in LACTOR 1 *The Athenian Empire* 4th edition (AE 28)

Herodotus, 1. 65–68, 5. 39–51, 6. 56–86, 7. 202–239, *The Histories* translated by Aubrey de Selincourt, revised John Marincola (Penguin)

Plutarch, *Lycurgus*, 6–9, 12–14, 24–26, 28, translated in *On Sparta* by Richard J A Talbert (Penguin)

Thucydides, 1, 79–87, 101–103 *History of the Peloponnesian War* translated by Rex Warner (Penguin)

Tyrtaeus, 10–12 translated in *Greek Lyric Poetry* by M L West (Oxford)

Xenophon, *Constitution of the Spartans* translated in *Aristotle and Xenophon on Democracy and Oligarchy* by J M Moore (University of California Press)

Extracts printed on the question papers will continue to be taken from these translations even if they go out of print during the lifetime of the specification, as centres may study any complete translations.

A list of appropriate secondary sources is published in the Ancient History Teacher Support Booklet.

3.12 AS Unit AH2 (Entry Code F392): *Roman History from original sources*

The principal focus of this unit is the handling of original sources as a historian.

Candidates should be able to demonstrate knowledge and an understanding of:

- the nature of historical evidence;
- the methods used by historians in analysis and evaluation including the problems of reliability;
- a selection of original source material in its context.

They should be able to demonstrate interpretation, analysis and evaluation of the sources in context.

Candidates must choose one of the following options:

- Cicero and political life in late Republican Rome;
- Augustus and the Principate;
- Britain in the Roman Empire.

Option 1: Cicero and political life in late Republican Rome

Candidates must study the following prescribed material:
Literary Sources

> Cicero, *Against Catiline* II. 17–23, IV. 7–10, 20–22
> Cicero, *Pro Sestio* 75–79, 96–105; *Pro Murena* 21–25
> Cicero, *Selected Letters* 3, 4, 7, 8, 9, 10, 14, 15, 16
> Quintus Cicero, *Commentariolum Petitionis*
> Sallust, *Catiline* 7–13, 20, 36–39, 51–52
> Plutarch, *Life of Cicero* 9–23, *Caesar* 13–14, *Pompey* 47
> Suetonius, *The Deified Julius* 10, 19–20

Candidates must be prepared to answer commentary questions on passages taken from any of the material prescribed above.

In studying the original sources, candidates should be able to demonstrate knowledge and an understanding of:
- the nature and workings of Republican politics in the late 60s and early 50s BC;
- the role of the senate, elections, the *cursus honorum;*
- the importance of rhetoric and public speaking;
- factions in Rome – optimates and populares, patrons and clients;
- the effects of competition between individuals and groups in Roman politics;
- the growing influence of military leaders (including Pompey, Caesar, Crassus);
- the Catilinarian conspiracy and Cicero's role.

Candidates must study the following prescribed material:
Literary Sources

Augustus, *Res Gestae Diui Augusti*
Horace, *Carmen Saeculare*
Horace, *Epode* 9
Horace, *Odes* 1.37, 3.5, 3.6, 4.14, 4.15
Macrobius, *Saturnalia* 1.11.17, 1.11.21
Nepos*, Life of Atticus* 20.3
Livy 4.20.5–8, 11
Ovid, *Fasti* 3.415–428, 5.140–158
Pliny, *Natural History* 7.147–150
Propertius, 4.6
Quintilian, *Orator's education* 6.3. 77
Strabo, *Geography* 10.5.3; 17.1.54; 17.3.25
Suetonius, *The Deified Augustus* 17–19, 26–28, 31, 47, 49, 58, 63–66, *Tiberius* 8.1
Tacitus, *Annals* I. 1–4 and 9–10, 2.43, 3.56, 4.37, 4.44
Velleius Paterculus, 2. 88–89, 92 –95, 99–100, 123–24
Virgil, *Aeneid* 1.257–296, 6.752–892, 8.671–731
Vitruvius, *On Architecture* 5.1.7
Younger Seneca, *Concerning Clemency* 1.9.2–1.9.12, 1.10.3–4,
Younger Seneca, *On Benefits* 6.32

Archaeological Sources

Aureus of 28 BC (LACTOR 17, H18)
Aureus of 27 BC (LACTOR 17, H21)
Aureus 2 BC to AD 11 (LACTOR 17, J58)
Aureus of c. 19 BC (LACTOR 17, L9)
Aureus of 16 BC (LACTOR 17, L26)
Denarius 29–27 BC (LACTOR 17, N5)
Aureus of 15–12 BC (LACTOR 17, N15)
Denarius of 27 BC (LACTOR 17, N31)
Aureus of 13 BC (LACTOR 17, T13)
Denarius of 16 BC (LACTOR 17, L1)
Denarius of 16 BC (LACTOR 17, L10)
Denarius, 13 BC (Augustus and Agrippa as Tribunes) (LACTOR 17, H27)
Inscription from Rome, ILS 88
Inscription from Rome, ILS 3612
Inscription from Puteoli, CIL X.1613
Inscription from altar at Narbonne, ILS 112
Calendar Inscription, SEG 34.490

Candidates must be prepared to answer commentary questions on passages taken from any of the material prescribed above.

In studying the original sources, candidates should be able to demonstrate knowledge and an understanding of the presentation of the figure of the emperor and his achievements including:
- Actium and the aftermath of civil war;
- the constitutional settlements of 28/7 BC and 23 BC and the powers and roles adopted by Augustus or given to others;
- the role of the emperor's family, friends and supporters;
- the opposition to the emperor and its presentation in the sources;
- Augustus' relationship to the senate, soldiers, plebs and provincials.

Candidates must study the following prescribed material:

Literary Sources

Caesar, *Gallic War* 4.20–38; 5. 8–23

Cicero, *Letters to Atticus,* 4.15.10, 4.16.7, 4.18.5

Dio, 49.38.2, 53.22.5, 53.25.2, 55.23.2, 55.23.3, 55.23.5, 59.25.1–3 , 60.19.1– 60.22.2, 60.23.1–60.23.6, 60.30.2, 62.1.1–62.3.4, 62.7.1–62.9.2, 62.12.1–62.12.6

Horace, *Odes*, 1.35.29–30, 3.5.1–4

SHA (Scriptores Historiae Augustae), *Hadrian 5.1–5.2, 11.2*; *Antoninus Pius* 5.4.

Strabo, *Geography* 2.5.8, 4.5.1–4

Suetonius, *The Deified Julius,* 25.125.2, 47; *Caligula,* 44.2, 46.1; *Claudius,* 13.2, 17.1–17.3, 21.6, 24.3; *Nero,* 18, 39.1; *Vespasian,* 4.1–4.2

Tacitus, *Agricola*

Tacitus, *Annals* 2.24, 11.19, 12.23, 12.31–40, 14. 29–39

Tacitus, *Histories* 1.2, 1.9, 1.59–60, 2.66, 3.44–45

Tibullus, 3.7.147–150

Archaeological Sources

Gold stater of Tincommius (Van Arsdell 375)

Gold stater of Tasciovinius (Van Arsdell 1780)

Silver coin of Eppillus (Van Arsdell 415)

Gold stater of Verica (Van Arsdell 520)

Gold stater of Cunobelinus (Van Arsdell 2025)

Bronze coin of Cunobelius (Van Arsdell 2095)

Aureus of Claudius (*RIC Claudius* 9 = *BMC Claudius* 32)

Sestertius of Hadrian (*RIC Hadrian* 845)

Longinus Sdapeze (*RIB* 201)

Dannicus (*RIB* 108)

Sex. Valerius Genialis (*RIB* 109)

Rufus Sita (*RIB* 121)

M Favonius Facilis (*RIB* 200)

Julius Classicanius, procurator (*RIB* 12)

T. Valerius Pudens (*RIB* 258)

C. Calventius Celer (*RIB* 475)

Titus Pontius Sabinus (*ILS* 2726)

Arch of Claudius (*ILS* 216)

Mendip lead pig (*RIB* 2.1.2404.1)

Chester lead water-pipe (*RIB* 2.3.2434.1)

Verulamium forum inscription (*JRS* 46 146–7)

Commemorative tablet from York (*RIB* 665)

Altars to Neptune and Oceanus (*RIB* 1319 and 1320)

Milecastle 38 building inscription (*RIB* 1638)

Halton Chesters dedication slab (*RIB* 1427)

Vindolanda tablet military strength report (*Tab. Vindol.* 2.154)

Vindolanda tablet about British cavalry (*Tab. Vindol.* 2.164)

Candidates must be prepared to answer commentary questions on passages taken from any of the material prescribed above.

In studying the original sources, candidates should be able to demonstrate knowledge and an understanding of:
- Roman views of pre-conquest Britain: Caesar's invasions, Celtic societies and links with Rome up to AD 43;
- Claudius' invasion and the early conquest period, to c. AD 60 – resistance and co-operation;
- Boudicca's Rebellion and its aftermath;
- Expansion north under Agricola and earlier governors of Britain;
- Frontier policy from Agricola to Antoninus Pius and the withdrawal back to Hadrian's Wall, c. AD 160;
- Roman views of British economy and society after AD 43, as represented by the sources.

Candidates may use any complete translation of the specified sources. Where a translation is printed on a question paper it will be taken from:

Option 1

Literary Sources
Cicero, *Against Catiline* II. 17–23, IV. 7–10, 20–22 translated in LACTOR 7 *Roman Politics: sources for the history of the late Republic* and also available on the LACTOR website
Cicero, *Pro Sestio* 75–79*,* 96–105; *Pro Murena* 21–25 translated in LACTOR 7 *Roman Politics: sources for the history of the late Republic*
Cicero, letters 3, 4, 7, 8, 9, 10, 14, 15, 16 translated in *Selected Letters* by D R Shackleton Bailey (Penguin)
Quintus Cicero, *Commentariolum Petitionis* translated in LACTOR 3 *A short guide to electioneering*
Plutarch, *Life of Cicero* 9–23, *Caesar* 13–14, *Pompey* 47 translated in *Fall of the Roman Republic* by Rex Warner (Penguin)
Sallust, *Catiline* 7*,* 20*,* 36–39, 51–52 translated in *Sallust: The Jugurthine War, The Conspiracy of Catiline* by S A Handford (Penguin)
Suetonius, *The Deified Julius* 10, 19–20 translated in *The Twelve Caesars* by R. Graves (Penguin)

Option 2

Literary Sources

Augustus, *Res Gestae Diui Augusti* translated in LACTOR 17 *The Age of Augustus* (Section A)

Horace, *Carmen Saeculare* translated in LACTOR 17 *The Age of Augustus* (L28)

Horace, *Epode* 9 translated in LACTOR 17 *The Age of Augustus* (G5)

Horace *Odes* 1.37, 3.5, 3.6, 4.14, 4.15 translated in LACTOR 17 *The Age of Augustus* (G24, G27, G28, G42, G43, G44, G45)

Macrobius, *Saturnalia* 1.11.17, 1.11.21 translated in LACTOR 17 *The Age of Augustus* (P14, P9)

Nepos*, Life of Atticus* 20.3 translated in LACTOR 17 *The Age of Augustus* (P3)

Livy 4.20.5–8, 11 translated in LACTOR 17, *The Age of Augustus* (P4)

Ovid, *Fasti* 3.415–428, 5.140–158 translated in LACTOR 17 *The Age of Augustus* (H30, L13)

Pliny, *Natural History* translated in 7.147–150 LACTOR 17 *The Age of Augustus* (P1)

Propertius, 4.6 translated in LACTOR 17 *The Age of Augustus* (G39)

Quintilian *Orator's education* 6.3. 77 translated in LACTOR 17 *The Age of Augustus* (L18)

Strabo, *Geography* 10.5.3; 17.1.54; 17.3.25 translated in LACTOR 17 *The Age of Augustus* (M68; N35; M2)

Suetonius, *The Deified Augustus* 17–19, 26–28, 31, 47, 49, 58, 63–66 translated in *The Twelve Caesars* by R. Graves (Penguin)

Suetonius, *Tiberius* 8.1 translated in LACTOR 17 *The Age of Augustus* (P10)

Tacitus, *Annals* I.1–4 and 9–10, 2.43, 3.56, 4.37, 4.44 translated in LACTOR 17 *The Age of Augustus* (section F) (H42), (H26), (L16), (P13)

Velleius Paterculus, 2. 88–89, 92–95, 99–100, 123–24 translated in LACTOR 17 *The Age of Augustus* (section E)

Virgil, *Aeneid* 1.257–296, 6.752–892, 8.671–731 translated in LACTOR 17 *The Age of Augustus* (G36), (G37), (G38)

Vitruvius, *On Architecture* 5.1.7 translated in LACTOR 17 *The Age of Augustus* (L14)

Younger Seneca, *Concerning Clemency* 1.9.2–1.9.12, 1.10.3–4 translated in LACTOR 17 *The Age of Augustus* (P11)*,* (P15)

Younger Seneca, *On Benefits* 6.32 translated in LACTOR 17 *The Age of Augustus* (P12)

Archaeological Sources

Aureus of 28 BC (LACTOR 17, *The Age of Augustus* H18)

Aureus of 27 BC (LACTOR 17, *The Age of Augustus* H21)

Aureus 2 BC to AD 11 (LACTOR 17, *The Age of Augustus* J58)

Aureus of c. 19 BC (LACTOR 17, *The Age of Augustus* L9)

Aureus of 16 BC (LACTOR 17, *The Age of Augustus* L26)

Denarius 29–27 BC (LACTOR 17, *The Age of Augustus* N5)

Aureus of 15–12 BC (LACTOR 17, *The Age of Augustus* N15)

Denarius of 27 BC (LACTOR 17, *The Age of Augustus* N31)

Aureus of 13 BC (LACTOR 17, *The Age of Augustus* T13)

Denarius of 16 BC (LACTOR 17, *The Age of Augustus* L1)

Denarius of 16 BC (LACTOR 17, *The Age of Augustus* L10)

Denarius 13 BC (Augustus and Agrippa as Tribunes) (LACTOR 17, *The Age of Augustus* H27)

Inscription from Rome, ILS 88 (LACTOR 17, *The Age of Augustus* L11)

Inscription from Rome, ILS 3612 (LACTOR 17, *The Age of Augustus* L12)

Inscription from Puteoli, CIL X.1613 (LACTOR 17, *The Age of Augustus* L15)

Inscription from altar at Narbonne ILS 112 (LACTOR 17, *The Age of Augustus* L17)

Calendar Inscription, SEG 34.490 (LACTOR 17, *The Age of Augustus* H34)

Option 3

Literary Sources
Caesar, *Gallic War* 4.20–38; 5.8–23 translated by S A Handford, revised J F Gardner (Penguin)
Cicero, *Letters to Atticus* 4.15.10, 4.16.7, 4.18.5 translated in LACTOR 11 *Literary Sources for Roman Britain* (p. 11)
Dio, 49.38.2, 53.22.5, 53.25.2, 55.23.2, 55.23.3, 55.23.5, 59.25.1–3, 60.19.1–60.22.2, 60.23.1–60.23.6, 60.30.2, 62.1.1–62.3.4, 62.7.1–62.9.2, 62.12.1–62.12.6 translated in LACTOR 11 *Literary Sources for Roman Britain* (pp. 32–38)
Horace, *Odes* 1.35.29–30, 3.5.1–4 translated in LACTOR 11 *Literary Sources for Roman Britain* (p. 11)
SHA (Scriptores Historiae Augustae), *Hadrian 5.1–5.2, 11.2*; *Antoninus Pius* 5.4 translated in LACTOR 11 *Literary Sources for Roman Britain* (p. 44)
Strabo, *Geography* 2.5.8, 4.5.1–4 translated in LACTOR 11 *Literary Sources for Roman Britain* (pp. 12–13)
Suetonius, *The Deified Julius* 25.125.2, 47; *Caligula* 44.2, 46.1; *Claudius* 13.2, 17.1–17.3, 21.6, 24.3; *Nero* 18, 39.1; *Vespasian* 4.1–4.2 translated in LACTOR 11 *Literary Sources for Roman Britain* (pp. 27–30)
Tacitus, *Agricola* translated by H Mattingly, revised S A Handford (Penguin)
Tacitus, *Annals* 2.24, 11.19, 12.23, 12.31–40, 14.29–39 translated in LACTOR 11 *Literary Sources for Roman Britain* (pp. 15–26)
Tacitus, *Histories* 1.2, 1.9, 1.59–60, 2.66, 3.44–45 translated in LACTOR 11 *Literary Sources for Roman Britain* (pp. 26–27)
Tibullus, 3.7.147–150 translated in LACTOR 11 *Literary Sources for Roman Britain* (p. 11)

Archaeological Sources
As listed above, from LACTOR 4, *Inscriptions of Roman Britain* (3rd edition): 1–6, 8–11, 18, 20, 22–28, 30, 34–36, 47, 48, 273–4

Extracts printed on the question papers will continue to be taken from these translations even if they go out of print during the lifetime of the specification, and centres may use any complete translations.

A list of appropriate secondary sources is published in the Ancient History Teacher Support Booklet.

3.13 A2 Unit L3 (Entry Code F363): *Latin Verse*

Section A: Language – Unprepared Translation and Comprehension

Candidates should:
- be familiar with the language of authors of the 1st century BC and the 1st century AD;
- be able to recognise, analyse and/or deploy, as appropriate, the accidence and syntax listed in Appendix C1;
- be able to scan two lines of the verse passage (either hexameters or elegiacs).

The examiners may, at their discretion, gloss less commonly occurring forms of accidence or particularly complex or uncommon syntactical structures.

There is no Defined Vocabulary list for this unit. The passage for unprepared translation and comprehension will be taken from a named author or genre. This unit builds on the linguistic competence developed at AS GCE level, but requires understanding of more complex linguistic structures and a greater sensitivity to literary idiom, developed through wider reading of texts over the full length of the Advanced GCE course.

From June 2013 to June 2015, inclusive, the A2 unseen verse author will be:

Ovid (hexameters).

From June 2016 until the end of this specification, inclusive, the A2 unseen verse author will be:

Ovid (elegiacs).

Section B: Prescribed Literature

Candidates should be able to:

- demonstrate knowledge, an understanding and an appreciation of Latin texts within their literary, social and historical contexts as appropriate;
- demonstrate an understanding of Latin literary techniques;
- evaluate evidence and draw conclusions using appropriate reference or quotation;
- produce personal responses to Latin literature showing an understanding of the Latin text.

The knowledge of accidence, syntax and vocabulary called for will be that required for the prescribed author.

Candidates are expected to prepare **one** verse set text. Approximately 300 lines will be set from each set text. The set texts will generally be examined for three years.

From June 2013 to June 2015, inclusive, the A2 verse set texts will be:

Virgil, *Aeneid IV*. 1–299. The rest of the book should be read in English translation.

Propertius, *Elegies III*. 8, 10, 12, 13, 15, 16, 21, 25 ed. W Camps (BCP) ISBN 0862921163.

From June 2016 until the end of this specification, inclusive, the A2 verse set texts will be:

Virgil, *Aeneid VI*. 77-132, 268-332, 384-416, 450-476, 637-702, 788-823, 854-887.
The rest of the book should be read in English translation.

Catullus, poems 31, 39, 45, 46, 50, 51, 64 (lines 43-75, 124-151 and 171-201), 65, 72, 75, 76, 77, 84, 85, 87, 92, 101, 109 ed. K Quinn (BCP) ISBN 1853994979.

Except where a particular edition is prescribed, centres are free to use any complete edition of the prescribed text as they choose. Where variant readings occur in a text of which a particular edition is not prescribed, examiners will use the most recent Oxford Classical Text (Clarendon Press, Oxford), with such modifications as seem appropriate to them.

Consonantal *u* will be printed as *v* and accusative plural endings in *–is* will be printed as *–es*.

3.14 A2 Unit L4 (Entry Code F364): *Latin Prose*

Candidates should:
- be familiar with the language of authors of the 1st century BC and the 1st century AD;
- be able to recognise, analyse and/or deploy, as appropriate, the accidence and syntax listed in Appendix C1.

The examiners may, at their discretion, gloss less commonly occurring forms of accidence or particularly complex or uncommon syntactical structures.

There is no Defined Vocabulary list for this unit. The passage for unprepared translation and comprehension will be taken from a named author or genre. This unit builds on the linguistic competence developed at AS GCE level, but requires understanding of more complex linguistic structures and a greater sensitivity to literary idiom, developed through wider reading of texts over the full length of the Advanced GCE course.

From June 2013 to June 2015, inclusive, the A2 unseen prose author will be:

Livy.

From June 2016 until the end of this specification, inclusive, the A2 prose author will be:

Livy.

Section B: Prescribed Literature

Candidates should be able to:

- demonstrate knowledge, an understanding and an appreciation of Latin texts within their literary, social and historical contexts as appropriate;
- demonstrate an understanding of Latin literary techniques;
- evaluate evidence and draw conclusions using appropriate reference or quotation;
- produce personal responses to Latin literature showing an understanding of the Latin text.

The knowledge of accidence, syntax and vocabulary called for will be that required for the prescribed author.

Candidates are expected to prepare **one** prose set text. Approximately 300 lines will be set from each set text. The set texts will generally be examined for three years.

From June 2013 to June 2015, inclusive, the A2 prose set texts will be:

Tacitus, *Annals XV.* 20–23, 33–45 ed. N Miller (BCP) ISBN 1853994340

Sallust, *Bellum Catilinae*, 14–29 ed. P McGushin (BCP) ISBN 090651519X.

From June 2016 until the end of this specification, inclusive, the A2 prose set texts will be:

Pliny, Letters 1.12, 2.1, 2.20, 3.14, 9.6, 9.19, 9.33.
(Specified edition: Sherwin-White, *Fifty Letters of Pliny,* OUP – Nos 5, 8, 11, 14, 36, 37, 39.)
ISBN-10: 0199120102

Tacitus, Annals 4, sections 1-3, 7-12, 39-41, 57-60.
(Specified edition: R.H. Martin and A.J. Woodman, CUP) ISBN-10: 0521315433

Except where a particular edition is prescribed, centres are free to use any complete edition of the prescribed text as they choose. Where variant readings occur in a text of which a particular edition is not prescribed, examiners will use the most recent Oxford Classical Text (Clarendon Press, Oxford), with such modifications as seem appropriate to them.

Consonantal *u* will be printed as *v* and accusative plural endings in *–is* will be printed as *–es*.

3.15 A2 Unit G3 (Entry Code F373): *Classical Greek Verse*

Section A: Language – Unprepared Translation and Comprehension

Candidates should:
- be familiar with the language of the 5th and 4th centuries BC;
- be able to recognise, analyse and/or deploy, as appropriate, the accidence and syntax listed in Appendix D1;
- be able to scan two lines of the verse passage (hexameters or iambic trimeters).

The examiners may, at their discretion, gloss less commonly occurring forms of accidence or particularly complex or uncommon syntactical structures.

There is no Defined Vocabulary list for this unit. The passage for unprepared translation and comprehension will be taken from a named author or genre. This unit builds on the linguistic competence developed at AS GCE level, but requires understanding of more complex linguistic structures and a greater sensitivity to literary idiom, developed through wider reading of texts over the full length of the Advanced GCE course.

From June 2013 to June 2015, inclusive, the A2 unseen verse author will be:

Euripides (iambic trimeters).

From June 2016 until the end of this specification, inclusive, the A2 unseen verse author will be:

Euripides (iambic trimeters).

Candidates should be able to:

- demonstrate knowledge, an understanding and an appreciation of Classical Greek texts within their literary, social and historical contexts as appropriate;
- demonstrate an understanding of Classical Greek literary techniques;
- evaluate evidence and draw conclusions using appropriate reference or quotation;
- produce personal responses to Classical Greek literature showing an understanding of the Classical Greek text.

The knowledge of accidence, syntax and vocabulary called for will be that required for the prescribed author.

Candidates are expected to prepare **one** verse set text. Approximately 300 lines will be set from each set text. The set texts will be generally examined for three years.

From June 2013 to June 2015, inclusive, the A2 verse set texts will be:

Sophocles, *Oedipus Tyrannus* 1–77, 300–428, 532–582, 1369–1415. The rest of the play should be read in English translation.

Aristophanes, *Clouds* 80–262, 961–1008, 1399–1475. The rest of the play should be read in English translation.

From June 2016 until the end of this specification, inclusive, the A2 verse set texts will be:

Sophocles, *Antigone* 1-99, 441-525, 635-780. The rest of the play should be read in English translation.

Aristophanes, Frogs *1-208, 830-870, 1119-1208. The rest of the play should be read in English translation.*

Except where a particular edition is prescribed, centres are free to use any complete edition of the prescribed text as they choose. Where variant readings occur in a text of which a particular edition is not prescribed, examiners will use the most recent Oxford Classical Text (Clarendon Press, Oxford), with such modifications as seem appropriate to them.

Lunate sigma and iota adscript will not be used.

3.16 A2 Unit G4 (Entry Code F374): *Classical Greek Prose*

Section A: Language – Unprepared Translation and Comprehension **or** Prose Composition

Candidates should:
- be familiar with the language of the 5th and 4th centuries BC;
- be able to recognise, analyse and/or deploy, as appropriate, the accidence and syntax listed in Appendix D1.

The examiners may, at their discretion, gloss less commonly occurring forms of accidence or particularly complex or uncommon syntactical structures.

There is no Defined Vocabulary list for this unit. The passage for unprepared translation and comprehension will be taken from a named author or genre. This unit builds on the linguistic competence developed at AS GCE level, but requires understanding of more complex linguistic structures and a greater sensitivity to literary idiom, developed through wider reading of texts over the full length of the Advanced GCE course.

From June 2013 to June 2015, inclusive, the A2 unseen prose author will be:

Thucydides.

From June 2016 until the end of this specification, inclusive, the A2 unseen prose author will be:

Thucydides.

Section B: Prescribed Literature

Candidates should be able to:

- demonstrate knowledge, an understanding and an appreciation of Classical Greek texts within their literary, social and historical contexts as appropriate;
- demonstrate an understanding of Classical Greek literary techniques;
- evaluate evidence and draw conclusions using appropriate reference or quotation;
- produce personal responses to Classical Greek literature showing an understanding of the Classical Greek text.

The knowledge of accidence, syntax and vocabulary called for will be that required for the prescribed author.

Candidates are expected to prepare **one** set text. Approximately 300 lines will be set from each set text. The set texts will be generally examined for three years.

From June 2013 to June 2015, inclusive, the A2 prose set texts will be:

Plato, *Protagoras* 320b8–328d4

Herodotus, *Book VIII.* 56–65, 78–88, 94–5, 97–9.

From June 2016 until the end of this specification, inclusive, the A2 prose set texts will be:

Plato, *Phaedo* 61e5-68c4

Herodotus, *Book VI*, chapters 105-131, omitting chapters 118, 119, 122 and 127.

Except where a particular edition is prescribed, centres are free to use any complete edition of the prescribed text as they choose. Where variant readings occur in a text of which a particular edition is not prescribed, examiners will use the most recent Oxford Classical Text (Clarendon Press, Oxford), with such modifications as seem appropriate to them.

Lunate sigma and iota adscript will not be used.

3.17 A2 Unit CC7 (Entry Code F387): *Roman Britain: life in the outpost of the Empire*

The principal focus of this unit is on history, society and values. The unit is also concerned with archaeology, art, architecture and religion.

Candidates must study the Roman presence in Britain and the ways in which the Britons' lives were affected by the Romans.

Candidates must be prepared to answer commentary questions on stimulus material from the list of prescribed material below.

Cultural context

Candidates should be able to demonstrate knowledge and an understanding of the following areas:
- the government and administration of Roman Britain;
- urbanisation and the towns of Roman Britain;
- villas, agriculture and the countryside in Roman Britain;
- roads in Roman Britain;
- the economy of Roman Britain;
- art in Roman Britain, including sculpture, mosaics, wall-paintings and pottery;
- religion in Roman Britain, including Celtic religion, Roman religion, the imperial cult and 'foreign cults'.

Historical and social context

In order to appreciate fully the impact of Romanisation, candidates should also show some awareness of:
- the Celts' life;
- the Celts' tribal society;
- the influence of the Roman army.

Prescribed Material

Candidates should be able to support their knowledge by reference to the following material. Where this material is printed on the question paper it will be taken from:

Hill, S. and Ireland, S. *Roman Britain* (Bristol Classical Press)

LACTOR 4*, Inscriptions of Roman Britain* (London Association of Classical Teachers)

Salway P (ed.) *The Roman Era* (Oxford University Press)

Mosaics with specific reference to:
Personification of Winter on a mosaic in the Chedworth Roman villa
The 'Venus mosaic' from the Rudston villa
Mosaic from Hinton St. Mary: decorative scheme

Funerary monuments with specific reference to:
Tomb of Classicianus, provincial procurator of Britain
Tombstone of Longinus, cavalry sergeant, from Colchester
Tombstone of Aurelia Aureliana from Carlisle
Tombstone of the centurion Marcus Favonius Facilis from Colchester

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Villas with specific reference to:
Fishbourne Roman villa
Chedworth Roman villa
North Leigh villa
Woodchester villa
Lockleys Villa (Hertfordshire)

Sculpture and other artefacts with specific reference to:
Sculpted relief of Venus bathing and attendant Nymphs from High Rochester
Head of Mercury from the temple at Uley
'Distance slab' from the Antonine Wall at Old Kilpatrick on the Clyde
The Traprain Treasure
Silver-gilt pepper pot from the Hoxne Treasure
Statue base from Caerwent, dedicated by the Council of the civitas Silurum
Head of the god Atenociticus from the temple at Benwell on Hadrian's wall
The god Cocidius: silver plaque from Bewcastle fort on Hadrian's wall
The spirit of place: votive plaques from York
Gilt bronze head of cult statue of Minerva from the temple of Sulis-Minerva at Bath
Male head found at Northgate Street, Gloucester
Roundel showing male Gorgon from the pediment of the temple of Sulis-Minerva at Bath
Relief of the Genii Cucullati from Netherby (Cumberland)
Female head from Towcester

Maps/diagrams
A villa estate: possible division of land use
Major roads of Roman Britain
Administrative divisions Roman Britain
Principal towns of Roman Britain
Building types in towns
Comparative plans of types of Roman villas
Distribution of villas in Roman Britain

Inscriptions

Dedication inscription from the forum at Wroxeter

LACTOR 4, *Inscriptions of Roman Britain* (3rd or 4th edition) Part VI, 126–130, 135–139, 145–146, 158–160, 165; Part VII, 169–176, 190, 193–194, 196, 200, 203–205, 208, 211–217; Part VIII, 219, 221–222, 225–229, 234, 238–240, 246–253, 260–271; Part IX, 276–277.

Candidates should study the material, literary and epigraphic evidence for the Roman occupation of Britain. Candidates should study the ways in which these different types of evidence cast light on the Romanisation of British society.

A list of recommended useful reading is published in the Classical Civilisation Teacher Support Booklet.

3.18 A2 Unit CC8 (Entry Code F388): *Art and Architecture in the Greek World*

The principal focus of this unit is on art, architecture and religion. The unit is also concerned with society and values.

Candidates must be familiar with the specified free-standing sculpture, architectural sculpture, vases, and temple architecture.

Candidates must be prepared to answer commentary questions on stimulus material from the list of prescribed material below.

Artistic and cultural context

Candidates should be able to demonstrate knowledge and an understanding of:

- stylistic features and development of vases, sculpture and architecture (including the evolution of different types of buildings, physical characteristics, architectural elements and the Doric and Ionic orders);
- composition (including portrayal of physical form, drapery, movement and emotion);
- techniques (including black figure, red figure and white ground vase painting techniques and building techniques);
- function of art and architecture (including shapes and uses of vases, function of sculptures and use of individual buildings and of building complexes);
- themes.

Prescribed Material

Free-standing sculpture:	The development of Kouroi with specific reference to the New York Kouros, Sounion Kouros, Kleobis and Biton, Anavysos Kouros, Aristodikos Kouros; the development of Korai with specific reference to Nikandre, Berlin Standing Goddess, Peplos kore, Kore 675; the transitional period with specific reference to the Piraeus Apollo, Kritios Boy, Blond Boy, Delphic Charioteer, Artemision Zeus, Riace Warriors, Diskobolos; the work of Polykleitos with specific reference to Doryphoros and Diadoumenos; female figures in 5th century with specific reference to Hestia Giustiniani, Karyatid figure from the Erechtheion, Aphrodite from the Agora, Nike by Paionios; 4th century sculpture with specific reference to Kephisodotos (Eirene and Ploutos), Praxiteles (Hermes and Dionysus, Aphrodite of Knidos), Skopas (Raging Maenad) and Lysippos (Apoxymenos).
Architectural sculpture:	The problems and solutions associated with designing metopes with specific reference to Herakles and the Kerkopes, the Heroic Cattle Raid, the Herakles metopes from the temple of Zeus at Olympia (Nemean Lion, Cretan Bull, Apples of the Hesperides, Augean Stables), the Centauromachy metopes from the Parthenon (Metope I, Metope XXVI, Metope XXVII, Metope XXVIII); the problems and solutions associated with designing continuous friezes with specific reference to the Siphnian Treasury and the Parthenon; the problems and solutions associated with designing pediments with specific reference to the temple of Artemis at Corcyra, the Siphnian Treasury at Delphi, the temple of Aphaia on Aegina, the temple of Zeus at Olympia, the Parthenon.

Vase-painting:	Attic black-figure vases in the 6th century BC with specific reference to the work of the Gorgon Painter (Perseus pursued by the Gorgons), Sophilos (Wedding of Peleus and Thetis), Kleitias (Francois Vase), the Amasis Painter (Dionysus and the Maenads, Women Weaving and the Wedding Procession) and Exekias (Achilles and Ajax, Dionysus Sailing);
	the transitional period with specific reference to the bi-lingual amphora of the Andokides Painter and the Lysippides Painter (Herakles/Dionysus feasting in the presence of Athena), and the Pioneers – Euthymides (Three Men Carousing, amphora), Euphronios (Herakles and the Amazons, volute krater), the Berlin Painter (Achilles and Hector, volute krater), the Kleophrades Painter (Fall of Troy hydria);
	Attic red-figure vases in the 5th century BC with specific reference to the Niobid Painter (Apollo and Artemis slaying the Niobids, calyx krater), the Orpheus Painter (Orpheus, column krater), the Chicago Painter (Polyneikes and Eriphyle, pelike), the Mannerists – the Pan Painter (Perseus and Medusa, hydria, Boreas pursuing Oreithyia, oinochoe), the Meidias Painter (Herakles, Dioskouroi, hydria), Lykaon Painter (Odysseus and Elpenor, pelike).
Temple architecture:	the sanctuary and buildings of Delphi;
	the sanctuary and buildings of Olympia;
	the sanctuary and buildings of the Athenian Acropolis;
	the temple of Hephaistos in the Athenian Agora;
	the temple of Aphaia on Aigina;
	the temple of Apollo at Bassae.

A list of recommended useful reading is published in the Classical Civilisation Teacher Support Booklet.

3.19 A2 Unit CC9 (Entry Code F389): *Comic Drama in the Ancient World*

The principal focus of this unit is on literature. The unit is also concerned with history, politics and society and values.

From June 2013 to June 2015, inclusive, the set texts will be: Aristophanes' *Frogs* and *Lysistrata* and Plautus' *Pseudolus* and *The Swaggering Soldier*.

From June 2016 until the end of this specification, the set texts will be Aristophanes' *Clouds* and *Lysistrata* and Plautus' *The Brothers Menaechmus* and *The Swaggering Soldier*.

Candidates must be prepared to answer commentary questions on passages taken from any of the material prescribed for the unit.

Literary context

Candidates should be able to demonstrate knowledge and an understanding of:
- plot structure and characterisation;
- types of humour, comic techniques and effects;
- the role of the chorus in Aristophanes;
- fantasy, escapism and reality;
- comparisons between Greek Old Comedy, Greek New Comedy and Roman Comedy;
- the degree of seriousness behind the comedy;
- the use of actors;
- theatre buildings, machinery, costumes, props and masks.

Political, historical, social and religious context

Candidates should be able to demonstrate understanding of:
- social strata in both Athens and Rome (including the position of slaves);
- the relationships within households (e.g. father/son, master/slave);
- religious practice and belief;
- the place of drama in Athenian and Roman society;
- the political and historical background to Aristophanes' plays.

Prescribed Material

Candidates may use any complete translation of the texts. Where a translation is printed on a question paper it will be taken from:

Aristophanes, *Frogs* translated by D Barrett, revised by S Dutta (Penguin) and *Lysistrata* and *Clouds* translated by A Sommerstein (Penguin)

Plautus, *The Swaggering Soldier*, *Pseudolus* and *The Brothers Menaechmus* translated by E F Watling (Penguin).

Extracts printed on the question papers will continue to be taken from these translations even if they go out of print during the lifetime of the specification, and centres may use any complete translations.

A list of recommended useful reading is published in the Classical Civilisation Teacher Support Booklet.

3.20 A2 Unit CC10 (Entry Code F390): *Virgil and the world of the hero*

The principal focus of this unit is on literature, society and values. The unit is also concerned with history, politics and religion.

Candidates must read the prescribed books selected from Virgil's *Aeneid* and Homer's *Iliad*. These books are:

Aeneid: Books 1, 2, 4, 6, 7, 8, 10 and 12.

Iliad: Books 6, 18, 22 and 24.

Passages for commentary may be taken from any of these books.

Literary context

Candidates should be able to demonstrate knowledge and an understanding of the following areas:
- the composition of both epics;
- plot;
- narrative techniques including speeches and repetition;
- descriptive techniques including similes and imagery;
- characterisation;
- themes within the epics including: heroism, honour and reputation, family, women, the role of the gods, the power of fate, the portrayal of war, moral values and the role of Aeneas in Rome's imperial destiny.

Political, social, historical and cultural context

Candidates should also show an awareness of:
- Virgil's relationship to the regime of Augustus;
- the political and historical background in which the *Aeneid* was written.

Prescribed Material

Candidates may use any complete translation of the texts. Where a translation is printed on the question paper it will be taken from:

Virgil, *Aeneid* translated by D West (Penguin)

Homer, *Iliad* translated by M Hammond (Penguin).

Extracts printed on the question papers will continue to be taken from these translations even if they go out of print during the lifetime of the specification, and centres may use any complete translations.

A list of recommended useful reading is published in the Classical Civilisation Teacher Support Booklet.

3.21 A2 Unit AH3 (Entry Code F393): *Greek History: conflict and culture*

This unit builds on the skills that candidates have acquired in AS Units F391 and F392. Candidates will be expected to use the skills they have acquired in handling original sources at AS level and refer to these sources where appropriate.

The principal focus of this unit is on the investigation of historical themes through the evaluation and interpretation of original sources in context.

Candidates should be able to:

- demonstrate knowledge and an understanding of specified themes through relevant and appropriate literary, documentary and material evidence;
- support their arguments through the use of appropriate original sources.

Candidates must choose one of the following options:
- Greece and Persia 499–449 BC;
- Greece in conflict 460–403 BC;
- the culture of Athens 449–399 BC.

Option 1: Greece and Persia 499–449 BC

The thematic focus of this option is the conflict between Greece and Persia and its effects on the Greek world.

Candidates will be expected to have read a selection of appropriate original sources on the following topics, and to refer to them in supporting their answers:
- the expansion of the Persian Empire and its impact upon the Greek world;
- relations between Persia and Greek city-states, 499–479 BC;
- the role attributed in the original sources to individuals and city-states in the defence of Greece;
- the continuing conflict between Greeks and Persians in Asia Minor and the Eastern Mediterranean to 449 BC;
- Greek representations of themselves and non-Greeks;
- The importance of Herodotus for our view of conflict between Greece and Persia in the fifth century BC.

Option 2: Greece in conflict 460–403 BC

The thematic focus of this option is the internal politics and conflict within the Greek world, and the developing relationships between city-states in this period.

Candidates will be expected to have read a selection of appropriate original sources on the following topics, and to refer to them in supporting their answers:
- the range of conflicts in the Greek world, 460–403 BC;
- the changing relationship between Athens and Sparta and their respective allies;
- the roles of individuals in Sparta and Athens;
- the social and economic context and effects of conflict on the Greek world;
- differing political ideologies and their role in the conflict;
- the importance of Thucydides and Xenophon for our view of conflict in Greece in the 5th century BC.

Option 3: The culture of Athens 449–399 BC

The thematic focus of this option is the cultural and intellectual life of 5th century Athens.

Candidates will be expected to have read a selection of appropriate original sources on the following topics, and to refer to them in supporting their answers:
- the changing intellectual climate in Athens, including rhetoric, the Sophists and Socrates;
- dramatic festivals and the theatre, including tragedy and comedy;
- religious festivals and sanctuaries;
- Athenian views of themselves and non-Athenians, including citizens and non-citizens, women and children;
- art and architecture in their political and social contexts.

A list of appropriate original and secondary sources is published in the Ancient History Teacher Support Booklet.

3.22 A2 Unit AH4 (Entry Code F394): *Roman History: the use and abuse of power*

This unit builds on the skills that candidates have acquired in AS Units F391 and F392. Candidates will be expected to use the skills they have acquired in handling original sources at AS level and refer to these sources where appropriate.

The principal focus of this unit is on the investigation of historical themes through the evaluation and interpretation of original sources in context.

Candidates should be able to:

- demonstrate knowledge and an understanding of specified themes through relevant and appropriate literary, documentary and material evidence;
- support their arguments through the use of appropriate original sources.

Candidates must choose one of the following options:
- the fall of the Roman Republic 81–31 BC;
- the invention of Imperial Rome 31 BC–AD 96;
- ruling the Roman Empire AD 14–117.

Option 1: The fall of the Roman Republic 81–31 BC

The thematic focus of this option is the way in which key events and key individuals in Roman politics led to the fall of the Republic and brought about one-man rule.

Candidates will be expected to have read a selection of appropriate original sources on the following topics, and to refer to them in supporting their answers:

- the changing distribution of power during this period;
- the importance of institutions and individuals (including Sulla, Pompey, Crassus, Caesar, Cicero, Cato, Clodius, Catiline, Antony, Octavian);
- the challenges made by these individuals and factions to the authority of the Senate, and the various responses to emergencies;
- the extent of participation by citizens and the growing importance of the plebs and their demands;
- the means by which politicians in this period achieved success;
- the development of violence and fraud as a political tool in Rome;
- the developing importance of military and provincial commands in the Roman political system;
- the social and economic effects of conflict on the Roman world.
-

Option 2: The invention of Imperial Rome 31 BC–AD 96

The thematic focus of this option is the way in which the establishment of the principate transformed the government and the appearance of the city of Rome and its place as the centre of the Empire with focus on the reigns of Augustus, Tiberius, Gaius, Claudius, Nero, Vespasian, Titus and Domitian.

Candidates will be expected to have read a selection of appropriate original sources on the following topics, and to refer to them in supporting their answers:

- issues of succession and the establishment of dynasties;
- the development of the imperial cult during the reign of the emperors (including Augustus, Gaius, Claudius, Nero, Vespasian, Domitian);
- the rebuilding of Rome as the capital of the Empire and the use of art and architecture in imperial self-representation;
- panem et circenses: the relations of the emperors with the senators, equestrians and ordinary people at Rome;
- the administration of the city of Rome;
- the changing face of Rome: the transformation of the social, moral and religious life of Rome as the capital of the Empire.

Option 3: Ruling the Roman Empire AD 14–117

The thematic focus of this option is Rome's relations with the provinces of the empire.

Candidates will be expected to have studied a range of original sources on the following topics, and to refer to them in supporting their answers:

- attitudes to imperial rule in the eastern and western provinces, including active resistance and the maintenance of local or regional identities;
- the social and economic effects on provinces of incorporation within the Empire, including the question of 'Romanisation';
- the differing image of the emperor in the eastern and western provinces, including the imperial cult;
- the governance and administration of the Empire including the role of senators, equestrians and the army;
- frontier and defensive policies within the Empire.

A list of appropriate original and secondary sources is published in the Ancient History Teacher Support Booklet.

4 Schemes of Assessment

4.1 AS GCE Scheme of Assessment

AS GCE Classics (H038)
AS GCE Classics: Latin (H039)
AS GCE Classics: Classical Greek (H040)
AS GCE Classics: Classical Civilisation (H041)
AS GCE Classics: Ancient History (H042)

AS Unit L1 (Entry Code F361): *Latin Language*

50% of the total AS GCE marks 1.5h written paper 100 marks	This paper has **two** sections:
	Section A: (70 marks) Candidates are required to answer **one** question. Candidates are required to translate **one** passage of Latin prose into English.
	Section B: (30 marks) Candidates are required to answer **one** question. They are required to translate **either** a short passage of Latin prose into English **or** five sentences from English into Latin.
	Candidates answer two questions.

AS Unit L2 (Entry Code F362): *Latin Verse and Prose Literature*

50% of the total AS GCE marks 1.5h written paper 100 marks	This paper has **two** sections:
	Section A: Prescribed Prose Literature (50 marks) Candidates are required to answer **one** question. Each question contains a Latin passage or passages with sub-questions including a short essay. Candidates answer all the sub-questions set on the prose author they have studied.
	Section B: Prescribed Verse Literature (50 marks) Candidates are required to answer **one** question. Each question contains a Latin passage or passages with sub-questions including a short essay. Candidates answer all the sub-questions set on the verse author they have studied.
	Candidates answer two questions.

AS Unit G1 (Entry Code F371): *Classical Greek Language*	
50% of the total AS GCE marks 1.5h written paper 100 marks	This paper has **two** sections:
	Section A: (70 marks) Candidates are required to answer **one** question. Candidates are required to translate **one** passage of Classical Greek prose into English.
	Section B: (30 marks) Candidates are required to answer **one** question. They are required to translate **either** a passage of Classical Greek prose into English **or** five sentences from English into Greek.
	Candidates answer two questions.

AS Unit G2 (Entry Code F372): *Classical Greek Verse and Prose Literature*	
50% of the total AS GCE marks 1.5h written paper 100 marks	This paper has **two** sections:
	Section A: Prescribed Prose Literature (50 marks) Candidates are required to answer **one** question. Each question contains a Classical Greek passage or passages with sub-questions including a short essay. Candidates answer all the sub-questions set on the prose author they have studied.
	Section B: Prescribed Verse Literature (50 marks) Candidates are required to answer **one** question. Each question contains a Classical Greek passage or passages with sub-questions including a short essay. Candidates answer all the sub-questions set on the verse author they have studied.
	Candidates answer two questions.

AS Unit CC1 (Entry Code F381): *Archaeology: Mycenae and the classical world*	
50% of the total AS GCE marks 1.5h written paper 100 marks	This paper has **two** sections:
	Section A: Commentary Questions (55 marks) Candidates are required to answer **one** commentary question selected from a choice of two. Candidates answer the three sub-questions set.
	Section B: Essay (45 marks) Candidates are required to answer **one** essay question from a choice of three. Bullet point guidance is provided for the candidate for each essay question.
	Candidates answer two questions.

AS Unit CC2 (Entry Code F382): *Homer's Odyssey and Society*	
50% of the total AS GCE marks 1.5h written paper 100 marks	This paper has **two** sections:
	Section A: Commentary Questions (55 marks) Candidates are required to answer **one** commentary question selected from a choice of two. Candidates answer the three sub-questions set.
	Section B: Essay (45 marks) Candidates are required to answer **one** essay question from a choice of three. Bullet point guidance is provided for the candidate for each essay question.
	Candidates answer two questions.

AS Unit CC3 (Entry Code F383): *Roman Society and Thought*	
50% of the total AS GCE marks 1.5h written paper 100 marks	This paper has **two** sections: **Section A: Commentary Questions** (55 marks) Candidates are required to answer **one** commentary question selected from a choice of two. Candidates answer the three sub-questions set. **Section B: Essay** (45 marks) Candidates are required to answer **one** essay question from a choice of three. Bullet point guidance is provided for the candidate for each essay question. *Candidates answer two questions.*

AS Unit CC4 (Entry Code F384): *Greek Tragedy in its context*	
50% of the total AS GCE marks 1.5h written paper 100 marks	This paper has **two** sections: **Section A: Commentary Questions** (55 marks) Candidates are required to answer **one** commentary question selected from a choice of two. Candidates answer the three sub-questions set. **Section B: Essay** (45 marks) Candidates are required to answer **one** essay question from a choice of three. Bullet point guidance is provided for the candidate for each essay question. *Candidates answer two questions.*

AS Unit CC5 (Entry Code F385): *Greek Historians*	
50% of the total AS GCE marks 1.5h written paper 100 marks	This paper has **two** sections: **Section A: Commentary Questions** (55 marks) Candidates are required to answer **one** commentary question selected from a choice of two. Candidates answer the three sub-questions set. **Section B: Essay** (45 marks) Candidates are required to answer **one** essay question from a choice of three. Bullet point guidance is provided for the candidate for each essay question. *Candidates answer two questions.*

AS Unit CC6 (Entry Code F386): *City Life in Roman Italy*	
50% of the total AS GCE marks 1.5h written paper 100 marks	This paper has **two** sections: **Section A: Commentary Questions** (55 marks) Candidates are required to answer **one** commentary question selected from a choice of two. Candidates answer the three sub-questions set. **Section B: Essay** (45 marks) Candidates are required to answer **one** essay question from a choice of three. Bullet point guidance is provided for the candidate for each essay question. *Candidates answer two questions.*

AS Unit AH1 (Entry Code F391): *Greek History from original sources*	
50% of the total AS GCE marks 1.5h written paper 100 marks	This paper has **three** options each of which has **two** sections:
	Section A: Commentary Questions (55 marks) Candidates are required to answer **one** commentary question selected from a choice of two. Candidates answer the three sub-questions set.
	Section B: Essay (45 marks) Candidates are required to answer **one** essay question from a choice of two. Bullet point guidance is provided for the candidate for each essay question.
	Candidates answer two questions.

AS Unit AH2 (Entry Code F392): *Roman History from original sources*	
50% of the total AS GCE marks 1.5h written paper 100 marks	This paper has **three** options each of which has **two** sections:
	Section A: Commentary Questions (55 marks) Candidates are required to answer **one** commentary question selected from a choice of two. Candidates answer the three sub-questions set.
	Section B: Essay (45 marks) Candidates are required to answer **one** essay question from a choice of two. Bullet point guidance is provided for the candidate for each essay question.
	Candidates answer two questions.

4.2 Advanced GCE Scheme of Assessment

Advanced GCE Classics (H438)

Advanced GCE Classics: Latin (H439)

Advanced GCE Classics: Classical Greek (H440)

Advanced GCE Classics: Classical Civilisation (H441)

Advanced GCE Classics: Ancient History (H442)

2 AS Units as above, each being 25% of the total Advanced GCE marks.

A2 Unit L3 (Entry Code F363): *Latin Verse*

25% of the total Advanced GCE marks 2h written paper 100 marks	This question paper has **two** sections:
	Section A: Language – Unprepared Translation and Comprehension (50 marks) Candidates are required to answer **one** question. Candidates translate approximately 10 lines from an unseen passage of Latin verse and answer comprehension questions on the passage.
	Section B: Prescribed Literature (50 marks) Candidates are required to answer **one** question. Each question contains a Latin passage or passages. Candidates write a commentary and an essay on the verse author they have studied.
	Candidates answer two questions.
	This unit is synoptic.

A2 Unit L4 (Entry Code F364): *Latin Prose*

25% of the total Advanced GCE marks 2h written paper 100 marks	This question paper has **two** sections:
	Section A: Language – Unprepared Translation and Comprehension or Prose Composition (50 marks) Candidates are required to answer **one** question from a choice of two. Candidates **either** translate approximately 10 lines from an unseen passage of Latin prose and answer comprehension questions on the passage, **or** they complete a prose composition translation from English into Latin.
	Section B: Prescribed Literature (50 marks) Candidates are required to answer **one** question. Each question contains a Latin passage or passages. Candidates answer the two sub-questions set on the prose author they have studied.
	Candidates answer two questions.
	This unit is synoptic.

A2 Unit G3 (Entry Code F373): *Classical Greek Verse*

25% of the total Advanced GCE marks 2h written paper 100 marks	This question paper has **two** sections:
	Section A: Language – Unprepared Translation and Comprehension (50 marks)
	Candidates are required to answer **one** question. Candidates translate approximately 10 lines from an unseen passage of Classical Greek verse and answer comprehension questions on the passage.
	Section B: Prescribed Literature (50 marks)
	Candidates are required to answer **one** question. Each question contains a Classical Greek passage or passages. Candidates write a commentary and an essay on the verse author they have studied.
	Candidates answer two questions.
	This unit is synoptic.

A2 Unit G4 (Entry Code F374): *Classical Greek Prose*

25% of the total Advanced GCE marks 2h written paper 100 marks	This question paper has **two** sections:
	Section A: Language – Unprepared Translation and Comprehension or Prose Composition (50 marks)
	Candidates are required to answer **one** question from a choice of two. Candidates **either** translate approximately 10 lines from an unseen passage of Classical Greek prose and answer comprehension questions on the passage, **or** they complete a prose composition translation from English into Greek.
	Section B: Prescribed Literature (50 marks)
	Candidates are required to answer **one** question. Each question contains a Classical Greek passage or passages. Candidates answer the two sub-questions set on the prose author they have studied.
	Candidates answer two questions.
	This unit is synoptic.

A2 Unit CC7 (Entry Code F387): *Roman Britain: life in the outpost of the Empire*

25% of the total Advanced GCE marks 2h written paper 100 marks	This paper has **two** sections:
	Section A: Commentary Questions (50 marks)
	Candidates are required to answer **one** commentary question selected from a choice of two. Candidates answer the two commentary sub-questions set.
	Section B: Essay (50 marks)
	Candidates are required to answer **one** essay question from a choice of two.
	Candidates answer two questions.
	This unit is synoptic.

A2 Unit CC8 (Entry Code F388): *Art and Architecture in the Greek World*	
25% of the total Advanced GCE marks 2h written paper 100 marks	This paper has **two** sections:
	Section A: Commentary Questions (50 marks) Candidates are required to answer **one** commentary question selected from a choice of two. Candidates answer the two commentary sub-questions set.
	Section B: Essay (50 marks) Candidates are required to answer **one** essay question from a choice of two.
	Candidates answer two questions.
	This unit is synoptic.

A2 Unit CC9 (Entry Code F389): *Comic Drama in the Ancient World*	
25% of the total Advanced GCE marks 2h written paper 100 marks	This paper has **two** sections:
	Section A: Commentary Questions (50 marks) Candidates are required to answer **one** commentary question selected from a choice of two. Candidates answer the two commentary sub-questions set.
	Section B: Essay (50 marks) Candidates are required to answer **one** essay question from a choice of two.
	Candidates answer two questions.
	This unit is synoptic.

A2 Unit CC10 (Entry Code F390): *Virgil and the world of the hero*	
25% of the total Advanced GCE marks 2h written paper 100 marks	This paper has **two** sections:
	Section A: Commentary Questions (50 marks) Candidates are required to answer **one** commentary question selected from a choice of two. Candidates answer the two commentary sub-questions set.
	Section B: Essay (50 marks) Candidates are required to answer **one** essay question from a choice of two.
	Candidates answer two questions.
	This unit is synoptic.

A2 Unit AH3 (Entry Code F393): *Greek History: conflict and culture*	
25% of the total Advanced GCE marks 2h written paper 100 marks	This paper has **three** options: candidates answer questions from **one** option only.
	Essays (50 marks each) Candidates are required to answer **two** essay questions from a choice of four.
	Candidates answer two essay questions. These must be from one option.
	This unit is synoptic.

A2 Unit AH4 (Entry Code F394): *Roman History: the use and abuse of power*	
25% of the total Advanced GCE marks 2h written paper 100 marks	This paper has **three** options: candidates answer questions from **one** option only.
	Essays (50 marks each) Candidates are required to answer **two** essay questions from a choice of four.
	Candidates answer two essay questions. These must be from one option.
	This unit is synoptic.

4.3   Unit Order

The normal order in which the unit assessments could be taken is AS Units in the first year of study, leading to one or more AS GCE awards, then A2 Units leading to one or more Advanced GCE awards. However, the unit assessments may be taken in any order.

Alternatively, candidates may take a valid combination of unit assessments at the end of their AS GCE or Advanced GCE courses in a 'linear' fashion.

4.4a   Unit Options (at AS Level)

There are optional units in the AS GCE specifications in Classics.

- **AS GCE endorsed Classical Civilisation:** candidates must take **two** units chosen from AS units CC1–CC6.

  The final assessment opportunity (first time entries) for Classical Civilisation AS Level qualifications will be summer 2018. A re-sit opportunity will be available in summer 2019.

- **AS GCE Classics (H038):** candidates must choose **two** AS units from **two different subjects** (see Section 1.6 Pathways).

  The final assessment opportunity (first time entries) for Classics AS Level qualifications will be summer 2017. A re-sit opportunity will be available in summer 2018.

- **AS GCE Classics (H002):** candidates must choose **two** AS units, **one** from Classical Civilisation (CC1–CC6) and **one** from Ancient History (AH1–AH2). **Latin and Classical Greek units cannot contribute towards the certification of the unendorsed Classics (H002) qualification.**

  The only assessment opportunity (first time entries) for Classics AS Level qualifications will be summer 2018. A re-sit opportunity will be available in summer 2019.

For endorsed Latin, endorsed Classical Greek and endorsed Ancient History, there are no optional units.

4.4b Unit Options (at A Level)

There are optional units in the Advanced GCE specification in Classics.

- **Advanced GCE endorsed Classical Civilisation:** candidates must take **two** units chosen from AS units CC1–CC6 and **two** units chosen from A2 units CC7–CC10.

  The final assessment opportunity (first time entries) for Classical Civilisation A Level qualifications will be summer 2018. A re-sit opportunity will be available in summer 2019.

- **Advanced GCE Classics (H438):** candidates must choose **two** AS units and **two** A2 units: these **four** units must come from **at least two different subjects** (see Section 1.6 Pathways).

  The final assessment opportunity (first time entries) for Classics A Level qualifications (H438) will be summer 2017. A re-sit opportunity will be available in summer 2018.

- **Advanced GCE Classics (H402):** candidates must choose **two** AS units and **two** A2 units: within the **four** units, at least **one** must come from Classical Civilisation (CC1–CC10) and at least **one** must come from Ancient History (AH1–AH4). **Latin and Classical Greek units cannot contribute towards the certification of the unendorsed Classics qualification.**

  The only assessment opportunity (first time entries) for Classics A Level qualifications (H402) will be summer 2018. A re-sit opportunity will be available in summer 2019.

For endorsed Latin, endorsed Classical Greek and endorsed Ancient History, there are no optional units.

4.5 Synoptic Assessment (A Level GCE)

Synoptic assessment is included in all A2 Units.

Synoptic assessment tests the candidates' understanding of the connections between different elements of the subject. Synoptic assessment in Classics involves the drawing together of candidates' knowledge and skills to demonstrate understanding of the links between central elements of study such as language, literature, civilisation or history in their classical contexts.

4.6 Assessment Availability

There is one examination series each year in June.

AS units and A2 units will be assessed in June only.

The final assessment opportunity (first time entries) for the following units will be summer 2017. A re-sit opportunity will be available in summer 2018.

- F361–F362
- F371–F372
- F363–F364
- F373–F374

The final assessment opportunity (first time entries) for the following units will be summer 2018. A re-sit opportunity will be available in summer 2019.

- F381–F386
- F391–F392
- F387–F390
- F393–F394

4.7 Assessment Objectives

Candidates are expected to demonstrate the following (in the context of the content described).

AO1 Demonstrate Knowledge and Understanding

- recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms, in their appropriate contexts.

AO2 Analysis, Evaluation and Presentation

- a analyse, evaluate and respond to classical sources (literary, cultural, material or linguistic) as appropriate;
- b select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.

AO weightings in AS GCE

Unit	% of AS GCE		Total
	AO1	AO2	
AS Unit L1 (Entry Code F361): *Latin Language*	50	50	100
AS Unit L2 (Entry Code F362): *Latin Verse and Prose Literature*	50	50	100
AS Unit G1 (Entry Code F371): *Classical Greek Language*	50	50	100
AS Unit G2 (Entry Code F372): *Classical Greek Verse and Prose Literature*	50	50	100
AS Unit CC1 (Entry Code F381): *Archaeology: Mycenae and the classical world*	50	50	100
AS Unit CC2 (Entry Code F382): *Homer's Odyssey and Society*	50	50	100
AS Unit CC3 (Entry Code F383): *Roman Society and Thought*	50	50	100
AS Unit CC4 (Entry Code F384): *Greek Tragedy in its context*	50	50	100
AS Unit CC5 (Entry Code F385): *Greek Historians*	50	50	100
AS Unit CC6 (Entry Code F386): *City Life in Roman Italy*	50	50	100
AS Unit AH1 (Entry Code F391): *Greek History from original sources*	50	50	100
AS Unit AH2 (Entry Code F392): *Roman History from original sources*	50	50	100
	50%	50%	100%

AO weightings in Advanced GCE

Unit	% of Advanced GCE		Total
	AO1	AO2	
AS Unit L1 (Entry Code F361): *Latin Language*	25	25	50
AS Unit L2 (Entry Code F362): *Latin Verse and Prose Literature*	25	25	50
AS Unit G1 (Entry Code F371): *Classical Greek Language*	25	25	50
AS Unit G2 (Entry Code F372): *Classical Greek Verse and Prose Literature*	25	25	50
AS Unit CC1 (Entry Code F381): *Archaeology: Mycenae and the classical world*	25	25	50
AS Unit CC2 (Entry Code F382): *Homer's Odyssey and Society*	25	25	50
AS Unit CC3 (Entry Code F383): *Roman Society and Thought*	25	25	50
AS Unit CC4 (Entry Code F384): *Greek Tragedy in its context*	25	25	50
AS Unit CC5 (Entry Code F385): *Greek Historians*	25	25	50
AS Unit CC6 (Entry Code F386): *City Life in Roman Italy*	25	25	50
AS Unit AH1 (Entry Code F391): *Greek History from original sources*	25	25	50
AS Unit AH2 (Entry Code F392): *Roman History from original sources*	25	25	50
A2 Unit L3 (Entry Code F363): *Latin Verse*	20	30	50
A2 Unit L4 (Entry Code F364): *Latin Prose*	20	30	50
A2 Unit G3 (Entry Code F373): *Classical Greek Verse*	20	30	50
A2 Unit G4 (Entry Code F374): *Classical Greek Prose*	20	30	50
A2 Unit CC7 (Entry Code F387): *Roman Britain: life in the outpost of the Empire*	20	30	50
A2 Unit CC8 (Entry Code F388): *Art and Architecture in the Greek World*	20	30	50
A2 Unit CC9 (Entry Code F389): *Comic Drama in the Ancient World*	20	30	50
A2 Unit CC10 (Entry Code F390): *Virgil and the world of the hero*	20	30	50
A2 Unit AH3 (Entry Code F393): *Greek History: conflict and culture*	20	30	50
A2 Unit AH4 (Entry Code F394): *Roman History: the use and abuse of power*	20	30	50
	45%	55%	100%

4.8 Quality of Written Communication

Quality of written communication is assessed in all units with the exception of Unit L1 (Entry Code F361) and Unit G1 (Entry Code F371). Credit may be restricted if communication is unclear.

Candidates will:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;

- select and use a form and style of writing appropriate to the purpose and to the complex subject matter;

- organise information clearly and coherently, using specialist vocabulary when appropriate.

5 Technical Information

5.1 Making Unit Entries

Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms or moderator details for coursework.

It is essential that unit entry codes (the four-figure alpha-numeric codes given in brackets at the end of the unit title) are quoted in all correspondence with OCR. See Sections 4.1 and 4.2 for these unit entry codes.

5.2 Making Qualification Entries

Candidates must enter for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Candidates may enter for:

The final assessment opportunity (first time entries) for Classics AS/A Level qualifications (H038/H438) will be summer 2017. A re-sit opportunity will be available in summer 2018.

- OCR Advanced Subsidiary GCE in Classics (entry code H038).

- OCR Advanced GCE in Classics (entry code H438).

The final assessment opportunity (first time entries) for Latin and Classical Greek AS/A Level qualifications will be summer 2017. A re-sit opportunity will be available in summer 2018.

- OCR Advanced Subsidiary GCE in Classics: Latin (entry code H039).

- OCR Advanced GCE in Classics: Latin (entry code H439).

- OCR Advanced Subsidiary GCE in Classics: Classical Greek (entry code H040).

- OCR Advanced GCE in Classics: Classical Greek (entry code H440).

The only assessment opportunity (first time entries) for Classics AS/A Level qualifications (H002/H402) will be summer 2018. A re-sit opportunity will be available in summer 2019.

- OCR Advanced Subsidiary GCE in Classics (entry code H002).

- OCR Advanced GCE in Classics (entry code H402).

The final assessment opportunity (first time entries) for Ancient History and Classical Civilisation AS/A Level qualifications will be summer 2018. A re-sit opportunity will be available in summer 2019.

- OCR Advanced Subsidiary GCE in Classics: Classical Civilisation (entry code H041).

- OCR Advanced GCE in Classics: Classical Civilisation (entry code H441).

- OCR Advanced Subsidiary GCE in Classics: Ancient History (entry code H042).

- OCR Advanced GCE in Classics: Ancient History (entry code H442).

A candidate who has completed all the units required for the qualification, and who did not request certification at the time of entry, may enter for certification either in the same examination series (within a specified period after publication of results) or in a later series.

AS GCE certification is available from June 2014.
Advanced GCE certification is available from June 2014.

5.3   Grading

All GCE units are awarded a–e. The Advanced Subsidiary GCE is awarded on the scale A–E. The Advanced GCE is awarded on the scale A–E with access to an A*. To be awarded an A*, candidates will need to achieve a grade A on their full A Level qualification and an A* on the aggregate of their A2 units. Grades are reported on certificates. Results for candidates who fail to achieve the minimum grade (E or e) will be recorded as *unclassified* (U or u) and this is **not** certificated.

A Uniform Mark Scale (UMS) enables comparison of candidates' performance across units and across series and enables candidates' scores to be put on a common scale for aggregation purposes. The two-unit AS GCE has a total of 200 *uniform* marks and the four-unit Advanced GCE has a total of 400 *uniform* marks.

OCR converts each raw mark for each unit to a uniform mark. The maximum *uniform* mark for any unit depends on that unit's weighting in the specification. In these specifications, the four units of the Advanced GCE specification have an equal 25% UMS weighting (and the two units of the AS GCE specification have an equal 50% UMS weighting) and the UMS total for each is 100. Each unit's *raw* mark grade boundary equates to the *uniform* mark boundary at the same grade. Intermediate marks are converted on a pro-rata basis.

Uniform marks correspond to *unit* grades as follows:

(Advanced GCE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade					
		a	b	c	d	e	u
25%	100	100–80	79–70	69–60	59–50	49–40	39–0

OCR adds together the unit *uniform* marks and compares these to pre-set boundaries (see the table below) to arrive at *qualification* grades.

Qualification	Qualification Grade						
	A*	A	B	C	D	E	U
AS GCE		200–160	159–140	139–120	119–100	99–80	79–0
Advanced GCE		400–320	319–280	279–240	239–200	199–160	159–0

5.4   Result Enquiries and Appeals

Under certain circumstances, a centre may wish to query the grade available to one or more candidates or to submit an appeal against an outcome of such an enquiry. Enquiries about unit results must be made immediately following the series in which the relevant unit was taken.

For procedures relating to enquires on results and appeals, centres should consult the OCR *Administration Guide for General Qualifications* and the document *Enquiries about Results and Appeals: Information and Guidance for Centres* produced by the Joint Council. Copies of the most recent editions of these papers can be obtained from OCR.

5.5   Shelf-life of Units

Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

Latin and Classical Greek units will have the last assessment opportunity in June 2017, with a re-sit opportunity in June 2018.

Classical Civilisation and Ancient History units have the last assessment opportunity in June 2018, with a re-sit opportunity in June 2019.

5.6   Unit and Qualification Re-sits

There is no restriction on the number of times a candidate may re-sit each unit before entering for certification for an AS GCE or Advanced GCE.

Candidates may enter for the full qualifications an unlimited number of times.

For Latin and Classical Greek units, the final re-sit opportunity will be in June 2018.

For Classical Civilisation and Ancient History units the final re-sit opportunity will be in June 2019.

5.7   Guided Learning Hours

AS GCE Classics requires **180** guided learning hours in total for each pathway.
Advanced GCE Classics requires **360** guided learning hours in total for each pathway.

5.8   Code of Practice/Subject Criteria/Common Criteria Requirements

These specifications comply in all respects with current *GCSE, GCE, GNVQ and AEA Code of Practice* as available on the QCA website, the subject criteria for GCE Classics and *The Statutory Regulation of External Qualifications 2004*.

5.9   Arrangements for Candidates with Particular Requirements

For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council. In such cases, advice should be sought from OCR as early as possible during the course.

5.10 Prohibited Qualifications and Classification Code

Candidates who enter for these OCR GCE specifications may not also enter for any other GCE specification with the certification title *Classics* with the same endorsement in the same examination series.

Candidates who enter for these GCE specifications in *Classics: Classical Civilisation* may not enter for any other GCE specification with the certification title *Classical Civilisation* in the same examination series.

Every specification is assigned to a national classification code indicating the subject area to which it belongs. These classification codes apply to subject areas across all awarding bodies.

Centres should be aware that candidates who enter for more than one GCE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Achievement and Attainment Tables.

The classification codes for these specifications are:

Classics	6500
Classics: Latin	6610
Classics: Classical Greek	6550
Classics: Classical Civilisation	6530
Classics: Ancient History	6510

6 Other Specification Issues

6.1 Overlap with other Qualifications

There is no overlap between the content of these specifications and any other legacy Advanced GCE.

For first teaching in September 2016, new Latin and Classical Greek qualifications are available.

http://www.ocr.org.uk/qualifications/as-a-level-gce-latin-h043-h443-from-2016/

http://www.ocr.org.uk/qualifications/as-a-level-gce-classical-greek-h044-h444-from-2016/

For first teaching in September 2017, new Classical Civilisation and Ancient History qualifications will be available.

http://www.ocr.org.uk/qualifications/as-a-level-gce-classical-civilisation-h008-h408-from-2017/

http://www.ocr.org.uk/qualifications/as-a-level-gce-ancient-history-h007-h407-from-2017/

6.2 Progression from these Qualifications

These specifications provide a suitable foundation for the study of Classics courses in higher education whether linguistic or non-linguistic.

As with any subject within the Arts and Humanities curriculum, students studying Classics acquire and develop a range of skills (analysis, interpretation, critical thinking and the ability to produce evaluative writing). These skills prepare students well for a wide range of courses in higher education and beyond, and for employment generally.

6.3 Key Skills Mapping

These specifications provide opportunities for the development of the Key Skills of *Communication*, *Application of Number*, *Information Technology*, *Working with Others*, *Improving Own Learning and Performance* and *Problem Solving* at Levels 2 and/or 3. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities *may* exist for at least some coverage of the various Key Skills criteria at Levels 2 and/or 3 for each unit.

Unit	C				AoN			IT			WwO			IoLP			PS		
	.1a	.1b	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3
F361				✔						✔			✔			✔			✔
F362				✔						✔			✔			✔			✔
F371				✔						✔			✔			✔			✔
F372				✔						✔			✔			✔			✔
F381				✔						✔			✔			✔			✔
F382				✔						✔			✔			✔			✔
F383				✔						✔			✔			✔			✔
F384				✔						✔			✔			✔			✔
F385				✔						✔			✔			✔			✔
F386				✔						✔			✔			✔			✔
F391				✔						✔			✔			✔			✔
F392				✔						✔			✔			✔			✔
F363				✔						✔			✔			✔			✔
F364				✔						✔			✔			✔			✔
F373				✔						✔			✔			✔			✔
F374				✔						✔			✔			✔			✔
F387				✔						✔			✔			✔			✔
F388				✔						✔			✔			✔			✔
F389				✔						✔			✔			✔			✔
F390				✔						✔			✔			✔			✔
F393				✔						✔			✔			✔			✔
F394				✔						✔			✔			✔			✔

6.4 Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

The study of Classics contributes to an understanding of these issues by:

• presenting the study of societies and cultures alien to the candidate's own, and of their moral values and religious beliefs;

• promoting awareness of aspects of human life other than the physical and material;

• providing opportunities for the analysis of works of history, literature and philosophy which offer a profound insight into the morality of human behaviour;

• investigating techniques of persuasion and the way in which moral and ethical issues may become obscured in political argument.

6.5 Sustainable Development, Health and Safety Considerations and European Developments

These specifications support these issues and are consistent with current EU agreements, however there are no sustainable development issues or health and safety considerations in these specifications.

As these specifications focus on the two societies which form the root of large sections of modern European culture, the European dimension is an inherent part of them. Candidates have the opportunity to discover how elements of the ethos of the Ancient World are still prevalent in Europe today.

6.6 Avoidance of Bias

OCR has taken great care in the preparation of these specifications and assessment materials to avoid bias of any kind.

6.7 Language

These specifications and associated assessment materials are in English only.

6.8 Disability Discrimination Act Information Relating to these Specifications

AS/A Levels often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised AS/A Level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council (refer to Section 5.9 of this specification).

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences had been addressed. This will be kept under review and may be amended in the future.

Appendix A: Performance Descriptions

Performance descriptions have been created for all GCE subjects. They describe the learning outcomes and levels of attainment likely to be demonstrated by a representative candidate performing at the A/B and E/U boundaries for AS and A2.

In practice most candidates will show uneven profiles across the attainments listed, with strengths in some areas compensating in the award process for weaknesses or omissions elsewhere. Performance descriptions illustrate expectations at the A/B and E/U boundaries of the AS and A2 as a whole; they have not been written at unit level.

Grade A/B and E/U boundaries should be set using professional judgement. The judgement should reflect the quality of candidates' work, informed by the available technical and statistical evidence. Performance descriptions are designed to assist examiners in exercising their professional judgement. They should be interpreted and applied in the context of individual specifications and their associated units. However, performance descriptions are not designed to define the content of specifications and units.

The requirement for all AS and A level specifications to assess candidates' quality of written communication will be met through one or more of the assessment objectives.

The performance descriptions have been produced by the regulatory authorities in collaboration with the awarding bodies.

AS performance descriptions for Latin and Classical Greek

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 2b
Assessment objectives	Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.	Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic) as appropriate.	Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.
A/B boundary performance descriptions	Candidates characteristically: • demonstrate for the most part a good knowledge and understanding of the vocabulary, grammar and syntax of Latin / Classical Greek in the AS specification • transfer the meaning of a passage accurately and coherently from Latin / Classical Greek at a difficulty appropriate to AS level • transfer from Latin / Classical Greek prescribed literature the meaning of a passage, or passages, coherently and accurately.	Candidates characteristically: • demonstrate for the most part a good knowledge and understanding of the text prescribed for AS in Latin/ Classical Greek • explain relevant details of the historical, literary and social contexts of the prescribed AS material • comment on literary techniques and, where appropriate, make a personal response to the text. They support their views by producing relevant evidence from the text.	Candidates characteristically: • express their ideas coherently. Their writing is clear, accurate and well structured • demonstrate a generally good command of specialist vocabulary required for AS level.
E/U boundary performance descriptions	Candidates characteristically: • demonstrate some basic knowledge and understanding of the vocabulary, grammar and syntax of Latin / Classical Greek as prescribed in the AS specification • demonstrate a limited ability to transfer the meaning of a passage of a difficulty appropriate to AS level from Latin / Classical Greek • demonstrate a limited ability to transfer the meaning of a passage, or passages, from the prescribed literature from Latin / Classical Greek.	Candidates characteristically: • demonstrate a basic knowledge of the text prescribed for AS in Latin / Classical Greek • offer a limited analysis of the prescribed AS material in its historical, literary and social contexts • show a basic awareness of the way the author presents his/her material and use some relevant evidence from the text.	Candidates characteristically: • show adequate writing skills to express their ideas at this level • recognise classical names and terms required at this level.

A2 performance descriptions for Latin and Classical Greek

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 2b
Assessment objectives	Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.	Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic) as appropriate.	Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.
A/B boundary performance descriptions	Candidates characteristically: • demonstrate for the most part a good knowledge and understanding of the vocabulary, grammar and syntax of Latin / Classical Greek as prescribed in the A level specification • translate the meaning of a passage of a difficulty appropriate to A level for the most part coherently and accurately into/from Latin / Classical Greek • if appropriate, transfer the meaning of a passage, or passages, from the prescribed literature for the most part coherently and accurately from Latin / Classical Greek.	Candidates characteristically: • demonstrate for the most part a good knowledge and understanding of the text prescribed for A level in Latin / Classical Greek • analyse the prescribed texts effectively within their historical, literary and social contexts • offer informed comment on literary techniques and, where appropriate, make a personal response to the text. They support their views by producing relevant evidence from the text.	Candidates characteristically: • express their ideas coherently. Their writing is clear, accurate and well structured • demonstrate a generally good command of specialist vocabulary required for A level.
E/U boundary performance descriptions	Candidates characteristically: • demonstrate some basic knowledge and understanding of the vocabulary, grammar and syntax of Latin / Classical Greek as prescribed in the A level specification • demonstrate a limited ability to transfer the meaning of a passage of a difficulty appropriate to A level into/from Latin / Classical Greek • if appropriate, demonstrate a limited ability to transfer the meaning of a passage, or passages, from the prescribed literature from Latin / Classical Greek.	Candidates characteristically: • demonstrate a basic knowledge of the text prescribed for A2 in Latin / Classical Greek • offer a limited analysis of the prescribed A level material in its historical, literary and social contexts • show a basic awareness of literary techniques and use some relevant evidence from the text • show adequate writing skills to express their ideas at this level.	Candidates characteristically: • show adequate writing skills to express their ideas at this level recognise classical names and terms required at this level.

AS performance descriptions for Classical Civilisation

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 2b
Assessment objectives	Candidates will be expected to recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.	Candidates will be expected to analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic) as appropriate.	Candidates will be expected to select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.
A/B boundary performance descriptions	Candidates characteristically: • display for the most part a good range of relevant knowledge and understanding, including specific detail, where appropriate, providing evidence from the material prescribed for AS level.	Candidates characteristically: • construct a coherent response which is for the most part focused on the AS question • offer informed comment on and sound evaluation of prescribed authors and other sources • show a good understanding of prescribed material in its contemporary context • display a good understanding of concepts specific to the classical world.	Candidates characteristically: • demonstrate a generally good command of specialist vocabulary required for AS level. Their writing is clear, accurate and well structured.
E/U boundary performance descriptions	Candidates characteristically: • display some basic knowledge and understanding relevant to the question and make some appropriate reference to the material prescribed for AS level.	Candidates characteristically: • produce some relevant evaluation which demonstrates a basic understanding of the AS primary material • show some basic understanding of prescribed material in its contemporary context • display some understanding of concepts specific to the classical world.	Candidates characteristically: • demonstrate adequate writing skills to express their ideas. Classical names and terms required at this level are recognisable.

A2 performance descriptions for Classical Civilisation

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 2b
Assessment objectives	Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.	Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic) as appropriate.	Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.
A/B boundary performance descriptions	Candidates characteristically: • display for the most part a good range of relevant knowledge and understanding, including specific detail, where appropriate • provide evidence from a variety of contexts for the material prescribed for A2.	Candidates characteristically: • construct a coherent response that is for the most part focused on the A2 question • offer informed comment on and sound evaluation of prescribed authors and other sources • show a good understanding of prescribed material in its contemporary context • display a good understanding of concepts specific to the classical world.	Candidates characteristically: • demonstrate a generally good command of specialist vocabulary required for A2 • write clear, accurate and well-structured work.
E/U boundary performance descriptions	Candidates characteristically: • display some basic knowledge and understanding relevant to the question and make some appropriate reference to the material prescribed for A2.	Candidates characteristically: • produce some relevant evaluation that demonstrates a basic understanding of the A2 primary material • show some basic understanding of prescribed material in its contemporary context • display some understanding of concepts specific to the classical world.	Candidates characteristically: • demonstrate adequate writing skills to express their ideas • recognise the classical names and terms required at this level.

AS performance descriptions for Ancient History

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 2b
Assessment objectives	Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.	Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic) as appropriate.	Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.
A/B boundary performance descriptions	Candidates characteristically: • display for the most part a good range of relevant knowledge and understanding, including specific detail, where appropriate, providing evidence from the material prescribed for AS level. • display a good understanding of the relevant concepts.	Candidates characteristically: • construct a coherent response that is for the most part focused on the AS question • offer informed interpretation/comment on and sound evaluation of the relevant issues, sources, evidence and other material • show a good understanding of evidence/prescribed material in its contemporary context • display a good understanding of concepts specific to the classical world.	Candidates characteristically: • demonstrate a generally good command of specialist vocabulary required for AS level. Their writing is clear, accurate and well structured • communicate their ideas effectively.
E/U boundary performance descriptions	Candidates characteristically: • display some basic knowledge and understanding relevant to the question and make some appropriate reference to the material prescribed for AS level.	Candidates characteristically: • produce some relevant interpretation/evaluation that demonstrates a basic understanding of the AS primary material show some basic understanding of evidence/prescribed material in its contemporary context display some understanding of concepts specific to the classical world.	Candidates characteristically: • demonstrate adequate writing skills to express their ideas. Classical names and terms required at this level are recognisable • communicate their ideas adequately.

A2 performance descriptions for Ancient History

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 2b
Assessment objectives	Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.	Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic) as appropriate.	Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.
A/B boundary performance descriptions	Candidates characteristically: • display for the most part a good range of relevant knowledge and understanding, including specific detail, where appropriate, providing evidence from the material prescribed for A level. • display a good understanding of the relevant concepts.	Candidates characteristically: • construct a coherent response that is for the most part focused on the A level question • offer informed interpretation/comment on and sound evaluation of the relevant issues, sources, evidence and other material • show a good understanding of evidence/prescribed material in its contemporary context • display a good understanding of concepts specific to the classical world.	Candidates characteristically: • demonstrate a generally good command of specialist vocabulary required for A level. Their writing is clear, accurate and well structured • communicate their ideas effectively.
E/U boundary performance descriptions	Candidates characteristically: • display some basic knowledge and understanding relevant to the question and make some appropriate reference to the material prescribed for A level.	Candidates characteristically: • produce some relevant interpretation/evaluation that demonstrates a basic understanding of the A level primary material • show some basic understanding of evidence/prescribed material in its contemporary context • display some understanding of concepts specific to the classical world.	Candidates characteristically: • demonstrate adequate writing skills to express their ideas. Classical names and terms required at this level are recognisable • communicate their ideas adequately.

Appendix B: Marking Grids

For AS Latin and Classical Greek mark schemes please see mark schemes in Units L1, L2 and G1, G2 Sample Assessment Materials.

AS Classics Marking Grid for units CC1–CC6 (F381–F386): AO1

Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms, in their appropriate contexts	*Max. mark and mark ranges*		*Characteristics of performance*
	10	*20*	• Recall and application of subject knowledge; • Relevance to question/topic; • Understanding and application of sources and evidence; • Understanding of concepts and/or context.
Level 5	9–10	18–20	• A very good collection/range of detailed factual knowledge; • Fully relevant to the question; • Well-supported with evidence and reference where required; • Displays a very good understanding/awareness of context, as appropriate.
Level 4	7–8	14–17	• A good collection/range of detailed factual knowledge; • Mostly relevant to the question; • Mostly supported with evidence and reference where required; • Displays a good understanding/awareness of context, as appropriate.
Level 3	5–6	9–13	• A collection/range of basic factual knowledge; • Partially relevant to the question; • Partially supported with evidence and reference where required; • Displays some understanding/awareness of context, as appropriate.
Level 2	2–4	5–8	• Limited factual knowledge; • Occasionally relevant to the question; • Occasionally supported with evidence; • Displays limited understanding/awareness of context, as appropriate.
Level 1	0–1	0–4	• Little or no factual knowledge; • Rarely relevant to the question; • Minimal or no supporting evidence; • Displays minimal or no understanding/awareness of context, as appropriate.

AS Classics Marking Grid for units CC1–CC6 (F381–F386): AO2 (a and b)

(a) Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic), as appropriate (b) Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form	Max. mark and mark ranges			Characteristics of performance
	10	15	25	• Analysis; • Evaluation and response; • Organisation and argument; • Written communication; • Accuracy of writing and use of specialist vocabulary.
Level 5	9–10	14–15	22–25	• Thorough analysis of evidence/issues; • Perceptive evaluation with very thoughtful engagement with sources/task; • Very well structured response with clear and developed argument; • Fluent and very effective communication of ideas; • Very accurately written with effective use of specialist vocabulary/terms.
Level 4	7–8	10–13	17–21	• Good analysis of evidence/issues; • Sound evaluation with thoughtful engagement with sources/task; • Well structured response with clear argument; • Mostly fluent and effective communication of ideas; • Accurately written with use of specialist vocabulary/terms.
Level 3	5–6	6–9	12–16	• Some analysis of evidence/issues; • Some evaluation with some engagement with sources/task; • Structured response with some underdeveloped argument; • Generally effective communication of ideas; • Generally accurately written with some use of specialist vocabulary/terms.
Level 2	2–4	3–5	6–11	• Occasional analysis of evidence/issues; • Limited evaluation or engagement with sources/task; • Poorly structured response with little or no argument; • Occasionally effective communication of ideas; • Occasionally accurately written with some recognisable specialist vocabulary/terms.
Level 1	0–1	0–2	0–5	• Very superficial analysis of evidence/issues; • Little or no evaluation or engagement with sources/task; • Very poorly structured or unstructured response; • Little or no effective communication of ideas; • Little or no accuracy in the writing or recognisable specialist vocabulary/terms.

AS Classics Marking Grid for units AH1–AH2 (F391–F392): AO1

Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms, in their appropriate contexts	*Max. mark and mark ranges*		*Characteristics of performance*
	10	*20*	• Recall and application of subject knowledge and sources; • Relevance to question/topic; • Understanding and application of sources and evidence; • Understanding of concepts and/or context.
Level 5	9–10	18–20	• A very good range of detailed factual knowledge; • Fully relevant to the question; • Well-supported with evidence and reference to the sources; • Displays a very good understanding of concepts and contexts of events and/or sources.
Level 4	7–8	14–17	• A good range of detailed factual knowledge; • Mostly relevant to the question; • Mostly supported with evidence and reference to the sources; • Displays a good understanding of concepts and contexts of events and/or sources.
Level 3	5–6	9–13	• A range of basic factual knowledge; • Partially relevant to the question; • Partially supported with evidence and reference to the sources; • Displays some understanding of concepts and contexts of events and/or sources.
Level 2	2–4	5–8	• Limited factual knowledge; • Occasionally relevant to the question; • Occasionally supported with evidence; • Displays some understanding of concepts and contexts of events and/or sources.
Level 1	0–1	0–4	• Little or no factual knowledge; • Rarely relevant to the question; • Minimal or no supporting evidence; • Displays minimal or no understanding of concepts and contexts of events and or sources.

AS Classics Marking Grid for units AH1–AH2 (F391–F392): AO2 (a and b)

(a) Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic), as appropriate *(b) Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form*	*Max. mark and mark ranges*			*Characteristics of performance*
	10	*15*	*25*	• Analysis; • Interpretation and evaluation; • Organisation and argument; • Communication of ideas; • Accuracy of writing and use of specialist vocabulary.
Level 5	9–10	14–15	22–25	• Thorough analysis of evidence and issues leading to coherent judgements; • Thorough interpretation and evaluation of the sources and/or evidence; • Very well structured response with clear and developed argument; • Fluent and effective communication of ideas; • Very accurately written with a range of specialist vocabulary accurately used.
Level 4	7–8	10–13	17–21	• Good analysis of evidence and issues leading to some coherent judgments; • Sound interpretation and evaluation of the sources and/or evidence; • Well structured response with clear argument; • Mostly fluent and effective communication of ideas; • Accurately written with some specialist vocabulary accurately used.
Level 3	5–6	6–9	12–16	• Some analysis of evidence and/or issues with some judgements; • Partial interpretation and/or evaluation of the sources and/or evidence; • Structured response with some underdeveloped argument; • Generally effective communication of ideas; • Mostly accurately written with specialist vocabulary sometimes accurately used.
Level 2	2–4	3–5	6–11	• Occasional analysis of evidence and/or issues with little attempt at judgement; • Limited interpretation and/or evaluation of the sources and/or evidence; • Poorly structured response with little or no argument; • Occasionally effective communication of ideas; • Occasionally accurately written with specialist vocabulary rarely used or used inappropriately.
Level 1	0–1	0–2	0–5	• Very superficial analysis of evidence and/or issues; • Little or no interpretation and/or evaluation of the sources and/or evidence; • Very poorly structured or unstructured response; • Little or no effective communication of ideas; • Little or no accuracy in the writing with little or no specialist vocabulary.

AS Classics Marking Grid for units CC1–CC6 (F381–F386) and AH1–AH2 (F391–F392): notes

QCA guidance now requires the marks awarded for AO2b to be fully integrated within AO2 as a whole.

		AO1	**AO2**
Section A Commentary Questions	Qa	10	
	Qb	10	10
	Qc	10	15
Section B Essays		20	25
Total		50	50
Weighting		50%	50%
Total mark for each AS unit		100	

Quality of Written Communication (QWC): In Section A, the (a) sub-question is limited to AO1. Quality of written communication (AO2b) will be assessed in the (b) and (c) sub-questions only. This is because the QCA Guidance for Awarding Bodies stipulates that QWC should be assessed when answers require paragraphs or essays, not single sentences. For some AS units (e.g. Archaeology) the (a) sub-questions are likely to include single sentence or even one-word answers.

The QCA Guidance stipulates that all three strands of QWC must be explicitly addressed – hence in the AO2 Marking Grid the presence of bullet points 3–5.

There are no separate weightings for AOs 2a and 2b but, in assigning a mark for AO2, examiners should focus first on AO2(a) – i.e. bullet points 1 and 2 – to decide the appropriate Level. They should then consider the evidence of QWC to help them decide where, within the Level, it is best to locate the candidate's mark. Other evidence, for example a stronger showing on the analysis than on the evaluation strand of AO2a, will also inform an examiner's decision about where to locate the mark within the Level.

A2 Classics Marking Grid for units L3–L4 (F363–F364) and G3–G4 (F373–F374): AO1

Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms, in their appropriate contexts	*Max. mark and mark ranges*	*Characteristics of performance*
	10	• Recall and application of subject knowledge; • Relevance to question/topic; • Understanding of sources and evidence; • Awareness of context.
Level 5	9–10	• Specific factual knowledge, selected with care; • Fully relevant to the question; • Well supported with evidence and reference where required; • Strong awareness of context as appropriate.
Level 4	6–8	• Generally well chosen factual knowledge; • Relevant to the question; • Usually supported with evidence and reference where required; • Awareness of context as appropriate.
Level 3	4–5	• Some factual knowledge, not always well chosen; • At least partially relevant to the question; • Some supporting evidence and reference where required; • Limited awareness of context.
Level 2	2–3	• Restricted selection of factual knowledge, possibly including some inaccurate detail; • Little evidence of relevance to the question; • Occasional use of appropriate supporting evidence; • Context occasionally or very superficially indicated.
Level 1	0–1	Work in this band may meet some of the criteria for Level 2, but on balance falls below the standard defined for the higher level; alternatively, work in this band will be too inadequate, inaccurate, inappropriate or irrelevant to justify any credit in a higher level.

A2 Classics Marking Grid for units L3–L4 (F363–F364) and G3–G4 (F373–F374): AO2 (a and b)

(a) Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic), as appropriate (b) Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form	Max. mark and mark ranges	Characteristics of performance
	15	• Analysis; • Evaluation and response; • Organisation and use of technical vocabulary; • Control of appropriate form and style; • Accuracy of writing.
Level 5	13–15	• Perceptive, well supported analysis leading to convincing conclusions; • Very well balanced evaluation based on clear engagement with sources/task; • Argument incisive, very well structured and developed; technical terms accurately and effectively used; • Sustained control of appropriate form and register; • Legible, fluent and technically very accurate writing.
Level 4	9–12	• Careful and thorough analysis leading to generally sound conclusions; • Balanced evaluation based on clear engagement with sources/task; • Argument well structured and developed; technical terms accurately and effectively used; • Good control of appropriate form and register; • Legible and technically accurate writing, conveying meaning well.
Level 3	6–8	• Attempts at analysis leading to some tenable conclusions; • Limited evaluation but some evidence of engagement with sources/task; • Argument coherent if cumbersome or underdeveloped; some technical terms accurately used; • Limited control of appropriate form and register; • Legible and generally accurate writing, conveying meaning clearly.
Level 2	3–5	• Occasional evidence of analysis gesturing towards acceptable conclusions; • Very limited evaluation or evidence of engagement with topic/task; • Argument coherent even if very cumbersome or underdeveloped; simple technical terms used appropriately; • Very limited control of appropriate form and register; • Legible and generally accurate writing, clarity not obscured.
Level 1	0–2	Work in this band may meet some of the criteria for Level 2, but on balance falls below the standard defined for the higher level; alternatively, work in this band will be too inadequate, inaccurate, inappropriate or irrelevant to justify any credit in a higher level.

A2 Classics Marking Grid for L3–L4 (F363–F364) and G3–G4 (F373–F374): notes

QCA guidance now requires the marks awarded for AO2b to be fully integrated within AO2 as a whole.

		AO1	AO2
Section A Language		20	30
Section B Prescribed Text	Qa	10	15
	Qb	10	15
Total		40	60
Weighting		40%	60%
Total mark for each A2 unit		100	

Quality of Written Communication (QWC): The QCA Guidance for Awarding Bodies stipulates that QWC should be assessed when answers require paragraphs or essays, not single sentences.

The QCA Guidance stipulates that all three strands of QWC must be explicitly addressed – hence in the AO2 Marking Grid the presence of bullet points 3–5.

There are no separate weightings for AOs 2a and 2b but, in assigning a mark for AO2, examiners should focus first on AO2(a) – i.e. bullet points 1 and 2 – to decide the appropriate Level. They should then consider the evidence of QWC to help them decide where within the Level it is best to locate the candidate's mark. Other evidence, for example a stronger showing on the analysis than on the evaluation strand of AO2a, will also inform an examiner's decision about where to locate the mark within the Level.

A2 Classics Marking Grid for units CC7–CC10: (F387–F390) AO1

Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms, in their appropriate contexts	Max. mark and mark ranges		Characteristics of performance
	10	20	• Recall and application of subject knowledge; • Relevance to question/topic; • Understanding and application of sources and evidence; • Understanding of concepts and/or context.
Level 5	9–10	18–20	• A very good collection/range of detailed factual knowledge; • Fully relevant to the question; • Well-supported with evidence and reference where required; • Displays a very good understanding/awareness of context, as appropriate.
Level 4	7–8	14–17	• A good collection/range of detailed factual knowledge; • Mostly relevant to the question; • Mostly supported with evidence and reference where required; • Displays a good understanding/awareness of context, as appropriate.
Level 3	5–6	9–13	• A collection/range of basic factual knowledge; • Partially relevant to the question; • Partially supported with evidence and reference where required; • Displays some understanding/awareness of context, as appropriate.
Level 2	2–4	5–8	• Limited factual knowledge; • Occasionally relevant to the question; • Occasionally supported with evidence; • Displays limited understanding/awareness of context, as appropriate.
Level 1	0–1	0–4	• Little or no factual knowledge; • Rarely relevant to the question; • Minimal or no supporting evidence; • Displays minimal or no understanding/awareness of context, as appropriate.

A2 Classics Marking Grid for units CC7–CC10: (F387–F390) AO2 (a and b)

(a) Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic), as appropriate *(b) Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form*			*Characteristics of performance*
	15	*30*	• Analysis; • Evaluation and response; • Organisation and argument; • Written communication; • Accuracy of writing and use of specialist vocabulary.
Level 5	14–15	26–30	• Thorough analysis of evidence/issues; • Perceptive evaluation with very thoughtful engagement with sources/task; • Very well structured response with clear and developed argument; • Fluent and very effective communication of ideas; • Very accurately written with effective use of specialist vocabulary/terms.
Level 4	10–13	20–25	• Good analysis of evidence/issues; • Sound evaluation with thoughtful engagement with sources/task; • Well structured response with clear argument; • Mostly fluent and effective communication of ideas; • Accurately written with use of specialist vocabulary/terms.
Level 3	6–9	14–19	• Some analysis of evidence/issues; • Some evaluation with some engagement with sources/task; • Structured response with some underdeveloped argument; • Generally effective communication of ideas; • Generally accurately written with some use of specialist vocabulary/terms.
Level 2	3–5	6–13	• Occasional analysis of evidence/issues; • Limited evaluation or engagement with sources/task; • Poorly structured response with little or no argument; • Occasionally effective communication of ideas; • Occasionally accurately written with some recognisable specialist vocabulary/terms.
Level 1	0–2	0–5	• Very superficial analysis of evidence/issues; • Little or no evaluation or engagement with sources/task; • Very poorly structured or unstructured response; • Little or no effective communication of ideas; • Little or no accuracy in the writing or recognisable specialist vocabulary/terms.

Proposed A2 Classics Marking Grid for units AH3–AH4 (F393–F394): AO1

Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms, in their appropriate contexts	*Max. mark and mark ranges*	*Characteristics of performance*
	20	• Recall and application of subject knowledge and sources; • Relevance to question/topic; • Understanding and application of sources and evidence; • Understanding of concepts and/or context.
Level 5	18–20	• A very good range of detailed factual knowledge; • Fully relevant to the question; • Well-supported with evidence and reference to the sources; • Displays a very good understanding of concepts and contexts of events and/or sources.
Level 4	14–17	• A good range of detailed factual knowledge; • Mostly relevant to the question; • Mostly supported with evidence and reference to the sources; • Displays a good understanding of concepts and contexts of events and/or sources.
Level 3	9–13	• A range of basic factual knowledge; • Partially relevant to the question; • Partially supported with evidence and reference to the sources; • Displays some understanding of concepts and contexts of events and/or sources.
Level 2	5–8	• Limited factual knowledge; • Occasionally relevant to the question; • Occasionally supported with evidence; • Displays some understanding of concepts and contexts of events and/or sources.
Level 1	0–4	• Little or no factual knowledge; • Rarely relevant to the question; • Minimal or no supporting evidence; • Displays minimal or no understanding of concepts and contexts of events and or sources.

Proposed A2 Classics Marking Grid for units AH3–AH4 (F393–F394): AO2 (a and b)

(a) Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic), as appropriate *(b) Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form*	*30*	• Analysis; • Interpretation and evaluation; • Organisation and argument; • Communication of ideas; • Accuracy of writing and use of specialist vocabulary.
Level 5	26–30	• Thorough analysis of evidence and issues leading to coherent judgements; • Thorough interpretation and evaluation of the sources and/or evidence; • Very well structured response with clear and developed argument; • Fluent and effective communication of ideas; • Very accurately written with a range of specialist vocabulary accurately used.
Level 4	20–25	• Good analysis of evidence and issues leading to some coherent judgments; • Sound interpretation and evaluation of the sources and/or evidence; • Well structured response with clear argument; • Mostly fluent and effective communication of ideas; • Accurately written with some specialist vocabulary accurately used.
Level 3	14–19	• Some analysis of evidence and/or issues with some judgements; • Partial interpretation and/or evaluation of the sources and/or evidence; • Structured response with some underdeveloped argument; • Generally effective communication of ideas; • Mostly accurate written with specialist vocabulary sometimes accurately used.
Level 2	6–13	• Occasional analysis of evidence and/or issues with little attempt at judgement; • Limited interpretation and/or evaluation of the sources and/or evidence; • Poorly structured response with little or no argument; • Occasionally effective communication of ideas; • Occasionally accurately written with specialist vocabulary rarely used or used inappropriately.
Level 1	0–5	• Very superficial analysis of evidence and/or issues; • Little or no interpretation and/or evaluation of the sources and/or evidence; • Very poorly structured or unstructured response; • Little or no effective communication of ideas; • Little or no accuracy in the writing with little or no specialist vocabulary.

A2 Classics Marking Grid for units CC7–CC10 (F387–F390) and AH3–AH4 (F393–F394): notes

QCA guidance now requires the marks awarded for AO2b to be fully integrated within AO2 as a whole.

CC7–CC10 (F387–F390)

		AO1	**AO2**
Section A Commentary Questions	Qa	10	15
	Qb	10	15
Section B Essays		20	30
Total		40	60
Weighting		40%	60%
Total mark for each A2 unit		100	

AH3–AH4 (F393–F394)

	AO1	**AO2**
Essays	20	30
	20	30
Total	40	60
Weighting	40%	60%
Total mark for each A2 unit	100	

Quality of Written Communication (QWC): The QCA Guidance for Awarding Bodies stipulates that QWC should be assessed when answers require paragraphs or essays, not single sentences.

The QCA Guidance stipulates that all three strands of QWC must be explicitly addressed – hence in the AO2 Marking Grid the presence of bullet points 3–5.

There are no separate weightings for AOs 2a and 2b but, in assigning a mark for AO2, examiners should focus first on AO2(a) – i.e. bullet points 1 and 2 – to decide the appropriate Level. They should then consider the evidence of QWC to help them decide where within the Level it is best to locate the candidate's mark. Other evidence, for example a stronger showing on the analysis than on the evaluation strand of AO2a, will also inform an examiner's decision about where to locate the mark within the Level.

Appendix C1: Latin Accidence and Syntax

Accidence and Syntax for AS Unit L1 Section A and Section B (Latin into English translation only) and A2 Units L3 and L4 Section A (Unprepared Translation and Comprehension **and** Optional Prose Composition)

Accidence
Nouns of all standard types, together with *bos, domus, Iuppiter* and *vis*
Adjectives of all standard types, from all three declensions, including *dives*, *pauper* and *vetus*
Adverbs
Comparison of adjectives and adverbs contained in the vocabulary list
Pronouns and pronominal adjectives and related forms
Verbs of all standard types from all conjugations in all moods, voices and tenses, together with deponent, semi-deponent, defective, irregular and impersonal verbs including the impersonal passive of intransitive verbs. (Knowledge of the imperative in *–to*, *–tote* is confined to *memini* and *sum*)
Compound verbs of regular formation using all the common prefixes, including associated consonant and vowel changes, and where the prefix retains its normal meaning
Cardinal numbers 1–1000 and ordinal numbers 1st – 10th
Uses of prepositions

Syntax	
Standard patterns of case usage	
Negation	
Direct statement, question (including deliberative) and command	
Prohibitions, exhortations and wishes	
Uses of the infinitive (as subject, as complement, prolative, historic)	
Uses of the participle (including ablative absolute)	
Uses of the subjunctive (e.g. potential, generic)	
Comparison (including the ablative of comparison)	
Uses of the gerund and gerundive (including the gerundive of obligation)	
Constructions using *quominus* and *quin*	
Use of *dum* and *dummodo* to mean 'provided that'	
Subordinate clauses	Indirect statement (including extended *oratio obliqua*), question, command and prohibition
	Description (relative clauses, including common uses with the subjunctive)
	Purpose (including uses of the gerund and gerundive)
	Result (including the use of the comparative with *quam ut*)
	Conditional
	Causal
	Temporal (definite and indefinite)
	Subordinate clauses within indirect speech
	Fearing, prevention and precaution
	Concessive
	Comparative

Appendix C2: Latin Accidence and Syntax

Accidence and Syntax for AS Unit L1 Section B (English into Latin sentences only)

Accidence
Nouns of all standard types, together with *bos, domus, Iuppiter* and *vis*
Adjectives of all standard types, from all three declensions, including *dives*, *pauper* and *vetus*
Adverbs
Comparison of adjectives and adverbs contained in the vocabulary list
Pronouns and pronominal adjectives and related forms
Verbs of all standard types from all conjugations in all moods, voices and tenses, together with deponent, semi-deponent, defective, irregular and impersonal verbs
Compound verbs of regular formation using all the common prefixes, including associated consonant and vowel changes, and where the prefix retains its normal meaning
Cardinal numbers 1–10 and ordinal numbers 1st – 4th
Uses of prepositions

Syntax	
Standard patterns of case usage	
Negation	
Direct statement, question (including deliberative), command and prohibition	
Uses of the infinitive (as subject, as complement, prolative)	
Uses of the participle (including ablative absolute)	
Uses of the subjunctive (e.g. potential, generic)	
Comparison	
Uses of the gerund and gerundive (including the gerundive of obligation)	
Subordinate clauses	Indirect statement, question, command and prohibition
	Description (relative clauses)
	Purpose
	Result
	Conditional
	Causal (using *quod*, *quia* or *cum*)
	Temporal (definite and indefinite)
	Fearing
	Concessive (using *quamquam* or *cum*)

Appendix D1: Classical Greek Accidence and Syntax

Accidence and Syntax for AS Unit G1 Section A and Section B (Greek into English translation only) and A2 Units G3 and G4 Section A (Unprepared Translation and Comprehension **and** Optional Prose Composition)

Accidence
The definite and indefinite article
Nouns of all standard and common irregular types
Adjectives of all standard and common irregular types
Adverbs
Comparison of adjectives and adverbs contained in the vocabulary list
Pronouns and pronominal adjectives and related forms
Verbs of all standard types, common irregular, impersonal and defective verbs from both conjugations in all moods, voices and tenses
Compound verbs of regular formation using all the common prefixes, including associated consonant and vowel changes, and where the prefix retains its normal meaning
Cardinal numbers 1–1000 and ordinal numbers 1st – 10th
Uses of prepositions

Syntax	
Standard patterns of case usage	
Negation, including compound negatives	
Direct statement, question (including deliberative) and command	
Prohibitions, exhortations and wishes	
Uses of the infinitive (as subject, as complement, prolative and with the definite article)	
Uses of the participle (including genitive and accusative absolute)	
Comparison (including the genitive of comparison)	
Verbal nouns and adjectives	
Uses of ἄν	
Subordinate clauses	Indirect statement (including extended reported speech), question, command and prohibition
	Description (relative clauses and participial constructions)
	Purpose
	Result
	Conditional
	Causal
	Temporal
	Indefinite
	Subordinate clauses within indirect speech
	Fearing, prevention and precaution
	Concessive
	Comparative

Classical Greek accentuation: Candidates will not be expected to write accents, but should be able to distinguish words of identical spelling but with differing accentuation.

Candidates will be expected to write breathing marks as part of the prose composition in A2 Unit G4 (Entry Code F374).

A knowledge of the dual form will not be required.

Appendix D2: Classical Greek Accidence and Syntax

Accidence and Syntax for AS Unit G1 Section B (English into Greek sentences only)	
Accidence	
The definite article	
Nouns of all standard and common irregular types	
Adjectives of all standard and common irregular types	
Adverbs	
Comparison of adjectives and adverbs contained in the vocabulary list	
Pronouns and pronominal adjectives and related forms	
Verbs of all standard types, common irregular, impersonal and defective verbs from both conjugations in all moods, voices and tenses	
Cardinal numbers 1–10 and ordinal numbers 1st – 4th	
Uses of prepositions	
Syntax	
Standard patterns of case usage	
Negation, including compound negatives	
Direct statement, question (including deliberative), command and prohibition	
Uses of the infinitive (as subject, as complement, prolative)	
Uses of the participle (including genitive absolute)	
Comparison	
Subordinate clauses	Indirect statement, question, command and prohibition
	Description (relative clauses and participial constructions)
	Purpose
	Result
	Conditional
	Causal
	Temporal
	Fearing
	Concessive
	Comparative

Classical Greek accentuation: Candidates will not be expected to write accents, but should be able to distinguish words of identical spelling but with differing accentuation.

Candidates will be expected to write breathing marks.

A knowledge of the dual form will not be required.