

GCSE (9-1)

Specification

# ANCIENT HISTORY

**J198**

For first assessment in 2019

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Specifications are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published resources and the specification, therefore please use the information on the latest specification at all times. Where changes are made to specifications these will be indicated within the document, there will be a new version number indicated, and a summary of the changes. If you do notice a discrepancy between the specification and a resource please contact us at: [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk)

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# 1 Why choose an OCR GCSE (9–1) in Ancient History?

## 1a. Why choose an OCR qualification?

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Choose OCR and you've got the reassurance that you're working with one of the UK's leading exam boards. Our new OCR GCSE (9–1) in Ancient History course has been developed in consultation with teachers, employers and Higher Education to provide learners with a qualification that's relevant to them and meets their needs.

We're part of the Cambridge Assessment Group, Europe's largest assessment agency and a department of the University of Cambridge. Cambridge Assessment plays a leading role in developing and delivering assessments throughout the world, operating in over 150 countries.

We work with a range of education providers, including schools, colleges, workplaces and other institutions in both the public and private sectors. Over 13,000 centres choose our A Levels, GCSEs and vocational qualifications including Cambridge Nationals and Cambridge Technicals.

### Our Specifications

We believe in developing specifications that help you bring the subject to life and inspire your learners to achieve more.

We've created teacher-friendly specifications based on extensive research and engagement with the teaching community. They're designed to be straightforward and accessible so that you can tailor the delivery of the course to suit your needs. We aim to encourage learners to become responsible for their own learning, confident in discussing ideas, innovative and engaged.

We provide a range of support services designed to help you at every stage, from preparation through to the delivery of our specifications. This includes:

- A wide range of high-quality creative resources including:
  - Delivery Guides
  - Transition Guides
  - Topic Exploration Packs
  - Lesson Elements
  - ... and much more.
- Access to subject advisors to support you through the transition and throughout the lifetime of the specifications.
- CPD/Training for teachers to introduce the qualifications and prepare you for first teaching.
- Active Results – our free results analysis service to help you review the performance of individual learners or whole schools.

All GCSE (9–1) qualifications offered by OCR are accredited by Ofqual, the Regulator for qualifications offered in England. The accreditation number for OCR's GCSE (9–1) in Ancient History is QN: 603/0664/6.

## 1b. Why choose an OCR GCSE (9–1) in Ancient History?

OCR's GCSE (9–1) in Ancient History has been designed to help learners develop their understanding of the ancient world and the legacy of the ancient world in today's society.

We have designed this qualification with teachers and

Our GCSE (9–1) in Ancient History:

- **contributes towards the EBacc performance measure** – the reformed Ancient History qualification will continue to count towards the EBacc performance measure and can be used in the EBacc element within the Progress 8 performance measure
- **provides a more personalised course** – we have increased the range of options you can choose from in the reformed specification, with no prohibited routes and flexibility in creating the course of study that appeals to you and your learners
- **provides engaging and exciting content** – looking at defining characters from history such as Alexander the Great, Cleopatra and Hannibal, defining events including the Battle of Thermopylae, the foundation of Rome and the creation of democracy
- **provides clearly laid out requirements** – the specification clearly details the content that you are required to cover to allow you to prepare your learners with confidence
- **provides straightforward assessment** – this course will provide clear, fair assessments that will examine relevant and engaging content
- **provides access to ancient source materials** – OCR will produce resources containing the set ancient source material, both the literary and visual sources, for each depth study. This will reduce schools' outlay when preparing to deliver this course
- **provides increased support and guidance** – OCR will provide a range of high quality, creative resources that will grow in number during the lifetime of the specification.

### Aims and learning outcomes

OCR's GCSE (9–1) in Ancient History will enable learners to:

- develop and extend their knowledge and understanding of the military, political, religious, social and cultural history of the ancient world, allowing students to be able to consider the events studied within the context of the history of the ancient world
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of ancient sources in their historical context
- understand that ancient historians today rely on fewer sources than are available for modern history, meaning that our version of events often relies on very scarce evidence, and the resulting difficulties in reconstructing the history of the ancient world
- demonstrate their knowledge and understanding of what we believe happened in ancient times and the ancient sources to justify our belief, and reach substantiated conclusions which take into account the reliability of the available ancient sources.

## 1c. What are the key features of this specification?

The key features of OCR's GCSE (9–1) in Ancient History for you and your learners are:

- a romp through the most exciting parts of Roman and Greek history, focusing on the key individuals and events that helped shape the ancient world
- a clear and balanced structure that will help course planning
- a specification with options that provide a coherent course, no matter which options you choose
- a straightforward specification with detailed guidance to support delivery
- a wide range of content options to meet your centre's expertise
- it provides solid preparation for those learners wishing to progress to AS and A Level in Ancient History qualifications.

## 1d. What is new in OCR GCSE (9–1) in Ancient History?

This section is intended for teachers using OCR's current GCSE in Ancient History. It highlights the differences between the current GCSE in Ancient

History (J151/J051) and the new version for first teaching in September 2017:

What stays the same?	What's changing?
<ul style="list-style-type: none"> <li>• The reformed qualification is an EBacc subject and therefore can be used within the EBacc element in Progress 8.</li> <li>• Many of the topic areas have been retained.</li> <li>• Both Roman and Greek history must be studied.</li> <li>• The course divides in to four separate sections: <b>two</b> period studies and <b>two</b> depth studies.</li> <li>• Marks for Spelling, punctuation and grammar and the use of specialist terminology (SPaG).</li> </ul>	<ul style="list-style-type: none"> <li>• Two examined papers instead of three.</li> <li>• No controlled assessment.</li> <li>• Graded on a 9 to 1 scale.</li> </ul>

## 1e. How do I find out more information?

If you are already using OCR specifications you can contact us at: [www.ocr.org.uk](http://www.ocr.org.uk)

If you are not already a registered OCR centre then you can find out more information on the benefits of becoming one at: [www.ocr.org.uk](http://www.ocr.org.uk)

If you are not yet an approved centre and would like to become one go to: [www.ocr.org.uk](http://www.ocr.org.uk)

Want to find out more?

Ask our subject advisors:

Email: [classics@ocr.org.uk](mailto:classics@ocr.org.uk)

Customer Contact Centre: 01223 553998

Visit our Online Support Centre at [support.ocr.org.uk](http://support.ocr.org.uk)

Teacher support: [www.ocr.org.uk](http://www.ocr.org.uk)

## 2 The specification overview

### 2a. OCR's GCSE (9–1) in Ancient History (J198)

Learners must complete **both** components to be awarded OCR's GCSE (9–1) in Ancient History.

Content Overview	Assessment Overview	
<p><b>The Persian Empire, 559–465 BC</b></p> <p>This is a compulsory period study focusing on the Persian Empire under Cyrus the Great, Cambyses II, Darius I and Xerxes I.</p> <p><b>Depth study</b></p> <p>One from:</p> <ul style="list-style-type: none"> <li>From Tyranny to Democracy, 546–483 BC</li> <li>Athens in the Age of Pericles, 462–429 BC</li> <li>Alexander the Great, 356–323 BC.</li> </ul>	<p><b>J198/01: Greece and Persia</b></p> <p>100 marks + 5 marks SPaG*</p> <p>1 hour 45 minutes</p> <p>Written paper</p>	<p><b>27.5%</b> of total GCSE (9–1)</p> <p><b>22.5%</b> of total GCSE (9–1)</p>
<p><b>The foundations of Rome: from kingship to republic, 753–440 BC</b></p> <p>This is a compulsory longer period study focusing on the kings of Rome and the early Roman Republic, with an emphasis on the most exciting and interesting events and characters.</p> <p><b>Depth study</b></p> <p>One from:</p> <ul style="list-style-type: none"> <li>Hannibal and the Second Punic War, 218–201 BC</li> <li>Cleopatra: Rome and Egypt, 69–30 BC</li> <li>Britannia: from conquest to province, AD 43–c.84</li> </ul>	<p><b>J198/02: Rome and its neighbours</b></p> <p>100 marks + 5 marks SPaG*</p> <p>1 hour 45 minutes</p> <p>Written paper</p>	<p><b>27.5%</b> of total GCSE (9–1)</p> <p><b>22.5%</b> of total GCSE (9–1)</p>

\* These 10 marks for SPaG are in addition to the total 200 marks for the assessment of GCSE (9–1) Ancient History, and are not included in the percentage weightings shown. See Section 3f for more details.

All components include synoptic assessment.

## 2b. Content of GCSE (9–1) in Ancient History (J198)

During the course of this GCSE (9–1) in Ancient History, learners will have the chance to study significant events, individuals, societies, developments and issues in their broader historical contexts. The topic areas selected for this specification range from the 8<sup>th</sup> century BC to the 1<sup>st</sup> century AD, and allow learners to study four different societies.

Learners taking the GCSE (9–1) in Ancient History will need to study **one period study, one longer period study and two depth studies**.

The **period study** on the Persian Empire will focus on a coherent medium time frame of 94 years and requires learners to understand the unfolding narrative of substantial developments and issues associated with this period. Learners will be able to demonstrate understanding of the process of change.

The **longer period study** on the Roman kings and the early Roman Republic will focus on the most significant events and characteristics of different eras across a period of just over 300 years. The longer period study will reveal wider changes in aspects of society over time and allow comparisons to be made between different eras. This will include political change, religious and social change, and the impact of warfare and military change.

The longer period study has a requirement for learners to understand the nature and origin of the historical evidence for this period. This allows learners to separate myth from the individuals and events which may have a historical basis.

Within each component, learners must study **one depth study** from a choice of three. Each depth study will focus on a substantial and coherent shorter time span and will require learners to understand the complexity of a historical event or situation and the interplay of different factors.

In the depth studies, the focus will be on the critical use of ancient source material in investigating and assessing historical questions, problems and issues. Learners will need to understand the detailed historical context of the events/situations for each depth study. The links between the depth studies and the period studies will make it easier for teachers to provide the historical background, context and awareness of how their option is located within the longer-term developments of the topic.

The focus of each depth study will be on the bank of ancient source material, and the use, analysis and evaluation of the evidence the ancient source material provides. The focus will also be on looking carefully at what can be learned about each topic from the relevant sources.

When you combine the different options on offer, this specification delivers a coherent and substantial Ancient History course.



## 2c. Content of Greece and Persia (J198/01)

This component has two elements: a period study and a source-based depth study. Learners must study the compulsory period study plus **one** of the three source-based depth studies. Each of the depth studies has a link to the period study, and will ensure that learners do not have a narrow approach to their study, but will be able to see change and developments, and make substantiated judgements, over a substantial length of time, so that they can see issues in a wider perspective.

The compulsory period study focuses on the unfolding narrative of the Persian Empire under Cyrus the Great, Cambyses II, Darius I and Xerxes I.

Centres should choose to study **one** of the three Greek depth studies. They can choose between:

- **From Tyranny to Democracy, 546–483 BC**

The timeframe of this depth study overlaps with the Persia period study, allowing learners to focus on the political transformation of Greek city-states in this period, particularly focusing on Athens and Samos. Learners will also understand the impact the rejection of tyranny and the creation of democracy had on the relationship between Athens, Persia and other Greek city-states up to 483 BC.
- **Athens in the Age of Pericles, 462–429 BC**

The timeframe of this depth study continues on from the Persian period study, enabling learners to look at Athens from a political, military and cultural perspective. Details regarding the conflict between Greece and Persia, which has been studied in the period study, will help learners understand the contextual background that Athens finds itself in at the beginning of the depth study.
- **Alexander the Great, 356–323 BC**

This depth study covers similar geographical areas to the period study but allows learners to understand the Macedonian invasion, conquest of the Persian Empire and advance as far as India. The events covered in this depth study allow learners to study some of the events associated with the end of the Achaemenid Empire, which began under Cyrus the Great.

## 2c. Content of Persian period study

### Introduction to the Persian period study

This period study follows the unfolding narrative of the rise of the Persian Empire under the first four Achaemenid kings between 559 and 465 BC. After an initial focus on the foundation of the empire under Cyrus the Great, the study examines the expansion of Persian territory and construction projects of Cyrus' successors before exploring the Persians' attempts to expand into Greece and the resistance they faced. Learners will need to understand the nature of the Persian Empire in this period and the role of the kings in shaping its development.

There are three consistent themes:

- the expansion of Persian territory
- the interaction between the Persians and other cultures, particularly the Greeks, Egyptians and Babylonians
- the personalities and priorities of Cyrus the Great, Cambyses II, Darius I and Xerxes I including their priorities on matters of religion and architecture.

The period study will be worth 27.5% of the overall specification and should take approximately 33 to 38 guided learning hours to teach.

### Knowledge, understanding and skills

Learners should be able to identify, describe and explain events and developments relating to this period of Persian expansion and to evaluate the achievements of the kings. They should study the unfolding narrative through the four chronological periods outlined. In each of the time spans, the focus should be on the content specified.

Learners should be able to demonstrate an understanding of the relationships between different aspects of the period studied, making connections, drawing contrasts and analysing trends, such as between economic, political, social, cultural, religious and military history; and between short and long-term time scales.

The length of the period study will encourage learners to develop their interest in, and understanding of, the important events, individuals, developments and issues from 559 to 465 BC and provides a sufficient chronological range to be able to study continuity and change. This will allow learners to analyse the causes, significance and consequences of key historical events, and the similarities and differences between situations within the period.

Learners will be required to demonstrate an understanding of the key historical terms and concepts relevant to the topics studied. Learners will be required to demonstrate knowledge and understanding of the key features and characteristics of the topics studied, including the chronology, events, individuals, developments and the issues for each topic in order to reach substantiated judgements.

Learners will be required to demonstrate the ability to create their own evidence-based structured arguments, selecting, organising and communicating their knowledge and understanding of the historical events studied to reach substantiated conclusions.

In the period study, learners will be presented with an unseen ancient source. Learners will **only** be expected to use details from the passage in conjunction with their own knowledge to answer the question. There will not be an expectation for learners to evaluate the source's reliability or provenance in these questions.

A detailed assessment overview can be found in Section 3 of the specification.

## The Persian Empire, 559–465 BC

Key time spans	Learners should have studied the following content:
<b>The rise of the Persian Empire under Cyrus the Great</b> 559–530 BC	The background and accession of Cyrus; the conquest of Lydia; the conquest of Babylon; Cyrus' attitude towards conquered peoples and his liberation of the Jews; the construction of Pasargadae; the circumstances of Cyrus' death.
<b>Cambyses II, Smerdis and the accession of Darius</b> 530–522 BC	Cambyses' conquest of Egypt; Cambyses' attitude towards the Egyptians and their culture; the circumstances of Cambyses' death; Darius' overthrow of Smerdis/Bardiya/Gaumata.
<b>The reign of Darius the Great</b> 522–486 BC	Darius' pacification of the empire, including the restoration of control over Babylon; construction of Susa, Persepolis and the Egyptian canal; Persian expansion into the Aegean Sea; the campaign in India; the war with the Scythians; Persian culture and religion under Darius; Darius' organisation and administration of the Persian Empire; the Ionian Revolt, including its causes, course and consequences; Persian relations with Athens prior to the revolt; Mardonius' expedition of 493–492 BC; the expedition to Greece in 490 BC and its aftermath.
<b>Xerxes I and the Greeks</b> 486–465 BC	Death of Darius and accession of Xerxes; the suppression of revolts in Babylonia and Egypt; the invasion of Greece, including Persian preparation, the journey to Greece, the Battle of Thermopylae, the sack of Athens, the Battle of Salamis; Persian military organisation and fighting techniques; the completion of Darius' building projects; the Battle of Eurymedon and Plutarch's 'famous peace'.

## 2c. Content of Greek depth studies

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### Introduction to the Greek depth studies

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Centres should choose **one** Greek depth study from a choice of three, which will be assessed alongside the Persian period study.

The Greek depth studies focus on a substantial and coherent shorter time span and require learners to study significant individuals, societies, events and issues within the complexity of a historical event or situation and the interplay of different factors, such as military, political, religious, social, technological and cultural factors, within that event or situation.

Each of the three depth studies is linked by a common theme of cultural change: democratic for 'From Tyranny to Democracy, 546–483 BC', democratic and cultural for 'Athens in the Age of Pericles, 462–429 BC' and a new type of leader in 'Alexander the Great, 356–323 BC'.

For each depth study, OCR has prescribed the ancient sources that learners will need to have studied. These are listed in Appendices 5c to 5e.

The Greek depth study will be worth 22.5% of the overall specification and should take approximately 27 to 32 guided learning hours to teach.

### Knowledge, understanding and skills

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Learners will be required to demonstrate an understanding of the key historical terms and concepts relevant to the topics studied, including change, continuity, causation, consequence and significance. Learners will be required to demonstrate knowledge and understanding, and analyse and evaluate the significance of events, individuals, groups, developments and ideas in the topic studied in order to reach substantiated judgements. Learners will also need to understand the detailed historical context of the events/situation for the depth study.

Each depth study requires the critical use of ancient source material to interpret, analyse and evaluate historical questions, problems and issues. Different types of evidence need to be analysed and evaluated

and learners need to understand the usefulness and limitations of the ancient source evidence studied and how this affects the conclusions that can be drawn. The depth studies require learners to deal with the contexts in which evidence was written or produced and assess the reliability of the evidence.

Learners will be required to demonstrate the ability to create their own evidence-based structured arguments, selecting, organising and communicating their knowledge and understanding of both the historical events studied and the ancient source material to reach substantiated conclusions.

A detailed assessment overview can be found in Section 3 of the specification.



## From Tyranny to Democracy, 546–483 BC

This depth study will focus on the political transformation of Greek city-states in this period, particularly focusing on Athens and Samos. The depth study will explore the political, military and social factors which allowed democracy to be established in

Athens but not in Samos. Learners will also study the impact the rejection of tyranny and the creation of democracy had on the relationship between Athens, Persia and other Greek city-states.

Key topics	Learners should have studied the following content:
<b>Athens under the tyrants</b>	The concept of tyranny; the Peisistratids, their actions and characteristics of their rule; the political structure under the tyrants; Harmodios and Aristogeiton's involvement in the assassination of Hipparchus; changes to the nature of Hippias' tyranny after Hipparchus' death; invasion by Sparta to remove Hippias; the fall of Hippias.
<b>Tyranny and Samos</b>	Accession of Polycrates; his treatment of political opponents; policy towards Egypt and Persia; Spartan and Corinthian opposition to his tyranny; building and engineering achievements of Polycrates; failed succession of Maeandrius, including his offer to introduce democracy and its subsequent withdrawal; Persian interference in Samian politics; support for the accession of Syloson; comparison with Athenian tyranny.
<b>The Emergence of Democracy in Athens</b>	Cleisthenes and his rivalry with Isagoras, including the involvement of Sparta; the introduction of <i>isegoria</i> by Cleisthenes; Cleisthenes' reforms, including restructuring of tribes, <i>demes</i> and <i>phratries</i> , and the reorganisation of the <i>boule</i> ; Spartan attempt to restore Hippias; Corinthian arguments against restoring Hippias as tyrant in Athens; Corinthian opposition to tyranny on principle – the examples of Cypselus and Periander.
<b>Democracy in action</b>	Athenian democratic policy toward Persia; establishment of the ten <i>stratego</i> i; Athenian decision to support the Ionian revolt and subsequent withdrawal; the development of democracy in Ionia after Ionian revolt; the development of the navy under Themistocles and its significance for democracy; the Battle of Marathon and its significance for democracy; changes to the status of the archonship; onset and uses of ostracism; the role and treatment of Miltiades, Themistocles and Aristides in the newly democratic Athens.

Learners should have studied the set sources listed in Appendix 5c.

## Athens in the Age of Pericles, 462–429 BC

This depth study will focus on the interplay of political, military, social, economic, cultural and religious factors that led Pericles to claim in his Funeral Oration that “Athens was an education to

Greece”. This depth study should enable learners to examine Athens at the peak of its power with its own empire and the emergence of a thriving culture.

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Key topics	Learners should have studied the following content:
<b>The workings of Athenian democracy</b>	Citizenship after the reforms of Ephialtes and Pericles; Pericles as a leader in Athens; the workings of the <i>ecclesia</i> (assembly), <i>boule</i> (council), <i>archontes</i> (magistrates) and <i>stratego</i> i (generals); the role of the assembly in law making; the role of public speaking, including the role of tuition by Sophists; the use of ostracism in removing Cimon and Thucydides.
<b>The relationship between Athens and Sparta and Pericles’ Foreign Policy</b>	Contextual background for the rising tensions between Athens and Sparta including refusal of Athenian help suppressing the helot revolt, construction of the Long Walls and Athens’ growing power; Athens as a leader in the Greek world: the aftermath of the Persian Wars, the Delian League and Athenian Empire; the significance ascribed to the Megarian decree by Aristophanes; moving the Delian League treasury to Athens; Pericles’ strategy during the Archidamian War and its impact including the plague.
<b>Pericles and the cultural and religious life in Athens</b>	The importance of Pericles’ building programme; the buildings on the acropolis; the cultural and religious significance of these buildings; criticisms of the building programme, including the tribute money and the trial of Pheidias; the events of the Panathenaia and City Dionysia and their religious and cultural significance; the significance of Athena and Poseidon for Athenians; Athenian views of themselves as seen in the Funeral Oration.
<b>Women in Athens</b>	Role and position of women in daily life, including marriage; position of women in the democratic system and the enhanced status of Athenian citizen women after Pericles’ citizenship law; depictions of women in <i>Medea</i> ; the Arrephoroi and Aspasia in reflecting Athenian attitudes to women.

Learners should have studied the set sources listed in Appendix 5d.

## Alexander the Great, 356–323 BC

This depth study enables learners to understand the complex factors that allowed Alexander the Great to become one of ancient history's most famous men.

This depth study provides learners with the

opportunity to explore the political, military, religious, cultural and technological factors that enabled Alexander of Macedon to achieve so much in such a short space of time.

Key topics	Learners should have studied the following content:
<b>Upbringing, character, beliefs and life of Alexander</b>	Alexander's youth; the character, political and personal influence of Olympias; Alexander's relationship with Philip; Alexander's character and beliefs, including the adoption of Persian dress and customs; the course of his life and his relationships with companions including Parmenio, Cleitus, Callisthenes, Hephaestion and Antipater.
<b>Alexander's campaigns: The reasons for his expeditions and the main battles</b>	The initial reasons for the expedition against Persia; the Battles at the Granicus, Gaugamela and the Persian Gates; the pursuits of Darius and Bessus; the final campaign in the Indus Valley including the mutiny at the Hyphasis; the difficulties encountered on the return journey to Babylon; the changing aims of his expeditions and changing views of Persians and the Persian empire; the nature and role of his foundation cities.
<b>Significant events in Alexander's life</b>	The murder of Philip and the differing interpretations of the events surrounding it; the events of the Battles at the Granicus and Gaugamela; the burning of Persepolis; the murder of Cleitus; the mass marriages at Susa; Alexander's death and the differing explanations of the events surrounding it.
<b>The Macedonian army under Alexander</b>	The use of the cavalry; the use of the phalanx; the use of specialist troops; the weapons and armour of the army; the significance of the tactics used at the main battles; the use of siege warfare at Tyre and the Aornus Rock; the actions of Alexander and his army during the final capture of Tyre; Alexander's relationship with his army.

Learners should have studied the set sources listed in Appendix 5e.

## 2c. Content of Rome and its neighbours (J198/02)

This component has two elements: a longer period study and a source-based depth study. Learners must study the compulsory longer period study plus **one** of the three source-based depth studies. Each of the depth studies has a link to the period study, and will ensure that learners do not have a narrow approach to their study. Learners will be able to see change and developments, and make substantiated judgements, over a substantial length of time, so that they can see issues in a wider perspective.

The longer period study focuses on the kings of Rome and the early Roman Republic, allowing learners to study some of the most exciting and interesting events and characters from this period, through the prism of four key themes.

Centres should choose to study **one** of the three Roman depth studies. They can choose between:

- **Hannibal and the Second Punic War, 218–201 BC**

This depth study allows learners to study the events between Rome and Carthage around 250 years after the end of the longer period study. It will allow learners to appreciate that the strength of Rome increased in subsequent years, so that by the beginning of this depth study, Rome had control of most of Italy. It will also allow learners to study the interactions between Carthaginian and Roman cultures.

- **Cleopatra: Rome and Egypt, 69–30 BC**

This depth study focuses on a period when the Roman Republic was in crisis, before Octavian became the first Roman Emperor. It provides a link to the longer period study showing Rome in the last few decades of the Roman Republic and the beginning of Octavian's (Augustus') principate. It will also allow learners to study the interactions between Egyptian and Roman cultures.

- **Britannia: from conquest to province, AD 43–c.84**

This depth study focuses on a period when Rome is ruled by Emperors, allowing learners to appreciate a third type of political system in the context of Roman history. It will allow learners to appreciate that the Romans continued expanding their territory into the 1<sup>st</sup> century AD. It will also allow learners to study the interactions between British and Roman cultures.



## 2c. Content of the longer period study

### Introduction to the Roman longer period study

This longer period study enables learners to explore the early development of Ancient Rome and to be able to put this development into the wider context of the ancient world. Learners will compare the rates and types of change affecting political and social structures, cultural and religious practices, and military advances across the four time spans outlined. This study enables learners to explore the complex relationships between the kings, the Roman people and other countries in this period and later during the Republican era, the changing role of plebeians and patricians, and Rome's growing influence in the ancient world.

The following four sub-themes are addressed across the longer period study:

- political change
- religious and social change
- impact of warfare and military change
- separating myth from reality.

The longer period study has a requirement for learners to understand the nature and origin of the historical evidence for this period. This is brought out in the fourth theme to allow learners to separate myth from the individuals and events which may have a historical basis.

The longer period study will be worth 27.5% of the overall specification and should take approximately 33 to 38 guided learning hours to teach.

### Knowledge, understanding and skills

The longer period study will allow learners to develop their knowledge and understanding of the significant events, key features and characteristics of different eras, allowing learners to see wider changes in society from the time of Roman kings through to the creation and stabilisation of the early Roman Republic. Learners will be required to demonstrate an understanding of the key historical terms and concepts relevant to the topics studied.

The length of the longer period study will encourage learners to develop their interest in, and understanding of, the important events, individuals, developments and issues from 753 to 440 BC, and provides a sufficient chronological range to be able to study continuity and change. This will allow learners to analyse the causes, significance and consequences of key historical events, and the similarities and differences between situations within the period.

Learners should be able to demonstrate an understanding of the relationships between different aspects of the longer period studied, making connections, drawing contrasts and analysing trends, such as between economic, political, social, cultural, religious and military history; and between short and long-term time scales.

Learners will be required to demonstrate knowledge and understanding of the key features and characteristics of the topics studied, including the chronology, events, individuals, developments and issues for each topic in order to reach substantiated judgements.

Learners will be required to demonstrate the ability to create their own evidence-based structured arguments, selecting, organising and communicating their knowledge and understanding of the historical events studied to reach substantiated conclusions.

In the longer period study, learners will be presented with an unseen ancient source. Learners will **only** be expected to use details from the passage in conjunction with their own knowledge to answer the question. There will not be an expectation for learners to evaluate the source's reliability or provenance in these questions.

A detailed assessment overview can be found in Section 3 of the specification.

## The foundations of Rome: from kingship to republic, 753–440 BC

Key time spans	Learners should have studied the following content:
<b>The legendary kings: Origins of Rome 753–616 BC</b>	<p>The Aeneas and Romulus foundation myths; Romulus’ political initiatives; Rome’s relationship with the Sabines; the role of the Senate; Romulus’ death and the succession of Numa; Numa’s diplomacy and religious policies; the legal system in the reign of Tullus Hostilius; Ancus Marcius’ expansion of Rome.</p> <p>Romulus’ religious initiatives; Numa’s religious reforms.</p> <p>Romulus’ organisation of the Roman army; Romulus’ conflicts with neighbouring communities; Tullus Hostilius’ conflict with Alba Longa.</p> <p>The nature and origin of the historical evidence for this period, including archaeological and geographical issues.</p>
<b>The Etruscan kings: 616–509 BC</b>	<p>The manner in which each monarch gained power; the methods adopted by the Etruscan Kings to secure their power; Servius Tullius’ reforms; the tyranny of Tarquinius Superbus.</p> <p>The development of the city of Rome; the influence of omens ascribed to Servius Tullius; the importance of the Tarquin’s personal wealth in gaining popularity.</p> <p>Reorganisation of the army; the political and economic significance of Tarquinius Priscus and Servius Tullus’ victories; the impact of Tarquinius Superbus’ military record.</p> <p>The nature and origin of the historical evidence for this period, including both the literary and archaeological sources.</p>
<b>Origins of the Republic: 509–494 BC</b>	<p>The removal of Tarquinius Superbus; the creation of the early Republic including the development of the Consulship and the Senate.</p> <p>Impact of the foundation of the Republic upon the plebeian and patrician class, in particular the tensions developing between the two groups.</p> <p>Military challenges to the early Republic and the Roman response, including the Battle of Silvia Arsia, the invasion of Lars Porsena and the Battle of Lake Regillus.</p> <p>The nature and origin of the historical evidence for this period.</p>
<b>Securing the Republic: 494–440 BC</b>	<p>The development of Plebeian influence on government; Sicinius and the First Secession of the Plebeians; the Volero Publilius uprising and the reforms of 471; the Decemvirates, Second Secession and Twelve Tables; the Valerio-Horatian laws and the other reforms of the 440s.</p> <p>Change and continuity in patrician and plebeian lives; the power of the patricians relative to the plebeians; problems facing the plebeian class; the impact of Appius Claudius’ and his family upon patrician and plebeian relations.</p> <p>The military implications of the plebeian revolts and the role of soldiers in those revolts; impact of war upon Roman politics.</p> <p>The nature and origin of the historical evidence for this period.</p>

## 2c. Content of Roman depth studies

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### Introduction to the Roman depth studies

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Centres should choose **one** Roman depth study from a choice of three, which will be assessed alongside the Roman longer period study.

The Roman depth studies focus on a substantial and coherent shorter time span and require learners to study significant individuals, societies, events and issues within the complexity of a historical event or situation and the interplay of different factors, such as military, political, religious, social, technological and cultural factors, within that event or situation.

Each of the three depth studies is linked by a common theme: the Romans and their interactions with a neighbouring people.

For each depth study, OCR has prescribed the ancient sources that learners will need to have studied. These are listed in Appendices 5f to 5h.

The Roman depth study will be worth 22.5% of the overall specification and should take approximately 27 to 32 guided learning hours to teach.

### Knowledge, understanding and skills

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Learners will be required to demonstrate an understanding of the key historical terms and concepts relevant to the topics studied, including change, continuity, causation, consequence and significance. Learners will be required to demonstrate knowledge and understanding and analyse and evaluate the significance of events, individuals, groups, developments and ideas in the topic studied in order to reach substantiated judgements. Learners will also need to understand the detailed historical context of the events/situation for the depth study.

Each depth study requires the critical use of ancient source materials to interpret, analyse and evaluate historical questions, problems and issues. Different types of evidence need to be analysed and evaluated

and learners need to understand the usefulness and limitations of the ancient source evidence studied and how this affects the conclusions that can be drawn. The depth study will require learners to deal with the contexts in which evidence was written or produced and assess the reliability of the evidence.

Learners will be required to demonstrate the ability to create their own evidence-based structured arguments, selecting, organising and communicating their knowledge and understanding of both the historical events studied and the ancient source material to reach substantiated conclusions.

A detailed assessment overview can be found in Section 3 of the specification.

## Hannibal and the Second Punic War, 218–201 BC

This depth study enables learners to understand the complex factors that allowed Hannibal to invade Rome and defeat its army, but after 17 years forced Hannibal to leave Italy to defend Carthage from a

Roman invasion. It provides learners with the opportunity to explore the political, military, economic, social and religious factors that affected the course of the Second Punic War.

2

Key topics	Learners should have studied the following content:
<b>Reasons for the outbreak of the Second Punic War</b>	The impact of the First Punic War on the balance of power between Rome and Carthage; the impact of the Treaty of Lutatius on Carthage; the significance of the colonisation of Iberia by Hamilcar and Hasdrubal; the development of a war party within Carthage demanding revenge or renegotiation of the Treaty of Lutatius; Hannibal's personal motivations for war against Rome, including the influence of Hamilcar and the threat of Roman expansion into Iberia.
<b>The nature and dynamics of Hannibal's leadership</b>	Hannibal's leadership and tactics during the Siege of Saguntum, the Battles on the Rhone and the crossing of the Alps; Hannibal's leadership and tactics during the invasion of Italy, including the Battles of Trebia, Trasimene and Cannae; Hannibal's failure to march on Rome and inability to counter Fabian tactics, his failure to make peace with Rome and to retain alliances with Italian tribes made after Cannae, and his failure to keep supply routes open with Iberia and Carthage.
<b>The changing nature of Rome's response to Hannibal</b>	The leadership of Sempronius, Flaminius, Servilius, Varro and Paullus; Roman mistakes in the campaign and the reasons for them; the impact of Fabius Maximus upon Roman tactics, including his appointment as dictator and the use of religion to improve Roman confidence; Minucius' failure and Fabius' success in isolating Hannibal from his allies and cutting off his supply routes; the impact of Scipio Africanus on Roman tactics; Scipio Africanus' appointment and successful campaign in Iberia; debate in Senate between Scipio Africanus and Fabius Maximus; Scipio's invasion of Africa to draw Hannibal out of Italy.
<b>How did Rome defeat Carthage?</b>	Reasons for Hannibal's withdrawal from Italy, including pressure from the Carthaginian senate and supply problems; the significance of the Numidian cavalry supporting Rome and regional unrest caused by the Roman invasion of Africa; Hannibal's refusal to fight and the murder of Hasdrubal; the Battle of Zama; the reasons for Hannibal's defeat and its consequences for Carthage and Rome.

Learners should have studied the set sources listed in Appendix 5f.



## Cleopatra: Rome and Egypt, 69–30 BC

This depth study enables learners to understand the complexity of the relationship between Rome and Egypt between 69 and 30 BC and the political, military, religious, economic, social and cultural

factors affecting the reign of Cleopatra and her relationships with key historical figures during this period of significant upheaval in the Mediterranean world.

Key topics	Learners should have studied the following content:
<b>Cleopatra's life and character</b>	Cleopatra's family and Macedonian heritage; her likely education and upbringing; her character as depicted in the sources, including her charm, her humour, and her courage.
<b>Cleopatra as queen of Egypt, including political, domestic and foreign policies</b>	The death of Ptolemy XII and Cleopatra's first years as queen; civil war between Cleopatra and Ptolemy XIII; Cleopatra's relationship with her brothers and Arsinoe; the expansion of Egyptian territory under Cleopatra; Cleopatra's relationship with her subjects; her Graeco-Egyptian public persona and representation in the archaeological sources; the promotion of Isis as her patron goddess and the rationale for this.
<b>Cleopatra's relationships with Caesar (48–44 BC) and Mark Antony (41–30 BC) and their political significance</b>	Rome's relationship with client states and attitude to foreigners; the importance of Egypt for Rome economically and politically; overview of Rome's involvement with Egypt in the 60s and 50s BC; Cleopatra's initial meeting with Caesar and his decision to support her; Cleopatra's personal and political relationship with Caesar and its impact on both Rome and Egypt; the birth of Caesarion; Cleopatra's visit to Rome and her reception; Mark Antony's position in Roman politics after Caesar's death; Cleopatra's meeting with Mark Antony at Tarsus; the development of the political and personal relationship between Cleopatra and Mark Antony and its significance for both Egypt and Rome; the role played by Cleopatra in the breakdown of Mark Antony and Octavian's relationship, including the Donations of Alexandria.
<b>The Battle of Actium and its significance for Egypt and Rome</b>	Causes of the war between Octavian and Antony/Cleopatra; preparations for the battle; key events of the battle, including the roles of Octavian, Agrippa, Mark Antony and Cleopatra; the outcome and the reasons for it as described by the sources; different views of the battle in the sources; impact of the battle on Cleopatra's and Antony's careers; the method of Cleopatra's suicide and reasons for her actions; Mark Antony's suicide; the significance of the suicides for Octavian.

Learners should have studied the set sources listed in Appendix 5g.

## Britannia: from conquest to province, AD 43–c.84

This depth study enables learners to understand the complex factors that contributed to the invasion of Britain in AD 43 and the subsequent conquest and consolidation of the Roman position up until the end of Agricola's governorship. This depth study provides

learners with the opportunity to explore the political, military, economic, social and cultural factors that affected the relationship between the Britons and the Romans.

2

Key topics	Learners should have studied the following content:
<b>Claudius' invasion of Britain</b>	The reasons for the invasion: Caesar's earlier attempts to invade, the political situation in southern Britain, including tensions within and between the Catuvellauni and Atrebates, and the political situation in Rome, including the considerations of Claudius in the context of his own position and the preparations of Caligula; the main events of the invasion, including Roman preparations, crossing the Channel, and the encounters at the Medway and Thames; Claudius' role in the invasion and its propaganda value to him; the second phase including Vespasian's campaign and the Fosse Way.
<b>The changing policies of the various Roman governors. The significance and success of these governors</b>	Ostorius Scapula's campaigns including his motives, preparations and tactics; Didius Gallus' policies towards the Silures and Brigantes; the significance of the appointments of Quintus Veranius, Suetonius Paulinus, Publius Petronius Turpilianus and Trebellius Maximus; campaigns and achievements of Bolanus, Cerialis and Frontinus, including the reasons for their policies; Agricola's campaigns and achievements including his motives, preparations and tactics; the influence of different emperors.
<b>Cooperation between Romans and Britons and the effects of Roman rule</b>	The submission of the tribes to Claudius at Camulodunum; creation of client states: the Atrebates, the Icenii, and the Brigantes; client states and their relations with Romans; Romanisation: the effects of Roman rule and the extent of change, including urbanisation and cultural, religious and lifestyle changes; the economic impact of the Roman army and traders; early development in Camulodunum, Fishbourne and Aquae Sulis as examples of the effects of Roman influence.
<b>Resistance after the invasion</b>	The resistance campaigns of Caratacus, Boudicca, Venutius and Calgacus; the reasons for their resistance and the extent of their success; the nature of the Roman response to resistance; the sources' portrayal of the Britons, particularly those who resisted Roman rule.

Learners should have studied the set sources listed in Appendix 5h.

## 2d. Prior knowledge, learning and progression

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Learners who are beginning a GCSE (9–1) course are likely to have followed a Key Stage 3 programme of study. No prior knowledge of this subject is required.

GCSEs (9–1) are qualifications that enable learners to progress to further qualifications, either vocational or general.

This qualification provides the ideal foundation for learners to progress to studying AS Level in Ancient History and A Level in Ancient History.

Find out more at [www.ocr.org.uk](http://www.ocr.org.uk)

# 3 Assessment of GCSE (9–1) in Ancient History (J198)

## 3a. Forms of assessment

OCR's GCSE (9–1) in Ancient History consists of two compulsory components that are externally assessed.

### J198/01 Greece and Persia

This is a **compulsory** component. It is worth **105 marks**, representing **50%** of the total marks for the GCSE (9–1).

This component is an externally assessed written examination testing AO1, AO2 and AO3.

The examination lasts **1 hour 45 minutes** and is formed of four sections.

**Section A** consists of 60 marks. Section A will assess learners' knowledge and understanding of the Persian period study.

5 marks are available for SPaG in Section A.

Learners will need to take either **Section B**, **Section C** or **Section D** depending on which Greek depth study they have studied.

- **Section B** assesses the 'From Tyranny to Democracy, 546–483 BC' depth study.
- **Section C** assesses the 'Athens in the Age of Pericles, 462–429 BC' depth study.
- **Section D** assesses the 'Alexander the Great, 356–323 BC' depth study.

Sections B, C and D all consist of 45 marks.

### J198/02 Rome and its neighbours

This is a **compulsory** component. It is worth **105 marks**, representing **50%** of the total marks for the GCSE (9–1).

This component is an externally assessed written examination testing AO1, AO2 and AO3.

The examination lasts **1 hour 45 minutes** and is formed of four sections.

**Section A** consists of 60 marks. Section A will assess learners' knowledge and understanding of the Roman longer period study.

5 marks are available for SPaG in Section A.

Learners will need to take either **Section B**, **Section C** or **Section D** depending on which Roman depth study they have studied.

- **Section B** assesses the 'Hannibal and the Second Punic War, 218–201 BC' depth study.
- **Section C** assesses the 'Cleopatra: Rome and Egypt, 69–30 BC' depth study.
- **Section D** assesses the 'Britannia: from conquest to province, AD 43–c.84' depth study.

Sections B, C and D all consist of 45 marks.

Both question papers have the same structure. The structure of J198/01 and J198/02 will follow this pattern:

**Section A**

We recommend that learners spend around one hour on Section A.

Question	Type of question	AO1 marks	AO2 marks	AO3 marks	SPaG marks	Total marks
1	Discrete factual knowledge	4	–	–	–	4
2	Outline ...	6	–	–	–	6
3	Features/characteristics of a period, event or individual	5	–	5	–	10
4	Second order concepts	5	5	5	–	15
5	Essay	10	10	–	5	25

**Question 1** assesses discrete factual knowledge.

In **Question 2**, learners will be required to select, organise and communicate their knowledge and understanding to outline historical events or features. The answer must be in continuous prose and should not be a series of bullet points.

In **Question 3**, learners will need to be able to use details from an **unseen source** together with their own knowledge to answer a question about the features and characteristics of a period, event or individual.

In **Question 4**, learners will use the **same unseen source** and their own knowledge and understanding to address a question targeting second order historical concepts, such as continuity, change, cause, consequence, significance and similarity and difference within situations. Question 4 will have a different focus from Question 3.

**Question 5** will be an essay question. There will be a slight difference between the period and longer period study essays, with the longer period study question focusing on at least two of the eras.

There will also be an additional 5 marks available for spelling, punctuation and grammar and the use of specialist terminology connected to Question 5. See Section 3f for more information on spelling, punctuation and grammar, and the use of specialist terminology.

## Section B, C and D

Learners answer **either** Section B **or** Section C **or** Section D.

The Section B questions number 6 to 10, Section C questions number 11 to 15 and Section D questions number 16 to 20.

We recommend that learners spend around 45 minutes on this section.

Question	Type of question	AO1 marks	AO2 marks	AO3 marks	SPaG marks	Total marks
6, 11, 16	Discrete factual knowledge	5	–	–	–	<b>5</b>
7, 12, 17	What can we learn from the source	–	–	5	–	<b>5</b>
8, 13, 18	Evaluate the source	–	–	5	–	<b>5</b>
9, 14, 19	Second order concepts	5	5	–	–	<b>10</b>
10, 15, 20	Essay using ancient source knowledge	5	5	10	–	<b>20</b>

The total number of marks available for the depth study will be 45.

**Questions 6, 11 and 16** assess discrete factual knowledge.

**Questions 7, 12 and 17** require learners to extract the necessary information from the passage/source in relation to the question posed and use it to display understanding of the issue in the question.

**Questions 8, 13 and 18** require learners to use details from the passage/source provided to make a judgement about how accurate the information in the passage/source is.

In **Questions 9, 14 and 19**, learners are required to understand second-order historical concepts, such as continuity, change, cause, consequence, significance and similarity and difference within situations.

**Questions 10, 15 and 20** are essay questions in which learners are required to use, analyse and evaluate the ancient source material they have studied to address the theme or themes highlighted in the question.



### 3b. Assessment objectives (AO)

There are three Assessment Objectives in OCR GCSE (9–1) in Ancient History. These are detailed in the table below.

Learners are expected to demonstrate their ability to:

	Assessment Objective
<b>AO1</b>	Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.
<b>AO2</b>	Analyse and explain historical events and historical periods to arrive at substantiated judgements.
<b>AO3</b>	Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about: <ul style="list-style-type: none"> <li>historical events and historical periods studied</li> <li>how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</li> </ul>

### AO weightings in OCR GCSE (9–1) Ancient History

The relationship between the Assessment Objectives and the components are shown in the following table:

Component	% of overall GCSE (9–1) in Ancient History (J198)		
	AO1	AO2	AO3
J198/01 Greece and Persia	22.5%	12.5%	15%
J198/02 Rome and its neighbours	22.5%	12.5%	15%
<b>Total</b>	<b>45%</b>	<b>25%</b>	<b>30%</b>

### 3c. Total qualification time

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both guided learning hours and hours spent in preparation, study

and assessment. The total qualification time for GCSE Ancient History is 140 hours. The total guided learning time is 120 -140 hours.

### 3d. Assessment availability

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There will be one examination series available each year in May / June to **all** learners.

This specification will be certificated from the June 2019 examination series onwards.

All examined components must be taken in the same examination series at the end of the course.

### 3e. Retaking the qualification

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Learners can retake the qualification as many times as they wish. Learners must retake both components in the same examination series.

### 3f. Assessment of extended response

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The assessment materials for this qualification provide learners with the opportunity to demonstrate their ability to construct and develop a sustained and

coherent line of reasoning. Marks for extended responses are integrated into the marking criteria.

### 3g. Spelling, punctuation and grammar and the use of specialist terminology

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In the specification as a whole, 5 per cent of the marks will be used to credit the accuracy of learners' spelling, punctuation and grammar and their use of specialist terminology (SPaG).

These marks for SPaG are in addition to the total 200 marks for the assessment of GCSE (9–1) Ancient History. The tasks in which SPaG is assessed will be extended responses and will be clearly indicated in assessment materials.

There will be 5 marks available for SPaG for Question 5 in J198/01 Greece and Persia.

The marking expectations for spelling, punctuation and grammar and the use of specialist terminology (SPaG) can be found in the mark schemes for these papers.

There will be 5 marks available for SPaG for Question 5 in J198/02 Rome and its neighbours.

### 3h. Synoptic assessment

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Synoptic assessment targets learners' understanding of the connections between different elements of the subject. It involves the explicit drawing together of knowledge, skills and understanding within different parts of the GCSE (9–1) course.

The emphasis of synoptic assessment is to encourage the understanding of Ancient History as a discipline.

Synoptic assessment is found in both components, where each depth study essay assesses all three assessment objectives.

### 3i. Calculating qualification results

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A learner's overall qualification grade GCSE (9–1) in Ancient History will be calculated by adding together their marks taken from the two components taken to give their total weighted mark. This mark will then be compared to the qualification level grade boundaries

for the entry option taken by the learner and for the relevant exam series to determine the learner's overall qualification grade.

## 4 Admin: what you need to know

The information in this section is designed to give an overview of the processes involved in administering this qualification so that you can speak to your exams officer. All of the following processes require you to submit something to OCR by a specific deadline

More information about the processes and deadlines involved at each stage of the assessment cycle can be found in the Administration area of the OCR website.

OCR's *Admin overview* is available on the OCR website at [www.ocr.org.uk/administration](http://www.ocr.org.uk/administration)

### 4a. Pre-assessment

#### Estimated entries

Estimated entries are your best projection of the number of learners who will be entered for a qualification in a particular series. Estimated entries

should be submitted to OCR by the specified deadline. They are free and do not commit your centre in any way.

#### Final entries

Final entries provide OCR with detailed data for each learner, showing each assessment to be taken. It is essential that you use the correct entry code, considering the relevant entry rules.

Final entries must be submitted to OCR by the published deadlines or late entry fees will apply.

All learners taking a GCSE (9–1) in Ancient History must be entered for J198.

Entry option		Components		
Entry code	Title	Code	Title	Assessment type
J198	Ancient History	01	Greece and Persia	External assessment
		02	Rome and its neighbours	External assessment

### 4b. Special consideration

Special consideration is a post-assessment adjustment to marks or grades to reflect temporary injury, illness or other indisposition at the time the assessment was taken.

Detailed information about eligibility for special consideration can be found in the JCQ publication *A guide to the special consideration process*.

## 4c. External assessment arrangements

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Regulations governing examination arrangements are contained in the JCQ publication *Instructions for conducting examinations*.

### Head of Centre annual declaration

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The Head of Centre is required to provide a declaration to the JCQ as part of the annual NCN update, conducted in the autumn term, to confirm that the centre is meeting all of the requirements detailed in the specification.

Any failure by a centre to provide the Head of Centre Annual Declaration will result in your centre status being suspended and could lead to the withdrawal of our approval for you to operate as a centre.

### Private candidates

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Private candidates may enter for OCR assessments. A private candidate is someone who pursues a course of study independently but takes an examination or assessment at an approved examination centre. A private candidate may be a part-time student, someone taking a distance learning course, or someone being tutored privately. They must be based in the UK.

Private candidates need to contact OCR approved centres to establish whether they are prepared to host them as a private candidate. The centre may charge for this facility and OCR recommends that the arrangement is made early in the course.

Further guidance for private candidates may be found on the OCR website: <http://www.ocr.org.uk>

## 4d. Results and certificates

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### Grade Scale

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GCSE (9–1) qualifications are graded on the scale: 9–1, where 9 is the highest. Learners who fail to reach the minimum standard of 1 will be graded

Unclassified (U). Only subjects in which grades 9 to 1 are attained will be recorded on certificates.

### Results

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Results are released to centres and learners for information and to allow any queries to be resolved before certificates are issued.

Centres will have access to the following results information for each learner:

- the grade for the qualification
- the raw mark for each component
- the total weighted mark for the qualification.

The following supporting information will be available:

- raw mark grade boundaries for each component
- weighted mark grade boundaries for each entry option.

Until certificates are issued, results are deemed to be provisional and may be subject to amendment.

A learner's final results will be recorded on an OCR certificate. The qualification title will be shown on the certificate as 'OCR Level 1/Level 2 GCSE (9–1) in Ancient History'.

## 4e. Post-results services

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A number of post-results services are available:

- **Review of marking requests** – If you are not happy with the outcome of a learner’s results, centres may request a review of marking. Full details of the post-results services are provided on the OCR website.
- **Missing and incomplete results** – This service should be used if an individual subject result for a learner is missing, or the learner has been omitted entirely from the results supplied.
- **Access to scripts** – Centres can request access to marked scripts.

## 4f. Malpractice

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Any breach of the regulations for the conduct of examinations and non-exam assessment may constitute malpractice (which includes maladministration) and must be reported to OCR as

soon as it is detected. Detailed information on malpractice can be found in the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*.

# 5 Appendices

## 5a. Grade descriptors

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### Grade 8

To achieve grade 8, candidates will be able to:

- demonstrate relevant and comprehensive knowledge and sophisticated understanding of key features and characteristics of historical periods
- critically analyse historical events and periods, and provide a lucid explanation to reach reasoned, substantiated judgements
- critically analyse and evaluate ancient sources, in context, and use these to reach reasoned, substantiated judgements and evidence-based conclusions about:
  - historical events and periods
  - how the portrayal of events by ancient writers/sources relates to the contexts in which they were produced.

### Grade 5

To achieve grade 5, candidates will be able to:

- demonstrate mostly accurate knowledge and clear understanding of key features and characteristics of historical periods
- analyse historical events and periods, and provide a coherent explanation to reach plausible judgements, which are supported by some evidence
- analyse and provide some evaluation of ancient sources, in context, and use these to reach plausible judgements and conclusions, which are supported by some evidence, about:
  - historical events and periods
  - how the portrayal of events by ancient writers/sources relates to the contexts in which they were produced.

### Grade 2

To achieve grade 2, candidates will be able to:

- demonstrate generalised knowledge and basic understanding of some key features and characteristics of historical periods
- use a basic line of reasoning to describe historical events and periods and reach straightforward judgements
- express some opinions about historical events, with limited use of ancient sources and limited regard for the contexts in which they were produced.



## 5b. Accessibility

Reasonable adjustments and access arrangements allow learners with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do, without changing the demands of the assessment. Applications for these should be made before the examination series. Detailed information about eligibility for access arrangements can be found in the JCQ publication *Access Arrangements and Reasonable Adjustments*.

The GCSE (9–1) in Ancient History qualification and subject criteria have been reviewed in order to identify any feature that could disadvantage learners who share a protected Characteristic as defined by the Equality Act 2010. All reasonable steps have been taken to minimise any such disadvantage.

## 5c. Overlap with other qualifications

There is a small degree of overlap in the content of this specification and those for GCSE (9–1) in Latin, Classical Greek and Classical Civilisation.

## 5d. Set ancient sources for ‘From Tyranny to Democracy, 546–483 BC’

Learners should have studied the set sources listed below:

### Literary evidence

Herodotus, *Histories*, 3.39; 3.44–3.60; 3.120–3.125; 3.139–3.147  
5.55–5.56; 5.62–5.78; 5.90–5.103  
6.25; 6.43–6.44; 6.102–6.107; 6.109; 6.121–6.124

Thucydides, *History of the Peloponnesian War*, 1.13  
2.37.1  
6.53.3–6.59

Aristotle, *The Athenian Constitution*, 14–22

The Old Oligarch (Pseudo Xenophon), *Constitution of the Athenians*, 1.2–1.3

Plutarch, *Life of Aristides*, 2.1–2.2; 2.4–4.5; 5.1–5.2; 7  
*Life of Themistocles*, 3.1–3.2; 4; 5.4

Cornelius Nepos, *Miltiades*, 6–8  
*Themistocles*, 2  
*Aristides*, 1

### Archaeological evidence

Roman copy of the lost tyrannicides statue (National Archaeological Museum, Naples)

Temple of Hera, Samos

Example *ostraka* showing a variety of names (knowledge of the Greek script is not required); any names will be transliterated.

## 5e. Set ancient sources for 'Athens in the Age of Pericles, 462–429 BC'

Learners should have studied the set sources listed below:

### Literary evidence

Plutarch, *Life of Pericles*, 7.1–7.4; 9; 11.1–11.4; 12–14; 16.1–16.3; 18; 24; 28–32; 33.3–33.6; 34; 35.3–35.4; 37; 39

Aristotle, *The Athenian Constitution*, 25; 26.3; 27; 42–45; 55; 63–64; 67–69

Aristotle, *Rhetoric*, 1402a

Thucydides, *The History of the Peloponnesian War*,  
1.23.6; 1.67.1–4; 1.96; 1.101–1.102; 1.107.1; 1.126; 1.139.1–2  
2.13.2–5; 2.34–2.46; 2.52.3–2.53.4; 2.59.1; 2.60.2–4; 2.61.2; 2.63.1; 2.65

Aristophanes, *Akharnians*, lines 515–539; *Peace*, lines 605–609; *Frogs*, lines 1089–98

Plato, *Gorgias*, 452d–e, 459b–c

Sophocles, *Tereus*, fragment 583

Euripides, *Medea*, lines 230–251 and 1081–1089

Xenophon, *The Estate Manager*, 7.4–7.6; 7.23–7.25; 7.35–7.37; 7.42

Pausanias, *Description of Greece*, 1.24.5; 1.24.7; 1.26.6; 1.27.3; 1.28.2

Pliny, *Natural History*, 34.74

Quintilian, *Oratorical Education*, 12.10.9

### Archaeological evidence

Inscriptiones Graecae. Vol. I, 46

Roman sculpture depicting Athena Parthenos

Parthenon friezes, South XLV 137–140, East V 31–35

Parthenon West pediment reconstruction

Panathenaic amphora

Red-figure chous (jug) attributed to the Meidas Painter: women perfuming garments

Map of the buildings on the acropolis.

## 5f. Set ancient sources for 'Alexander the Great, 356–323 BC'

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Learners should have studied the set sources listed below:

### Literary evidence

Plutarch, *Life of Alexander*, 2–3; 6–9; 31–33; 38; 50–51; 73–77

Diodorus Siculus, *Library of History*, 16.91–16.94

Arrian, *The Campaigns of Alexander*, 1.11–1.16

2.3; 2.24

3.9–3.15; 3.18

4.8–4.12; 4.28–4.30

7.4; 7.14; 7.24–7.26; 7.28–7.30

### Archaeological evidence

Mosaic from the House of the Faun in Pompeii depicting Darius and Alexander

The Alexander sarcophagus, showing Alexander at the Battle of Issus

Babylonian Astronomical Diary tablet mentioning the Battle of Gaugamela (British Museum)

Silver tetradrachm minted by Lysimachus showing Alexander with horns, Zeus Ammon and Athena (BM: 1919, 0820.1)

Silver tetradrachm minted by Ptolemy I showing Alexander with elephant scalp headdress. (BM: 1987, 0649.508)

## 5g. Set ancient sources for ‘Hannibal and the Second Punic War, 218–201 BC’

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Learners should have studied the set sources listed below:

### Literary evidence

Polybius, *The Histories*, 3.8–3.12; 3.15–3.16; 3.20; 3.33–3.34; 3.44; 3.50–3.56; 3.80–3.89; 15.19

Livy, *The History of Rome*, 21.22; 21.26–21.29; 21.32–21.35; 21.54  
22.7–22.8; 22.23–22.26; 22.44–22.48; 22.51  
23.29  
26.11–26.12; 26.46.8–26.47.10  
30.20; 30.29–30.36

Plutarch, *Life of Fabius Maximus*, 5

### Archaeological evidence

Dedication for Quintus Fabius Maximus (CIL 11.1828)

## 5h. Set ancient sources for 'Cleopatra: Rome and Egypt, 69–30 BC'

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Learners should have studied the set sources listed below:

### Literary evidence

Suetonius, *Life of Julius Caesar*, 52

Plutarch, *Life of Caesar*, 48–49

*Life of Antony*, 24–33; 36–37; 51; 53; 55–69; 72–79; 81–86

Cassius Dio, *Roman History*, XLII 44–45; XLIII 27

Cicero, *Letter to Atticus*, XV.15

Velleius Paterculus, *The Roman History*, 2.82–2.87

Horace, *Odes*, 1.37

Virgil, *Aeneid*, 8.675–731

### Archaeological evidence

Relief portraits of Cleopatra and Caesarion from Dendera

Coin of Cleopatra and Caesarion minted in Cyprus

Silver denarius of Antony and Cleopatra minted in 32, declaring Antony's conquest of Armenia and giving Cleopatra's title as 'queen of kings and of her sons who are kings' (British Museum)

Coin of Ptolemy Auletes, British Museum

Coin of Cleopatra, with distinctive hairstyle and hooked nose, British Museum

Head of Cleopatra as a young woman, British Museum.

## 5i. Set ancient sources for ‘Britannia: from conquest to province, AD 43–c.84’

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Learners should have studied the set sources listed below:

### Literary evidence

Cassius Dio, *History of Rome*, 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

Josephus, *Jewish War*, 3.1.2

Suetonius, *Caligula*, 44.2; 46.1;  
*Claudius*, 13.2; 17.1–17.3; 21.6; 24.3  
*Vespasian*, 4.1–4.2

Tacitus, *Agricola*, 10–27; 29–37  
*Annals*, 12.23; 12.31–12.40; 14.29–14.39  
*Histories*, 3.44–3.45

### Archaeological evidence

Gold stater of Verica (BM 1919, 0213.165)  
Gold stater of Cunobelinus (BM 1977, 0434.11)  
Bronze coin of Cunobelinus (BM 1925, 1201.1)  
Aureus of Claudius (BM 1863,0501.1)  
Silver didrachma of Claudius (RIC 122)  
Arch of Claudius (ILS 216)  
Tombstone of Sex. Valerius Genialis (RIB 109)  
Tombstone of Rufus Sita (RIB 121)  
Vindolanda tablet ‘concerning supplies’ (Tab. 343)  
Vindolanda tablet detailing the procurement of materials for the fort (Tab. 309)  
Vindolanda tablet requesting to know if there is an inn to lodge at (Tab. 632).



## Summary of updates

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Date	Version	Section	Title of section	Change
April 2018	1.1	4d	Results and certificates	Amend to certification titling
July 2019	1.2	2c	Content of Roman depth studies	Minor typographical amends
December 2019	1.3	1e	How do I find out more information?	Remove link to Social forum and replace with link for Online Support Centre
				Update to specification covers to meet digital accessibility standards
December 2022	1.4	3c	Total qualification time	Insertion of a new Section



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