

**GCE**

**AS and A Level Specification**

# Classical Civilisation

**AS exams 2009 onwards**

**A2 exams 2010 onwards**



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Vertical black lines indicate a significant change or addition to the previous version of this specification.

# 1 Introduction

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## 1.1 Why choose AQA?

It's a fact that AQA is the UK's favourite exam board and more students receive their academic qualifications from AQA than from any other board. But why does AQA continue to be so popular?

- **Specifications**

Ours are designed to the highest standards, so teachers, students and their parents can be confident that an AQA award provides an accurate measure of a student's achievements. And the assessment structures have been designed to achieve a balance between rigour, reliability and demands on candidates.

- **Support**

AQA runs the most extensive programme of support meetings; free of charge in the first years of a new specification and at a very reasonable cost thereafter. These support meetings explain the specification and suggest practical teaching strategies and approaches that really work.

- **Service**

We are committed to providing an efficient and effective service and we are at the end of the phone when you need to speak to a person about an important issue. We will always try to resolve issues the first time you contact us but, should that not be possible, we will always come back to you (by telephone, email or letter) and keep working with you to find the solution.

- **Ethics**

AQA is a registered charity. We have no shareholders to pay. We exist solely for the good of education in the UK. Any surplus income is ploughed back into educational research and our service to you, our customers. We don't profit from education, you do.

If you are an existing customer then we thank you for your support. If you are thinking of moving to AQA then we look forward to welcoming you.

## 1.2 Why choose Classical Civilisation?

- Our specification offers a wide choice of topics in the areas of archaeology, architecture, art, history and politics, literature and philosophy. Because of the range of options, teachers can design a course which reflects their own interests and those of their candidates. They may either focus primarily on one area (literature, Greek history, Roman history or the visual arts) or provide a broader introduction to the achievements of the classical world across a variety of fields.
- A study of Classical Civilisation complements many other popular A levels, including Art, Drama and Theatre Studies, English Literature, Government and Politics, History, History of Art, and Philosophy, as well as a study of the classical languages.
- The topics cover aspects of classical civilisation which have been significant in the development of the modern world. All include a study of primary classical sources, whether texts in translation or physical evidence, and all encourage candidates to gain an understanding of Greek and/or Roman society and its values.
- Whichever path through the specification is taken, the course encourages candidates to develop the critical and evaluative skills which will enable them to go on to Higher Education to study a wide range of courses. The knowledge gained in following the course will, or course, enable candidates to go on to Higher Education to study Classics or Ancient History.
- Our specification does not require any previous study of a classical subject or knowledge of the Classical Greek or Latin language. However, the choices available enable candidates who have studied a classical subject to GCSE to broaden and deepen their knowledge and understanding of classical culture.
- The topics and the prescribed source material are largely based on our previous specification, so that teachers may continue to use their existing resources as far as possible. We have taken care to preserve topics and combinations of topics that have proved popular.
- Topics have been expanded or combined as appropriate to satisfy changes to the criteria, which require candidates to study four topics instead of the previous six, but with no reduction in the total content. These changes will make it possible to study each of the topics chosen in greater depth.
- Assessment will be by means of structured source-based questions and essays. Guidance will be provided, particularly at AS, to assist all candidates across the ability range in demonstrating their knowledge, understanding and skills.

## 1.3 How do I start using this specification?

### Already using the existing AQA Classical Civilisation specification?

- Register to receive further information, such as mark schemes, past question papers, details of teacher support meetings, etc, at **<http://www.aqa.org.uk/rn/askaqa.php>**  
Information will be available electronically or in print, for your convenience.
- Tell us that you intend to enter candidates. Then we can make sure that you receive all the material you need for the examinations. This is particularly important where examination material is issued before the final entry deadline. You can let us know by completing the appropriate Intention to Enter and Estimated Entry forms. We will send copies to your Exams Officer and they are also available on our website  
**[http://www.aqa.org.uk/admin/p\\_entries.html](http://www.aqa.org.uk/admin/p_entries.html)**

### Not using the AQA specification currently?

- Almost all centres in England and Wales use AQA or have used AQA in the past and are approved AQA centres. A small minority are not. If your centre is new to AQA, please contact our centre approval team at **[centreapproval@aqa.org.uk](mailto:centreapproval@aqa.org.uk)**

## 1.4 How can I find out more?

### Ask AQA

You have 24-hour access to useful information and answers to the most commonly-asked questions at **<http://www.aqa.org.uk/rn/askaqa.php>**

If the answer to your question is not available, you can submit a query for our team. Our target response time is one day.

### Teacher Support

Details of the full range of current Teacher Support meetings are available on our website at **<http://www.aqa.org.uk/support/teachers.html>**

There is also a link to our fast and convenient online booking system for Teacher Support meetings at **<http://events.aqa.org.uk/ebooking>**

If you need to contact the Teacher Support team, you can call us on 01483 477860 or email us at **[teachersupport@aqa.org.uk](mailto:teachersupport@aqa.org.uk)**

# 2 Specification at a glance: Classical Civilisation

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## AS Examinations

### Unit 1 – CIV1

#### An introduction to an aspect of Classical Civilisation 1

50% of AS, 25% of A Level

1 hour 30 minutes written examination

65 marks

Candidates study one topic from a choice of six.

Candidates answer one structured, source-based question (from a choice of two) and one short essay on their chosen topic.

Available January and June

### Unit 2 – CIV2

#### An introduction to an aspect of Classical Civilisation 2

50% of AS, 25% of A Level

1 hour 30 minutes written examination

65 marks

Candidates study one topic from a choice of six.

Candidates answer one structured, source-based question (from a choice of two) and one short essay on their chosen topic.

Available in June only

AS  
Award  
1021

## A2 Examinations

### Unit 3 – CIV3

#### A study of an aspect of Classical Civilisation 1

25% of A Level

1 hour 30 minutes written examination

75 marks

Candidates study one topic from a choice of four.

Candidates answer one structured, source-based question (from a choice of two) and one extended essay on their chosen topic.

Available in June only

### Unit 4 – CIV4

#### A study of an aspect of Classical Civilisation 2

25% of A Level

1 hour 30 minutes written examination

75 marks

Candidates study one topic from a choice of four.

Candidates answer one structured, source-based question (from a choice of two) and one extended essay on their chosen topic.

Available in June only

A Level  
Award  
2021

$$\boxed{\text{AS}} + \boxed{\text{A2}} = \boxed{\text{A Level}}$$

## Summary of units

Candidates study one topic for each unit. There are no prohibited combinations.

### AS Examination 1021

#### Unit 1 – CIV1

One from:

CIV1A Greek Architecture and Sculpture

CIV1B Athenian Democracy

CIV1C Aristophanes and Athens

CIV1D Women in Athens and Rome

CIV1E Menander and Plautus

CIV1F The Life and Times of Cicero

#### Unit 2 – CIV2

One from:

CIV2A Homer *Iliad*

CIV2B Homer *Odyssey*

CIV2C Athenian Vase Painting

CIV2D Athenian Imperialism

CIV2E Roman Architecture and Town Planning

CIV2F The Second Punic War

### A2 Examination 2021

#### Unit 3 – CIV3

One from:

CIV3A Mycenaean Civilisation

CIV3B The Persian Wars

CIV3C Greek Tragedy

CIV3D Augustus and the Foundation of the Principate

#### Unit 4 – CIV4

One from:

CIV4A Socrates and Athens

CIV4B Alexander

CIV4C Roman Epic

CIV4D Tiberius and Claudius

# 3 Subject content

## 3.1 Unit 1 CIV1 An introduction to an aspect of Classical Civilisation 1

Candidates study **one** of the following options.

All the options require study in two of the areas specified in the Subject Criteria for Classics.

### Option A: Greek Architecture and Sculpture

A critical study of significant aspects of the development of Greek public buildings in the sixth, fifth and fourth centuries BC, **and** the development of free-standing and architectural sculpture in the same period.

The topic requires study in the areas of

- architecture
- art.

Candidates will be required to demonstrate knowledge, understanding, and the ability to make a reasoned evaluation of

- changes in architectural and sculptural style, and the reasons for them, as illustrated by:
  - the following sites and buildings:
    - the fifth century temples and Propylaea of the Athenian Acropolis
    - the Temples of Hera and Zeus, and the Philippeion at Olympia
    - the Tholos at Epidauros
    - the temples at Bassae and Paestum

**and**

the New York *kouros*, Berlin *kore*, Anavyssos *kouros*, Peplos *kore*, Kritios Boy, Tyrannicides, Charioteer from Delphi, Zeus / Poseidon from Artemision, Riace Warriors, Myron's Diskobolos, Polykleitos' Doryphoros, Paionios' Nike at Olympia, Kephisodotos' Eirene and Ploutos, Praxiteles' Hermes and Dionysos, Apollo Sauroktonos and Knidian Aphrodite, Marathon Boy, and Lysippos' Apoxyomenos

**and**

the sculptures of the temples of Aphaia on Aegina and Zeus at Olympia and those of the Parthenon, and the relationship between the sculptures and the buildings

**and**

the grave monuments of Hegeso and Dexileos and the funerary *stèle* from the River Ilissos (National Museum, Athens, No. 869)

- the main characteristics of the Doric, Ionic and Corinthian Orders, and their use in the buildings studied
- the relationship between sculpture and architecture
- the use of space and the relationship between buildings
- the uses of Greek sculpture in its public and religious context
- the techniques and effects of working in marble and bronze
- the religious, political, cultural, social and aesthetic context of the architecture and sculpture studied.

### Option B: Athenian Democracy

A critical study of the political development of Athens in the sixth and fifth centuries BC and the way democracy operated in the second half of the fifth century BC.

The topic requires study in the areas of

- history and politics
- literature.

Candidates will be required to demonstrate knowledge, understanding, and the ability to make a reasoned evaluation of

- the following three texts:

Aristotle, *The Constitution of Athens* (excluding chapters I, III, IV, XXIX–XLI, LII–LXIX) as in Aristotle, *The Athenian Constitution*, tr. P J Rhodes, Penguin, 1984, ISBN 9780140444315

**and**

*The Constitution of the Athenians*, as in *The Old Oligarch: Pseudo-Xenophon's Constitution of the Athenians*, 2nd ed., tr. R Osborne, LACTOR 2, 2004, ISBN 0 903625 318

**and**

Aristophanes, *The Wasps* (as in *The Frogs and Other Plays*, tr. D Barrett, ed. S Dutta, Penguin, 2007, ISBN 978-0140449693)

- the reforms of Solon (including the *seisachtheia*, classes and their political significance, archonship, Areopagos, assembly, changes to Draco's lawcode, display of laws, right of appeal, third-party redress, possible introduction of a Council of 400)
- the tyranny of the Peisistratids (including the reasons why, and the means by which, Attica became more politically and economically stable and unified)
- the reforms of Cleisthenes (including demes, tribes, Council of 500, *strategoï*, possible introduction of ostracism)
- the impact of Themistocles and the growth of the Athenian fleet on the development of democracy
- the reforms of Ephialtes (Areopagos, assembly, Council of 500, lawcourts)
- the reforms of Pericles (including pay and the Citizenship Law)
- the emergence of the so-called demagogues, such as Cleon
- the working of the democratic constitution in the second half of the fifth century BC (including the concept, rights, duties and composition of the citizen body; role of demes; composition and functions of assembly, Council of 500 and *prytaneis*; appointment and functions of *strategoï* and archons; *dokimasia* and *euthuna*; composition, procedures and political significance of the lawcourts; liturgies; pay; rotation of office; sortition; ostracism; *graphe paranomon*)
- the social, economic and political reasons for, and consequences of, the above developments
- the structure of the plot of *The Wasps*, themes, characterisation, use of the chorus, comic techniques and targets whether comic or serious
- the nature of the prescribed texts and problems in their use as evidence for the development and operation of Athenian politics.

### Option C: Aristophanes and Athens

A critical study of three plays by Aristophanes in their theatrical, religious, social and political context.

The topic requires study in the areas of

- literature
- history and politics.

Candidates will be required to demonstrate knowledge, understanding and the ability to make a reasoned evaluation of

- the following texts:

Aristophanes, *The Acharnians* (as in *Lysistrata and Other Plays*, tr. A Sommerstein, Penguin, 2003, ISBN 9780140448146)

**and**

Aristophanes, *The Knights and Peace* (as in *The Birds and Other Plays*, tr. D Barrett and A Sommerstein, Penguin, 2003, ISBN 9780140449518)

- the structure of the plots of the three plays, themes, characterisation, use of the chorus, *parabasis*, comic techniques and targets whether comic or serious
- the conventions and production of comedy at the time
- Athenian rituals and festivals referred to in the three plays, including sacrifices, weddings, the Lenaea, Country and City Dionysia, Anthesteria and Apaturia
- the working of the Athenian democratic constitution as necessary to appreciate the three plays, including: the rights, duties, composition and classes of the citizen body; composition and functions of assembly, Council of 500 and Executive Committee (*prytaneis*); appointment, functions and accountability of generals, archons and other officials; composition, procedures and political significance of the lawcourts; liturgies; pay; rotation of office; sortition; ostracism
- aspects of the Peloponnesian War as necessary to appreciate the three plays, including: the Megarian Decree and other causes of the Peloponnesian War; the overall strategies of Athens and Sparta in the 420s BC, the reasons for them and consequences for the citizens of Athens; the campaigns at Pylos and Sphacteria and at Amphipolis and their significance; peace negotiations and the Peace of Nicias
- important figures in Athenian politics as mentioned in the three plays, including Pericles, Lamachus, Cleon, Nicias, Demosthenes and Hyperbolus.

### Option D: Women in Athens and Rome

A critical study of freeborn women in Athens in the fifth and fourth centuries BC and in Rome in the second and first centuries BC and the first and early second centuries AD, and the values and attitudes implicit in the position and treatment of women in each society.

The topic requires study in the areas of

society and values

literature.

Candidates will be required to demonstrate knowledge, understanding, and the ability to make a reasoned evaluation of

- the following texts:

extracts 43, 51, 52, 69, 71, 86, 88, 89, 90, 165, 166, 168, 170, 172, 173, 174, 233, 243, 244, 245, 246, 247, 260, 262, 263, 267, 408, as numbered in *Women's Life in Greece and Rome*, M R Lefkowitz and M B Fant, Duckworth, 2nd ed. 1992 or 3rd ed. 2005, ISBN 071563433X

**and**

Aristophanes, *Women at the Thesmophoria (The Poet and the Women)* (as in *The Frogs and Other Plays*, tr. D Barrett, ed. S Dutta, Penguin, 2007, ISBN 978-0140449693)

- the legal status and roles of freeborn women in public and private life in Athens and Rome during the periods specified
- women's participation in religion (including at funerals and in caring for the dead, and as priestesses; Thesmophoria, Panathenaia and role of *Basilinna* in Athens; cult of Ceres, Bona Dea and Vestal Virgins in Rome) and the reasons why they were assigned these roles
- the values and attitudes implicit in the position and treatment of women in each society
- the structure of the plot of *Women at the Thesmophoria (The Poet and the Women)*, themes, characterisation, use of the chorus, comic techniques and targets
- the nature of the prescribed texts and problems in their use as evidence for the position and treatment of women.

### Option E: Menander and Plautus

A critical study of one comedy by Menander and three comedies by Plautus in their theatrical, religious, cultural and social contexts.

The topic requires study in the areas of

- literature
- society and values.

Candidates will be required to demonstrate knowledge, understanding, and the ability to make a reasoned evaluation of

- the following texts

Menander, *Old Cantankerous*, as in *Plays and Fragments*, tr. N Miller, Penguin, 1987, ISBN 978-0140445015

**and**

Plautus, *The Ghost, The Rope and Amphitryo*, as in *The Rope and Other Plays*, tr. E F Watling, Penguin, 1975, ISBN 978-0140441369

- the structure of the plots
- characterisation
- the conventions and production of comedy in Athens in the fourth century BC and Rome in the second century BC
- comic techniques and effects
- themes
- the social, religious and cultural contexts as necessary for the appreciation of Menander's and Plautus' humour and serious intent (if any), including
  - the place of women in Athenian and Roman society
  - relationships between family members, especially father and son, and between master and slave
  - religious practices and beliefs
  - the influence of New Comedy on Plautus' plays
  - the values and cultural assumptions implicit in the prescribed comedies.

### Option F: The Life and Times of Cicero

A critical study of Cicero's career from 80 to 43 BC.

The topic requires study in the areas of  
 history and politics  
 literature.

Candidates will be required to demonstrate knowledge, understanding, and the ability to make a reasoned evaluation of

- the following texts:

*Against Verres I* and the selection of Cicero's correspondence found in Cicero, *Selected Works*, tr. M Grant, Penguin, 1974, ISBN 9780140440997, pages 35–100

- the major events of Cicero's career and their significance (including his defence of Roscius, quaestorship, prosecution of Verres, praetorship, support of Pompey's command against Mithridates, consulship, opposition to Rullus, trial of Rabirius, Catilinarian conspiracy, Bona Dea trial, formation of the first triumvirate, exile, attack on Caesar's Campanian land law, conference at Luca, palinode, support of Caesar's command in Gaul, defence of Vatinius and Gabinius, governorship of Cilicia, Civil War, domination of Caesar and his assassination, rise of Antony and Octavian, *Philippics*, Second Triumvirate, death)
- Cicero's aims and achievements (including his background, ability as a public speaker in politics and the courts, relationship with Pompey, Caesar, Clodius, Cato, Antony and Octavian, attitude towards the senate and republican government, desire for *concordia ordinum*, attitudes towards the provinces)
- the nature of Roman society, government and politics in the period (including the classes, the institutions and officials of the Roman republic, patronage, *optimates* and *populares*, reasons for the failure of the Roman republic)
- Cicero's relationship with members of his family and Atticus, as included in the prescribed correspondence
- the techniques Cicero uses in *Against Verres I* to secure Verres' conviction
- the purposes, style and tone of the prescribed correspondence.

## 3.2 Unit 2 CIV2 An introduction to an aspect of Classical Civilisation 2

Candidates study **one** of the following options.

All the options require study in two of the areas specified in the Subject Criteria for Classics.

### **Option A: Homer *Iliad***

A critical study of selected books of the *Iliad* and the religious, cultural and social values implicit in the text.

The topic requires study in the areas of

- literature
- society and values.

Candidates will be required to demonstrate knowledge, understanding and the ability to make a reasoned evaluation of

- the following text
  - Homer, *Iliad*, either tr. E V Rieu, Penguin, 2003, ISBN 978-0140447941, or tr. M Hammond, Penguin, 1987, ISBN 978-0140444445 Books 1, 3, 4, 6, 9, 11 (from Rieu page 196 'So they fought like blazing fire' or from Hammond page 208 'So they fought like burning fire'), 16, 18, 19, 22, 23 and 24
- the structure of the plot
- characterisation
- oral composition
- narrative and descriptive techniques and their effects (including the use of speeches, similes and other imagery)
- themes
- the religious, cultural and social values and concepts implicit in the books prescribed, including
  - the role of fate and the gods
  - relationships between mortals and immortals, men and women, fathers and sons
  - the heroic code and the concepts of honour and revenge
  - the portrayal of war.

**Option B: Homer *Odyssey***

A critical study of selected books of the *Odyssey* and the religious, cultural and social values implicit in the text.

The topic requires study in the areas of  
literature  
society and values.

Candidates will be required to demonstrate knowledge, understanding, and the ability to make a reasoned evaluation of

- the following text:  
Homer, *Odyssey*, tr. E V Rieu, Penguin, rev. ed. 1991 (reprinted 2003), ISBN 978-0140449112 Books 1, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 19, 21, 22 and 23
- the structure of the plot
- characterisation
- oral composition
- narrative and descriptive techniques and their effects (including the use of speeches, similes and other imagery)
- themes
- the religious, cultural and social values and concepts implicit in the books prescribed, including
  - the role of fate and the gods
  - relationships between mortals and immortals, men and women, fathers and sons
  - the heroic code and the concepts of honour and revenge
  - guest friendship (*xenia*)
  - the nature of the societies portrayed by Homer in the *Odyssey*.

### **Option C: Athenian Vase Painting**

A critical study of Athenian vase painting in the sixth and fifth centuries BC, in its cultural, religious and social context.

The topic requires study in the areas of

- art
- society and values.

Candidates will be required to demonstrate knowledge, understanding, and the ability to make a reasoned evaluation of

- the work of the following painters: the Amasis Painter, Exekias, the Andokides Painter, Euphronios, Euthymides, the Sosias Painter, the Kleophrades Painter, the Berlin Painter, the Brygos Painter, the Niobid Painter, the Achilles Painter and the Meidias Painter
- the interaction between the workshops represented by the above painters
- vase shapes and their uses
- the development of the black-figure, red-figure and white-ground techniques
- developments in composition, style and visual effect
- mythological and other subject matter, as illustrated by the above painters, and its visual interpretation
- the relationship between the painting and the shape and use of the vase
- the cultural, religious, social and aesthetic values implicit in the vases studied.

### Option D: Athenian Imperialism

A critical study of Athenian imperialism in the period 478 to 404 BC.

The topic requires study in the areas of

history and politics

literature.

Candidates will be required to demonstrate knowledge, understanding and the ability to make a reasoned evaluation of

- the following texts:

Thucydides, *The Peloponnesian War*, tr. R Warner, Penguin, 1974, ISBN 9780140440393, Book 1, paragraphs 66–125; Book 2, paragraphs 59–65; Book 3, paragraphs 8–15 and 36–50; Book 5, paragraphs 84–116; Book 6, paragraphs 75–88

and

*The Athenian Empire*, 4th ed., tr. R Osborne, LACTOR 1, 2000, ISBN 0903625172, extracts numbered 78 (Khalkis), 190 (the Kleinias Decree), 198 (the Coinage Decree), 216A and 216B (Erythrai), 218 (Miletos) and 219 (Kolophon)

- the context, purposes and original arrangements of the Delian League
- the attitudes and motives of Athens in setting up, enlarging, maintaining and controlling this alliance
- the role of prominent Athenians (including Cimon, Pericles, Cleon and Alcibiades) in shaping Athenian policy
- the political and economic advantages and disadvantages of the alliance both for its members and for Athens
- changes in the organisation of the alliance and treatment of its members (including moving the treasury from Delos to Athens, ending allied congresses on Delos, arrangements for assessing and collecting tribute, the Coinage Decree, religious requirements) and the reasons for the changes
- the reasons for revolts, the reaction of Athens to them (including Athens' support for and imposition of democracies, and the use of the navy, garrisons, officials (*archontes* and *episkopoi*), decrees, oaths of loyalty, *proxenoi*, cleruchies and Athenian lawcourts) and the difficulties allies faced in carrying out revolts
- Athenian ambitions in Sicily
- the reasons for the collapse of Athens and her empire in 404 BC
- the nature of the prescribed texts and problems in their use as evidence for the development and operation of the Athenian Empire and for changes in Athenian attitudes and motives.

Detailed knowledge of the course of battles and campaigns will **not** be required.

### Option E: Roman Architecture and Town Planning

A critical study of the urban architecture and town planning of the Romans in their religious, political, aesthetic, cultural and social context.

The topic requires study in the areas of

- architecture
- society and values.

Candidates will be required to demonstrate knowledge and understanding, and the ability to make a reasoned evaluation of the following:

- the town plan and development of Pompeii and Ostia
- the layout, construction, decoration and function of the following building types and buildings
  - forum and basilica: Pompeii (including the buildings that surround it); Ostia; Rome, Forum of Augustus; Rome, Forum of Trajan (including its associated structures and Trajan's Markets); Rome, Basilica Nova
  - temples: Pompeii, Capitulum, Temple of Apollo; Ostia, Capitulum; Rome, Temples of Mars the Avenger, Pantheon, Portunus (Fortuna Virilis), Trajan, Vesta (in Forum Romanum); Cosa, Capitulum; Nîmes, 'Maison Carrée'
  - baths and water supply: Pompeii, Stabian Baths; Ostia, Forum Baths; Rome, Baths of Caracalla; water supply to these baths and to the cities of Pompeii and Rome
  - theatres and amphitheatres: Pompeii, Large Theatre (including Gladiatorial Barracks), Small/Covered Theatre, Amphitheatre; Ostia, Theatre (including Piazzale delle Corporazioni); Rome, Theatre of Marcellus, Colosseum
  - housing: *domus*: Pompeii, House of the Faun, House of Loreius Tiburtinus/Octavius Quartio, House of the Menander, House of Pansa, House of Sallust, House of the Tragic Poet, House of the Vettii; Herculaneum, House of the Mosaic Atrium, House of the Stags; *insulae*: Ostia, House of Amor and Psyche, Cassette-tipo, Garden Houses, House of Diana, and Horrea Epagathiana
- the use of stone, brick and concrete (including *opus incertum*, *opus reticulatum*, *opus testaceum*)
- the use of the post and lintel method of construction and of arches, vaults and domes
- the religious, political, social, cultural and aesthetic values implicit in the town plans and buildings studied.

Detailed knowledge of particular wall-paintings, mosaics and statues will **not** be required.

**Option F: The Second Punic War**

A critical study of the Second Punic War and its causes from 221 to 201 BC.

The topic requires study in the areas of  
 history and politics  
 literature.

Candidates will be required to demonstrate knowledge, understanding and the ability to make a reasoned evaluation of

- the following texts:

Livy, *The War with Hannibal*, tr. A de Sélincourt, Penguin, 1974, ISBN 978-0140441451, Books XXI, XXII, XXIX and XXX

**and**

Plutarch, *Fabius Maximus*, as in *Makers of Rome*, tr. I Scott-Kilvert, Penguin, 1975, ISBN 978-0140441581

- the reasons for the conflict, starting from when Hannibal succeeded Hasdrubal Barca in Spain in 221 BC
- the subsequent successes and failures of the Romans and Carthaginians, the reasons for them and their significance
- the role, aims, military and leadership qualities and importance of prominent Carthaginian and Roman personalities in the war (including Hannibal, Hasdrubal Barca, Q. Fabius Maximus, P. Cornelius Scipio Africanus, Laelius, Marcellus, Masinissa, Syphax)
- changes in Roman policies towards the Carthaginians during the war, the reasons for them and their effects
- political and social differences between the Romans and Carthaginians as illustrated in the Second Punic War
- the impact of the Second Punic War on senatorial government
- the aims, methods and narrative and descriptive techniques of Livy and Plutarch, and the strengths and limitations of the prescribed texts as historical evidence.

### 3.3 Unit 3 CIV3 A study of an aspect of Classical Civilisation 1

Candidates study **one** of the following options.

All options require study in three of the areas specified in the Subject Criteria for Classics.

Candidates will be expected to

- build on the knowledge and understanding of classical civilisation which they have gained at AS
- develop further their ability to analyse and evaluate critically a range of classical sources
- understand the links between the central elements of their chosen course of study.

#### Option A: Mycenaean Civilisation

A critical study of the value and limitations of archaeological evidence in understanding the nature and development of Mycenaean society and culture.

The topic requires study in the areas of

archaeology  
art  
society and values.

The synoptic assessment will draw together knowledge, understanding and skills in these three areas.

Candidates will be expected to link understanding of the nature of Mycenaean society and its artistic and other achievements to a comparative analysis and evaluation of different kinds of archaeological evidence.

Candidates will be required to demonstrate knowledge, understanding and the ability to make a reasoned evaluation of

- the evidence provided by
  - the structural remains at and near Mycenae, Tiryns and Pylos (including fortifications, palaces and associated buildings, other dwellings, religious sites, shaft graves and tholos tombs) and their relationship with their surrounding countryside and road systems
  - and**
  - the archaeological finds from the above sites **and** Midea (Dendra), Vapheio and the Cape Gelidonya shipwreck (including pottery and clay figurines, metalwork, ivory work, stone carving, painting, Linear B tablets and other material remains)
- the value and limitations of the above evidence in determining the chronology of the Mycenaean period and in understanding the social, economic and political structure of Mycenaean civilisation and the nature and development of its culture (including warfare, religious practices and beliefs, work, trade, leisure, technology, bureaucracy, architectural and artistic achievements, influence of Minoan civilisation).

### Option B: The Persian Wars

A critical study of the Persian Wars 490–479 BC and the political, social and cultural values and concepts of the Greeks and Persians.

The topic requires study in the areas of

- history and politics
- literature
- society and values.

The synoptic assessment will draw together knowledge, understanding and skills in these three areas. Candidates will be expected to link understanding of the events and personalities of the Persian Wars and the societies and values of the Greeks and Persians to a comparative analysis and evaluation of the two literary sources.

Candidates will be required to demonstrate knowledge, understanding and the ability to make a reasoned evaluation of

- the following texts:

Herodotus, *The Histories*, tr. A de Sélincourt, rev. ed. A R Burn, Penguin, 2003, ISBN 9780140449082 Books 6, 7 and 8

**and**

Aeschylus, *The Persians* (as in *Prometheus Bound and Other Plays*, tr. P Vellacott, Penguin, 1973, ISBN 9780140441123)

- the nature of these texts as evidence and as representatives of their literary genres
- the reasons for Darius' invasion at Marathon and for the Athenian victory
- the reasons for Xerxes' invasion of Greece and for the successes and failures of the Greeks and Persians down to and including the battles of Salamis, Plataea and Mycale
- the role of prominent Persian and Greek personalities in each invasion (including Darius, Miltiades, Xerxes, Themistocles, Leonidas, Mardonius and Pausanias)
- the differing attitudes of the Greek states towards Persia (including medism)
- changes in the relationships between Greek states during the period of the Persian Wars
- the differing political, social and cultural values and concepts of the Persians and Greeks, as illustrated in the Ionian Revolt and Persian Wars, including
  - the ways in which Greeks viewed themselves as opposites of Persians (for example, free and self-governing as opposed to servile and despotic)
  - the values and concepts implicit in the re-telling of the Persian Wars and the extent to which they were treated as myth.

**Option C: Greek Tragedy**

A critical study of four tragedies in their religious, cultural and social context.

The topic requires study in the areas of

literature

society and values

philosophy, science and religion.

The synoptic assessment will draw together knowledge, understanding and skills in these three areas.

Candidates will be expected to link understanding of Athenian society, religion and values to a comparative analysis and evaluation of the four tragedies.

Candidates will be required to demonstrate knowledge, understanding and the ability to make a reasoned evaluation of

- the following texts

Sophocles, *King Oedipus* and *Antigone*, as in *The Three Theban Plays*, tr. R Fagles, Penguin, 1984, ISBN 9780140444254/re-issued 2008, ISBN 978-0199537969

**and**

Euripides, *Hippolytus* and *Medea*, as in *Medea and Other Plays*, tr. J Morwood Oxford World Classics, 1998, ISBN 0192824422

- the structure of the plots
- characterisation
- the conventions and production of tragedies in fifth-century Athens
- the use of the chorus
- dramatic techniques and effects
- themes
- the religious, cultural and social context and the place of tragedy in Athenian life, including, for example,
  - beliefs in fate and the gods and the nature of human choice and responsibility
  - the roles of, and relationships between, men and women, fathers and sons, mortals and immortals
  - the concept of honour
  - attitudes towards the family and city, friends and enemies
  - the nature of political leadership
  - the use of mythology to explore issues of contemporary relevance
  - the values and cultural assumptions implicit in the prescribed tragedies.

**Option D: Augustus and the Foundation of the Principate**

A critical study of the career of Augustus between 44 BC and AD 14.

The topic requires study in the areas of

- history and politics
- literature
- society and values.

The synoptic assessment will draw together knowledge, understanding and skills in these three areas. Candidates will be expected to link understanding of the sources and contemporary Roman values to a comparative analysis and evaluation of a range of aspects of Augustus' career.

Candidates will be required to demonstrate knowledge, understanding and the ability to make a reasoned evaluation of

- the evidence provided by the following

*Res Gestae Divi Augusti*, tr. with commentary by P A Brunt and J M Moore, Oxford University Press, 1967, ISBN 978-0198317722

**and**

Suetonius, *Augustus*, as in *The Twelve Caesars*, tr. R Graves, Penguin, rev. ed. 1979 (reprinted 2003), ISBN 978-0140449211

**and**

Ara Pacis Augustae, Forum of Augustus, Prima Porta statue of Augustus

- the major events of Augustus' career in establishing peace and founding the Principate
- the basis of his power; his attitude towards the constitution and republican precedents; the manipulation of opinion
- his relationship with senate and *equites*
- his building programme and other measures to improve life in the city of Rome
- reasons for, details and significance of his social legislation and religious policy
- foreign policy, the consolidation of the empire and the *Pax Romana*
- arrangements for the administration of Italy and the provinces
- the imperial family and issues relating to the succession
- the nature of the evidence and its interpretation.

## 3.4 Unit 4 CIV4 A study of an aspect of Classical Civilisation 2

Candidates study **one** of the following options.

All options require study in three of the areas specified in the Subject Criteria for Classics.

Candidates will be expected to

- build on the knowledge and understanding of classical civilisation which they have gained at AS
- develop further their ability to analyse and evaluate critically a range of classical sources
- understand the links between the central elements of their chosen course of study.

### Option A: Socrates and Athens

A critical study of Socrates' philosophical interests and methods in their intellectual, religious, political, social and cultural context.

The topic requires study in the areas of

philosophy, science and religion  
literature  
society and values.

The synoptic assessment will draw together knowledge, understanding and skills in these three areas.

Candidates will be expected to link understanding of Athenian society, religion and values to a comparative analysis and evaluation of the literary purposes and techniques and philosophical methods and arguments of at least two of the texts.

Candidates will be required to demonstrate knowledge, understanding and the ability to make a reasoned evaluation of

- the following texts

Plato, *Euthyphro*, *Apology*, *Crito* and *Phaedo* 115b–end, as in *The Last Days of Socrates*, tr. H Tredennick, rev. ed. H Tarrant, Penguin, 2003 ISBN 978-0140449280

**and**

Aristophanes, *The Clouds*, as in *Lysistrata and Other Plays*, tr. A Sommerstein, Penguin, rev. ed. 2003, ISBN 978-0140448146

- the circumstances and procedure of Socrates' trial and execution
- Socrates' philosophical interests and methods, his character, principles, assumptions and attitude towards life and death, as portrayed in the prescribed texts
- Socrates' relation to the Sophists
- the intellectual, religious, political, social and cultural context of Socrates' life
- differences in the nature of the prescribed texts, including form, purposes, techniques and presentation of Socrates
- strengths and weaknesses in the arguments in the prescribed texts by Plato and their philosophical significance
- the suitability of the dialogue form for the exploration of philosophical ideas.

**Option B: Alexander**

A critical study of Alexander's career between 336 and 323 BC.

The topic requires study in the areas of

history and politics

literature

society and values.

The synoptic assessment will draw together knowledge, understanding and skills in these three areas. Candidates will be expected to link understanding of the literary sources and contemporary values to a comparative analysis and evaluation of a range of Alexander's policies and actions.

Candidates will be required to demonstrate knowledge, understanding and the ability to make a reasoned evaluation of

- the following texts:

Arrian, *The Campaigns of Alexander*, tr. A de Sélincourt, Penguin, rev. ed. 1971 or 1976, ISBN 9780140442533, Books 2, 3 and 7

**and**

Plutarch, *Alexander*, Chapter 7 in *The Age of Alexander*, tr. I Scott-Kilvert, Penguin, 1973, ISBN 9780140442861

- the major events of Alexander's career and their significance (including Alexander's accession to the Macedonian throne, appointment as *Hegemon* and *strategos autokrator* of the League of Corinth, campaigns on Lower Danube and against Illyrians, destruction of Thebes and arrangements for Greece, arrival in Asia Minor, battle of River Granicus, settlement of Asia Minor, stay at Gordium, battle of Issus, submission of Phoenician cities, sieges of Tyre and Gaza, occupation of Egypt, foundation of Alexandria, expedition to oracle of Ammon, battle of Gaugamela, occupation of Babylon, Susa and Persepolis, campaigns of 330 to 327 BC, 'conspiracy' of Philotas, murder of Cleitus, conspiracy of the Pages, battle of the River Hydaspes, mutiny at the River Hyphasis, march through the Gedrosian Desert, voyage of Nearchus, journey to Pasargadae and Susa, mass marriages, Exiles decree, mutiny at Opis, death of Hephaestion, return to Babylon and death)
- Alexander's aims (including personal, political, military, economic, exploratory and cultural considerations)
- Alexander's achievements as monarch, military commander (including his strengths and weaknesses in strategy, tactics, military organisation, leadership in battle, his relationship with his officers and men and treatment of opponents) and administrator (including arrangements for administering his various conquests, adoption of Persian practices and dress, foundation of cities)
- Alexander's attitude towards the gods (including his own divine parentage and divinity) and mythological and historical precedents (including Achilles, Perseus, Herakles, Dionysus, Philip II and Cyrus the Great)
- Alexander's relationship with the mainland Greeks
- the aims, methods, sources and judgements of Arrian and Plutarch and problems in their use as evidence.

### Option C: Roman Epic

A critical study of selected books of the *Aeneid* in its religious, political, cultural and social context.

The topic requires study in the areas of

literature

society and values

philosophy, science and religion.

The synoptic assessment will draw together knowledge, understanding and skills in these three areas.

Candidates will be expected to link understanding of Roman society, religion and values to a comparative analysis and evaluation of the books of the *Aeneid* specified below.

Candidates will be required to demonstrate knowledge, understanding and the ability to make a reasoned evaluation of

- the following text:  
Virgil, *Aeneid*, tr. D. West, Penguin 2003 ISBN 978-0140449327, Books 1, 2, 4, 5, 6, 7, 8, 10, 11 and 12
- the structure of the plot
- characterisation
- narrative and descriptive techniques and their effects (including use of flashback, similes and other imagery)
- themes
- the Homeric and Roman elements
- the religious, political, social and cultural context, including
  - belief in fate and the gods
  - the nature of human responsibility
  - the roles of, and relations between, mortals and immortals, men and women, fathers and sons, Trojans, Greeks, Carthaginians and Italians
  - concepts of heroism
  - Aeneas' and Rome's destiny and mission
  - the links between the *Aeneid* and the historical circumstances in which it was composed
  - the values and cultural assumptions implicit in the *Aeneid*.

### Option D: Tiberius and Claudius

A critical study of how the Principate functioned and developed in the reigns of Tiberius (AD 14–37) and Claudius (AD 41–54), and of the political, social and religious values and concepts of the period.

The topic requires study in the areas of

- history and politics
- literature
- society and values.

The synoptic assessment will draw together knowledge, understanding and skills in these three areas.

Candidates will be expected to link understanding of the literary sources and contemporary Roman society and values to a comparative analysis and evaluation of the two emperors' reigns.

Candidates will be required to demonstrate knowledge, understanding, and the ability to make a reasoned evaluation of

- the following texts:

Tacitus, *Annals*, tr. M Grant, Penguin, rev ed., 1973 (reprinted 1989), chapters 4, 6 and 9 (= *Annals* 2.27–52, 3.19–76, 11.1–38), ISBN 978-0140440607

**and**

Suetonius, *Tiberius* (excluding §§ 1–13) and *Claudius*, as in *The Twelve Caesars*, tr. R Graves, Penguin, rev ed. 1979 (reprinted 2003), ISBN 978-0140449211

- the accession of each emperor and the major events of each reign
- the parts played by the emperors, senators, equites, and freedmen in the administration of Rome, Italy and the Empire
- the relationship between the emperors and the senate (including legislation, administration of justice, treason trials, opposition to the emperors)
- the role and influence of the Praetorian Guard and its commanders
- the emperors' handling of public finances (including provision of public works, spectacles, examples of perceived generosity, extravagance and meanness)
- the influence of the women of the imperial household
- the imperial family and issues relating to the succession
- the personal life of the emperors, appearance, character, way of life, interests
- the political, economic and social impact of the Principate on the lives of senators, *equites* and the people of Rome, Italy and the provinces
- the political, cultural and social values and concepts of the period, including
  - the constitutional basis of the Principate
  - concepts of autocracy and freedom
  - Roman attitudes to provinces and provincials
  - attitudes to emperor worship and foreign cults
- the aims, methods, sources and judgements of Tacitus and Suetonius and problems in their use as evidence.

# 4 Scheme of Assessment

## 4.1 Aims

AS and A Level courses based on this specification should 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.

## 4.2 Assessment Objectives (AOs)

The Assessment Objectives are common to AS and A Level. The assessment units will assess the following Assessment Objectives in the context of the content and skills set out in Section 3 (Subject Content).

AO1 Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms, in their appropriate contexts

AO2a Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic), as appropriate

AO2b Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form

### Quality of Written Communication (QWC)

In GCE specifications which require candidates to produce written material in English, candidates must:

- 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 purpose and to complex subject matter;
- organise information clearly and coherently, using specialist vocabulary when appropriate.

In this specification QWC will be assessed in all units by means of Assessment Objective 2b. It will be assessed in all questions where extended writing is required.

### Weighting of Assessment Objectives for AS

The table below shows the approximate weighting of each of the Assessment Objectives in the AS units.

Assessment Objectives	Unit Weightings (%)		Overall Weighting of AOs (%)
	Unit 1	Unit 2	
AO1	23	23	46
AO2a and b	27	27	54
Overall weighting of units (%)	50	50	100

### Weighting of Assessment Objectives for A Level

The table below shows the approximate weighting of each of the Assessment Objectives in the AS and A2 units.

Assessment Objectives	Unit Weightings (%)				Overall Weighting of AOs (%)
	Unit 1	Unit 2	Unit 3	Unit 4	
AO1	11.5	11.5	11	11	45
AO2a and b	13.5	13.5	14	14	55
Overall weighting of units (%)	25	25	25	25	100

## 4.3 National Criteria

This specification complies with the following.

- The Subject Criteria for Classics
- The Code of Practice for GCE
- The GCE AS and A Level Qualification Criteria
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria

## 4.4 Prior Learning

No prior knowledge of Classical Civilisation is required. We recommend that candidates should have acquired the skills associated with GCSE or equivalent in English, and other subjects as appropriate to the topics which they have chosen.

The specification enables candidates who have studied GCSE Classical Civilisation to broaden

and deepen their knowledge and understanding of the classical world; however it is not necessary for candidates to have studied GCSE Classical Civilisation before commencing work on this specification.

Any requirements are set at the discretion of centres.

## 4.5 Synoptic Assessment and Stretch and Challenge

The GCE Classics Subject Criteria state that all specifications must include synoptic assessment at A2. Synoptic assessment in Classical Civilisation is assessed in the A2 units by means of the 40-mark extended essays. In these essays, candidates will be expected to draw together the knowledge and skills they have developed during the course in a comparative analysis which demonstrates understanding of the links between the central elements of each of their chosen topics at A2 (Units 3 and 4) in the context of the cultural, religious, social and political values of the classical world.

Further details of the requirements for synoptic assessment in each of the A2 options are provided in Sections 3.3 and 3.4 of this specification.

The requirement that Stretch and Challenge is included at A2 is also met by means of the 40-mark extended essays. These questions will test candidates' understanding of complex issues and relationships in each topic in conjunction with their skills of critical analysis and reasoned argument. The accessible wording of the questions will enable candidates of differing abilities to be challenged at their own level, but the questions will be open-ended and will allow the most able to show the breadth of their knowledge. The descriptor for the highest Level of Response in the Mark Scheme will ensure that the most able are stretched in a sustained application of their knowledge and skills.

4

## 4.6 Access to Assessment for Disabled Students

AS/A Levels often require assessment of a broader 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.

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 the competences had been addressed. This will be kept under review and may be amended in the future.

# 5 Administration

## 5.1 Availability of Assessment Units and Certification

Examinations and certification for this specification are available as follows:

	Availability of units		Availability of certification	
	AS	A2	AS	A Level
January 2009	1			
June 2009	1, 2		✓	
January 2010	1		✓	
June 2010	1, 2	3, 4	✓	✓
January 2011 onwards	1		✓	✓
June 2011 onwards	1, 2	3, 4	✓	✓

## 5.2 Entries

Please refer to the current version of *Entry Procedures and Codes* for up to date entry procedures. You should use the following entry codes for the units and for certification.

Unit 1 Option A – CIV1A  
 Unit 1 Option B – CIV1B  
 Unit 1 Option C – CIV1C  
 Unit 1 Option D – CIV1D  
 Unit 1 Option E – CIV1E  
 Unit 1 Option F – CIV1F  
 Unit 2 Option A – CIV2A  
 Unit 2 Option B – CIV2B  
 Unit 2 Option C – CIV2C  
 Unit 2 Option D – CIV2D

Unit 2 Option E – CIV2E

Unit 2 Option F – CIV2F

Unit 3 Option A – CIV3A

Unit 3 Option B – CIV3B

Unit 3 Option C – CIV3C

Unit 3 Option D – CIV3D

Unit 4 Option A – CIV4A

Unit 4 Option B – CIV4B

Unit 4 Option C – CIV4C

Unit 4 Option D – CIV4D

AS certification – 1021

A Level certification – 2021

## 5.3 Private Candidates

This specification is available to private candidates. Private candidates should write to AQA for a copy of *Supplementary Guidance for Private Candidates*.

## 5.4 Access Arrangements and Special Consideration

We have taken note of equality and discrimination legislation and the interests of minority groups in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications*. This is published on the JCQ website (<http://www.jcq.org.uk>) or you can follow the link from our website (<http://www.aqa.org.uk>).

### Access Arrangements

We can make arrangements so that candidates with disabilities can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a candidate with a visual impairment.

### Special Consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given **after** the examination.

Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.

## 5.5 Language of Examinations

We will provide units in English only.

## 5.6 Qualification Titles

Qualifications based on this specification are:

- AQA Advanced Subsidiary GCE in Classical Civilisation, and
- AQA Advanced Level GCE in Classical Civilisation

## 5.7 Awarding Grades and Reporting Results

The AS qualification will be graded on a five-point scale: A, B, C, D and E. The full A Level qualification will be graded on a six-point scale: A\*, A, B, C, D and E. To be awarded an A\*, candidates will need to achieve a grade A on the full A Level qualification and an A\* on the aggregate of the A2 units.

For both qualifications, candidates who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate. Individual assessment unit results will be certificated.

## 5.8 Re-sits and Shelf-life of Unit Results

Unit results remain available to count towards certification, whether or not they have already been used, as long as the specification is still valid.

Candidates may re-sit a unit any number of times within the shelf-life of the specification. The best result for each unit will count towards the final qualification. Candidates who wish to repeat a

qualification may do so by re-taking one or more units. The appropriate subject award entry, as well as the unit entry/entries, must be submitted in order to be awarded a new subject grade.

Candidates will be graded on the basis of the work submitted for assessment.

# Appendices

## A Performance Descriptions

These performance descriptions show the level of attainment characteristic of the grade boundaries at A Level. They give a general indication of the required learning outcomes at the A/B and E/U boundaries at AS and A2. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the Assessment Objectives (see Section 4) overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

### AS Performance Descriptions

	Assessment Objective 1	Assessment Objective 2a	Assessment Objective 2b
<b>A/B boundary performance descriptions</b>	<b>Knowledge and Understanding</b> Candidates characteristically: a) display for the most part a good range of relevant knowledge and understanding, including specific detail, where appropriate b) provide evidence from the material prescribed for AS.	<b>Evaluation</b> Candidates characteristically: a) construct a coherent response that is for the most part focused on the AS question b) offer informed comment on, and sound evaluation of prescribed authors and other sources c) show a good understanding of prescribed material in its contemporary context d) display a good understanding of concepts specific to the classical world.	<b>Communication</b> Candidates characteristically: a) demonstrate a generally good command of specialist vocabulary required for AS b) write clear, accurate and well-structured work.
<b>E/U boundary performance descriptions</b>	<b>Knowledge and Understanding</b> Candidates characteristically: a) display some basic knowledge and understanding relevant to the question and make some appropriate reference to the material prescribed for AS.	<b>Evaluation</b> Candidates characteristically: a) produce some relevant evaluation that demonstrates a basic understanding of the AS primary material b) show some basic understanding of prescribed material in its contemporary context c) display some understanding of concepts specific to the classical world.	<b>Communication</b> Candidates characteristically: a) demonstrate adequate writing skills to express their ideas b) recognise the classical names and terms required at this level.

**A2 Performance Descriptions**

	<b>Assessment Objective 1</b>	<b>Assessment Objective 2a</b>	<b>Assessment Objective 2b</b>
<b>A/B boundary performance descriptions</b>	<p><b>Knowledge and Understanding</b></p> <p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) display for the most part a good range of relevant knowledge and understanding, including specific detail, where appropriate</li> <li>b) provide evidence from a variety of contexts for the material prescribed for A2.</li> </ul>	<p><b>Evaluation</b></p> <p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) construct a coherent response that is for the most part focused on the A2 question</li> <li>b) offer informed comment on and sound evaluation of prescribed authors and other sources</li> <li>c) show a good understanding of prescribed material in its contemporary context</li> <li>d) display a good understanding of concepts specific to the classical world.</li> </ul>	<p><b>Communication</b></p> <p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) demonstrate a generally good command of specialist vocabulary required for A2</li> <li>b) write clear, accurate and well-structured work.</li> </ul>
<b>E/U boundary performance descriptions</b>	<p><b>Knowledge and Understanding</b></p> <p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) display some basic knowledge and understanding relevant to the question and make some appropriate reference to the material prescribed for A2.</li> </ul>	<p><b>Evaluation</b></p> <p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) produce some relevant evaluation that demonstrates a basic understanding of the A2 primary material</li> <li>b) show some basic understanding of prescribed material in its contemporary context</li> <li>c) display some understanding of concepts specific to the classical world.</li> </ul>	<p><b>Communication</b></p> <p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) demonstrate adequate writing skills to express their ideas</li> <li>b) recognise the classical names and terms required at this level.</li> </ul>

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## B Spiritual, Moral, Ethical, Social and other Issues

### European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen units.

### Environmental Education

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report “Environmental Responsibility: An Agenda for

Further and Higher Education” 1993 in preparing this specification and associated specimen units.

### Avoidance of Bias

AQA has taken great care in the preparation of this specification and specimen units to avoid bias of any kind.

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## C Overlaps with other qualifications

There are no prohibited combinations with Advanced Subsidiary or Advanced Level Classical Civilisation.

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## D Key Skills - Teaching, Developing and Providing Opportunities for Generating Evidence

### Introduction

The Key Skills Qualification requires candidates to demonstrate levels of achievement in the Key Skills of Communication, Application of Number and Information Technology.

The units for the 'wider' Key Skills of Improving own Learning and Performance, Working with Others and Problem Solving are also available. The acquisition and demonstration of ability in these 'wider' Key Skills is deemed highly desirable for all candidates, but they do not form part of the Key Skills Qualification.

The units for each Key Skill comprise three sections:

- What you need to know
- What you must do
- Guidance.

Candidates following a course of study based on this specification for Classical Civilisation can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of:

- Communication
- Application of Number
- Information Technology
- Working with Others
- Improving own Learning and Performance
- Problem Solving.

Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Part B of the units, are signposted on the next page.

The above information is given in the context of the knowledge that Key Skills at level 3 will be available until 2010 with last certification in 2012.

Key Skills Qualifications of Communication, Application of Number and Information and Communication Technology will be phased out and replaced by Functional Skills qualifications in English, Mathematics and ICT from September 2010 onwards. For further information see the AQA website:

**<http://web.aqa.org.uk/qual/keyskills/com04.php>**

## Key Skills Opportunities in Classical Civilisation

The broad and multi disciplinary nature of Classical Civilisation and its application to a wide range of current issues that call upon candidates' abilities to demonstrate the transferability of their knowledge, understanding and skills, make it an ideal vehicle to

assist candidates in developing their knowledge and understand of the Key Skills and to produce evidence of their application.

The matrices below signpost the opportunities for the acquisition, development and production of evidence for Part B of the Key Skills units at Level 3, in the teaching and learning modules of this specification.

	Unit 1	Unit 2	Unit 3	Unit 4
<b>Communication</b>				
C3.1a	✓	✓	✓	✓
C3.1b	✓	✓	✓	✓
C3.2	✓	✓	✓	✓
C3.3	✓	✓	✓	✓
<b>Information Technology</b>				
ICT3.1	✓	✓	✓	✓
ICT3.2	✓	✓	✓	✓
ICT3.3	✓	✓	✓	✓
<b>Working With Others</b>				
WO3.1	✓	✓	✓	✓
WO3.2	✓	✓	✓	✓
WO3.3	✓	✓	✓	✓
<b>Improving Own Learning and Performance</b>				
LP3.1	✓	✓	✓	✓
LP3.2	✓	✓	✓	✓
LP3.3	✓	✓	✓	✓
<b>Problem Solving</b>				
PS3.1	✓	✓	✓	✓
PS3.2	✓	✓	✓	✓
PS3.3	✓	✓	✓	✓

Classical Civilisation may offer some opportunities for developing Application of Number skills, but these

are not indicated above since they will be particularly dependent on the specific options chosen.



## GCE Classical Civilisation (2020) 2009 onwards

Qualification Accreditation Number: AS 500/2225/8 - A Level 500/2226/X

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