



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Secondary Education

Classical Civilisation 3021 2008

Material accompanying this Specification

- Specimen and Past Papers and Mark Schemes
- Reports on the Examination

SPECIFICATION

This specification will be published annually on the AQA Website (www.aqa.org.uk). If there are any changes to the specification centres will be notified in print as well as on the Website. The version on the Website is the definitive version of the specification.

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Background Information

1

The Revised General Certificate of Secondary Education

Following a review of the National Curriculum requirements, and the establishment of the National Qualifications Framework, all the unitary awarding bodies have revised their GCSE syllabuses for examination in 2003.

1.1 Changes at GCSE

Key Skills

All GCSE specifications must identify, as appropriate, opportunities for generating evidence on which candidates may be assessed in the 'main' Key Skills of communication, application of number and information technology at the appropriate level(s). Also, where appropriate, they must identify opportunities for developing and generating evidence for addressing the 'wider' Key Skills of working with others, improving own learning and performance and problem solving.

Spiritual, moral, ethical, social, cultural, environmental, health and safety and European Issues

All specifications must identify ways in which the study of the subject can contribute to an awareness and understanding of these issues.

ICT

The National Curriculum requires that students should be given opportunities to apply and develop their ICT capacity through the use of ICT tools to support their learning. In each specification candidates will be required to make effective use of ICT in ways appropriate to the needs of the subject.

Tiering

In most subjects the scheme of assessment must include question papers targeted at two tiers of grades, i.e. A* - D and C - G.

A safety net of an allowed Grade E will be provided for candidates entered for the higher tier who just fail to achieve Grade D. The questions will still be targeted at A* - D.

Citizenship

From 2002, students in England will be required to study Citizenship as a national curriculum subject. Each GCSE specification must signpost, where appropriate, opportunities for developing citizenship knowledge, skills and understanding.

2

Specification at a Glance

Classical Civilisation

This is the only specification in this subject offered by AQA.

The Scheme of Assessment provides two tiers of papers: Foundation (C - G) and Higher (A* - D).

GCSE Classical Civilisation 3021	
Written Paper 1	40% of total marks
Greek and Latin Literature in Translation	
Paper 1F	1½ hours
Short and extended answer questions on two topics	
Paper 1H	1¾ hours
Short and extended answer questions on two topics.	
Written Paper 2	40% of total marks
Greek and Roman Civilisation	
Paper 2F	1½ hours
Short and extended answer questions on two topics	
Paper 2H	1¾ hours
Short and extended answer questions on two topics.	
Greek and Latin Literature in Translation OR Greek and Roman Civilisation	
Centre-assessed Coursework	20% of total marks
Three assignments, each of approximately 750 words, on one topic.	

Foundation Tier
3021F
Higher Tier
3021H



3

Availability of Assessment Units and Entry Details

-
- 3.1 Availability of Assessment Units** Examinations based on this specification are available in the June examination series only.
-
- 3.2 Entry Codes** Normal entry requirements apply, but the following information should be noted.
The **Subject Code** for entry to the GCSE award is 3021.
-
- 3.3 Classification Codes** Each specification is assigned to a national classification code, indicating the subject area to which it belongs.
Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code, will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.
The Classification Code for this specification is 6530.
-
- 3.4 Private Candidates** This specification is available for private candidates. Private candidates should write to AQA for a copy of *Supplementary Guidance for Private Candidates*.
-
- 3.5 Access Arrangements and Special Consideration** AQA pays due regard to the provisions of the Disability Discrimination Act 1995 in its administration of this specification.
Arrangements may be made to enable candidates with disabilities or other difficulties to access the assessment. An example of an access arrangement is the production of a Braille paper for a candidate with a visual impairment. Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances.
Further details can be found in the Joint Council for Qualifications (JCQ) document:
Access arrangements and Special Consideration Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination GCE, AEA, VCE, GCSE, GNVQ, Entry Level & Key Skills
This document can be viewed via the AQA web site (www.aqa.org.uk)
Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.
-
- 3.6 Language of Examinations** All assessment will be provided through the medium of English. Assessment materials will not be provided in Welsh or Gaeilge.
-

Scheme of Assessment

4

Introduction

4.1 National Criteria

This AQA GCSE in Classical Civilisation Specification complies with the following:

- The GCSE Subject Criteria for Classical Subjects;
- The GCSE and GCE A /AS Code of Practice;
- The GCSE Qualification Specific Criteria;
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria.

Candidates may offer exclusively Greek, exclusively Roman or a mixture of Greek and Roman topics.

4.2 Rationale

The specification has been designed for candidates who wish to gain a sound knowledge and understanding of the classical world and to develop the range of skills associated with such study as specified below. By allowing a choice of topics which, together, will form a variety of coherent programmes of study, the specification enables teachers to vary the emphasis given to the study of the classical world according to their own and the candidates' wishes.

4.3 Prior level of attainment and recommended prior learning

No prior learning or level of attainment is necessary for candidates to undertake a course of study based on this specification. No knowledge of the Classical Greek or Latin language is required. However, the specification enables candidates who have some knowledge of these languages to broaden and deepen their knowledge and understanding of classical culture.

4.4 Progression

This qualification is a recognised part of the National Qualifications framework. As such, this GCSE provides an appropriate foundation for progression to GCE Advanced Subsidiary or Advanced.

In addition, it provides a worthwhile course for candidates of various ages and from diverse backgrounds in terms of general education and lifelong learning.

5

Aims

A course based on this specification should encourage candidates to

- a. acquire an understanding of the civilisation or civilisations studied in their historical context;
- b. read, understand and make a personal response to literature in translation, in the context of the civilisation;
- c. develop an awareness of the similarities and differences between the classical world and later times;
- d. make an informed response, based on evidence within the material specified for study, using written and, where appropriate, oral and other means of communication.

6

Assessment Objectives

6.1 Literature in Translation (A01)

Candidates will be expected to demonstrate

- a. knowledge of content, literary forms and contexts;
- b. understanding of literary, social and historical significance;
- c. the ability to interpret, evaluate and respond to a range of literature in translation.

6.2 Civilisation (A02)

Candidates will be expected to make critical use of archaeological, historical and literary evidence to study classical institutions, achievements, events and customs in context. In relation to specified source material and topics, candidates will be expected to demonstrate

- a. knowledge of the society, politics and culture of the classical world;
- b. understanding of causes, consequences and relationships;
- c. the ability to interpret motives and attitudes, evaluate achievements and draw comparisons between classical and later times.

6.3 Quality of Written Communication

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication. Candidates will be required to

- present relevant information in a form that suits its purpose;
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.
- Quality of written communication will be assessed in Papers 1 and 2, and in the centre-assessed coursework.

Scheme of Assessment

7.1 Assessment Units

The Scheme of Assessment comprises three components.

Paper 1: Greek and Latin Literature in Translation

Written Paper	1½ hours Tier F
	1¾ hours Tier H
40% of the marks	Tier F: 59 marks
	Tier H: 69 marks

Candidates are required to choose **two topics** from a choice of six, and to answer all the questions on their chosen topics.

Each topic in the paper has, as an element common to both tiers, two structured questions based on extracts from the literature in translation. Each of these questions is compulsory. In addition, each topic in the paper has a third, differentiated question of a more general nature which will require an extended response. For Tier F, this will be structured in order to give greater guidance to candidates' responses. For Tier H, less guidance will be given and the question will carry a higher mark weighting. In this third question, in both tiers, candidates must choose one question from a choice of two.

The marks allocated include 3 marks for quality of written communication.

Paper 2: Greek and Roman Civilisation

Written Paper	1½ hours Tier F
	1¾ hours Tier H
40% of the marks	Tier F: 59 marks
	Tier H: 69 marks

Candidates are required to choose **two topics** from a choice of eight, and to answer all the questions on their chosen topics.

Each topic in the paper has, as an element common to both tiers, two structured questions based on extracts, illustrations or other stimulus material. This stimulus material may be drawn from any appropriate source and, although it will refer to aspects of the topics specified in the specification, will not necessarily have been encountered by the candidates. Each of these questions is compulsory. In addition, each topic in the paper has a third, differentiated question of a more general nature which will require an extended response. For Tier F, this will be structured in order to give greater guidance to candidates' responses. For Tier H, less guidance will be given and the question will carry a higher mark weighting. In this third question, in both tiers,

candidates must choose one question from a choice of two.
The marks allocated include 3 marks for quality of written communication.

Centre-Assessed Coursework

Either Greek and Latin Literature in Translation

or Greek and Roman Civilisation

20% of the marks

Tiers F and H: 105 marks

The centre-assessed coursework component requires candidates to complete three assignments, each of approximately 750 words, on three significant aspects of one further topic which may be chosen from either Paper 1 (Greek and Latin Literature in Translation) or Paper 2 (Greek and Roman Civilisation). These assignments are assessed by the teacher(s) and moderated by AQA.

The marks allocated include 5 marks for quality of written communication.

7.2 Weighting of Assessment Objectives

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table:

Assessment Objectives	Component Weightings (%)			Overall Weighting of AOs (%)
	1	2	3	
Greek and Latin Literature in Translation (AO1)	40	—	0 or 20	40 or 60
Greek and Roman Civilisation (AO2)	—	40	0 or 20	40 or 60
Overall Weighting of Units (%)	40	40	20	100

Candidates' marks for each assessment unit are scaled to achieve the correct weightings.

Subject Content

8 Summary of Subject Content

8.1 Paper 1: Greek and Latin Literature in Translation

Candidates to choose two topics from a choice of six

1. Homer, *Odyssey*
2. Sophocles, *Oedipus the King* and *Antigone*
3. Aristophanes, *Acharnians* and *Peace*
4. Virgil, *Aeneid*
5. Plautus, *The Pot of Gold* and *The Swaggering Soldier*
6. Livy, *Stories of Rome*

8.2 Paper 2: Greek and Roman Civilisation

Candidates to choose two topics from a choice of eight

1. Mycenaean Civilisation
2. Greek Religious Festivals
3. The Athenian Constitution in the Time of Pericles
4. Athenian Social Life
5. The Early Empire: Tiberius, Claudius and Nero
6. Roman Social Life in the First Century A.D.
7. Pompeii and Herculaneum
8. The Roman Conquest of Britain

8.3 Centre-assessed Coursework

Candidates to choose one additional topic from either Paper 1 or Paper 2, and to complete three assignments.

9

Paper 1

Greek and Latin Literature in Translation

-
- 9.1 Homer, *Odyssey*, Books 5, 6, 9, 10 and 12, in *Homer, The Odyssey*, revised translation by D.C.H. Rieu, Penguin Classics, ISBN 0-14-044556-0 (1991) or ISBN 0-141-44911-6 (2003).
-
- 9.2 Sophocles, *Oedipus the King* **and** *Antigone*, in *Four Greek Plays*, K. McLeish, Duckworth, ISBN 185 399 583 5.
-
- 9.3 Aristophanes, *Acharnians* **and** *Peace*, in *Four Greek Plays*, K. McLeish, Duckworth, ISBN 185 399 583 5.
-
- 9.4 Virgil, *Aeneid*, Books 1, 2 (omitting from page 42 “Just then Panthus appeared” to page 45 “for those I killed”), 4, 6 (starting page 99 “You gods” and ending page 107 “like a breath of wind or a fleeting dream”) in *Selections from the Aeneid*, G. Tingay, C.U.P., ISBN 0 521 288061.
-
- 9.5 Plautus, *The Pot of Gold* **and** *The Swaggering Soldier*, in *The Pot of Gold and Other Plays*, trans. E.F. Watling, Penguin Classics, ISBN 0 14 044149 2.
-
- 9.6 Livy, *Stories of Rome*, Chapters 1, 2 and 3, trans. R. Nichols, C.U.P., ISBN 0 521 228166.

Paper 2

Greek and Roman Civilisation

10.1 Mycenaean Civilisation

Reference should be made to archaeological evidence from Mycenae, Tiryns and Pylos.

Discovery

- Schliemann and Dörpfeld at Mycenae
- excavations and interpretation

Palaces

- the typical palace complex and megaron
- their functions and use

Warfare

- defensive situation and features of citadels
- weapons
- armour
- chariots
- the warrior in combat

Tombs of kings and commoners

- burial customs
- shaft graves at Mycenae
- tholos tombs
- structure, use and content of graves
- significance of contents

Linear B

- discovery, interpretation and significance

Decorative Arts

- frescoes
- metal and ivory work
- pottery
- their significance

10.2 Greek Religious Festivals

The City Dionysia:

Organisation

- playwrights and their role
- preparations
- functions of the choregoi
- selection of judges
- preliminary rituals and processions and their significance
- the programme and nature of contests

	<ul style="list-style-type: none"> • judging • final review
Theatre Buildings	<ul style="list-style-type: none"> • layout, design and purpose
Performance (both Tragedy and Comedy)	<ul style="list-style-type: none"> • actors, their costumes, masks and properties • the chorus • mechanical and other special effects
The Olympic Games	
Organisation	<ul style="list-style-type: none"> • Hellanodikai and their functions • ceremonies and processions • the five-day festival • nature of the audience
Sanctuary Buildings at Olympia	<ul style="list-style-type: none"> • Bouleuterion • Stadium • Hippodrome • the Altis and its main buildings, especially the Temple of Zeus, its sculptures and their significance
Details of events	<ul style="list-style-type: none"> • foot-races • wrestling • boxing • pankration • chariot and horse races • pentathlon

10.3 The Athenian Constitution in the Time of Pericles

Background	<ul style="list-style-type: none"> • Solon's class system • Kleisthenes' tribal reorganisation
Citizenship	<ul style="list-style-type: none"> • eligibility (including status of women, metics and slaves) • responsibilities (including liturgies) • pay for state service
Assembly	<ul style="list-style-type: none"> • eligibility, organisation, duties and powers with one example at least of Assembly in action • ostracism
Officials	<ul style="list-style-type: none"> • archons, strategoi, Council of 500 and others, with reference to methods of election, duties and powers

- | | |
|------------------|--|
| Law courts | <ul style="list-style-type: none">• eligibility for jury service• organisation• conduct of trial |
| Military Service | <ul style="list-style-type: none">• training• equipment• navy |

10.4 Athenian Social Life

- | | |
|--|--|
| The Home | <ul style="list-style-type: none">• birth, betrothal, marriage• women and children• death, funeral customs• house• furniture• clothes• food and drink• dinner parties |
| Work | <ul style="list-style-type: none">• labour, free and slave• markets and shops• farming |
| Education (including comparison with the Spartan system) | <ul style="list-style-type: none">• schools• Sophists, higher education |
| Religion | <ul style="list-style-type: none">• Panathenaia• Eleusinian Mysteries• domestic religion |

10.5 The Early Empire: Tiberius, Claudius and Nero

- | | |
|----------------------------|---|
| The Julio–Claudian Dynasty | <ul style="list-style-type: none">• policy of succession• accessions of Tiberius, Claudius and Nero• their characters |
| Imperial women | <ul style="list-style-type: none">• Livia• Agrippina the Elder• Agrippina the Younger• Poppaea |

- | | |
|-----------------|---|
| Power struggles | <ul style="list-style-type: none">• Germanicus• Sejanus• imperial freedmen• praetorian prefects |
| Administration | <ul style="list-style-type: none">• domestic policies of Tiberius, Claudius and Nero• relations with Senate, treason trials under Tiberius, Great Fire, Nero's reign of terror and death |
-

10.6 Roman Social Life in the First Century A.D.

- | | |
|---------------------------|--|
| Society | <ul style="list-style-type: none">• patrons and clients• slaves• freedmen• women |
| The Family | <ul style="list-style-type: none">• family rituals (birth, manhood, marriage, funerals)• clothing• education• the daily routine |
| Leisure and Entertainment | <ul style="list-style-type: none">• baths• dinner parties• gladiators• chariot racing• theatre• recitations |
| Religion | <ul style="list-style-type: none">• state gods and goddesses• household worship |
-

10.7 Pompeii and Herculaneum

- | | |
|---|---|
| The Eruption A.D. 79 | <ul style="list-style-type: none">• eye witness accounts in Pliny's letters• excavation of the sites |
| Layout of Sites and Archaeological Evidence | <ul style="list-style-type: none">• housing• decoration and furnishing• forum• streets• shops |

- baths
- bars
- theatres
- amphitheatre
- evidence of local industry and religious life

10.8 The Roman Conquest of Britain

Events

- Claudius' invasion in A.D. 43
- reasons
- lines of advance
- strategy of Aulus Plautius
- collaboration of Cogidubnus
- career of Caratacus – defeat by Ostorius Scapula
- rebellion of Boudicca A.D. 61 – causes – course of rebellion
- strategy of Suetonius Paulinus
- aftermath and Julius Classicanus

Invading force

- legions involved and disposition in Britain
- composition of legion
- auxiliary troops
- arms, armour and training
- conditions of service
- fortress/fort
- roads – siting, construction and purpose

Key Skills and Other Issues

11

Key Skills – Teaching, Developing and Providing Opportunities for Generating Evidence

11.1 Introduction

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

Copies of the Key Skills Units may be downloaded from the QCA web site (www.qca.org.uk/keyskills).

The units for each Key Skill comprise three sections:

- A What you need to know.
- B What you must do.
- C 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, Information Technology, Improving own Learning and Performance, Working with Others* and *Problem-Solving*. Areas of study and learning which 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 below.

Opportunities for developing and generating evidence of attainment in *Application of Number* are not available in this specification.

11.2 Key Skills Opportunities in
Classical Civilisation

Communication Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Paper 1	Paper 2	Coursework
C1.1 Take part in discussions	✓	✓	✓
C1.2 Read and obtain information	✓	✓	✓
C1.3 Write different types of documents	✓	✓	✓

Communication Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Paper 1	Paper 2	Coursework
C2.1a Contribute to discussions	✓	✓	✓
C2.1b Give a short talk	✓	✓	✓
C2.2 Read and summarise information	✓	✓	✓
C2.3 Write different types of documents	✓	✓	✓

Information Technology Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Paper 1	Paper 2	Coursework
IT1.1 Find, explore and develop information	✓	✓	✓
IT1.2 Present information, including text, numbers and images	✓	✓	✓

Information Technology Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Paper 1	Paper 2	Coursework
IT2.1 Search for and select information	✓	✓	✓
IT2.2 Explore and develop information and derive new information	✓	✓	✓
IT2.3 Present combined information, including text, numbers and images	✓	✓	✓

Working with Others Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Paper 1	Paper 2	Coursework
WO1.1 Confirm what needs to be done and who is to do it	✓	✓	
WO1.2 Work towards agreed objectives	✓	✓	
WO1.3 Identify progress and suggest improvements	✓	✓	

Working with Others Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Paper 1	Paper 2	Coursework
WO2.1 Plan work and confirm working arrangements	✓	✓	
WO2.2 Work co-operatively towards achieving identified objectives	✓	✓	
WO2.3 Exchange information on progress and agree ways of improving work with others	✓	✓	

Improving own Learning and Performance Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Paper 1	Paper 2	Coursework
LP1.1 Confirm short-term targets and plan how these will be met	✓	✓	✓
LP1.2 Follow plan to meet targets and improve performance	✓	✓	✓
LP1.3 Review progress and achievements	✓	✓	✓

Improving own Learning and Performance Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Paper 1	Paper 2	Coursework
LP2.1 Help set short-term targets and plan how these will be met	✓	✓	✓
LP2.2 Use plan and support from others, to meet targets	✓	✓	✓
LP2.3 Review progress and identify evidence of achievements	✓	✓	✓

Problem Solving Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Paper 1	Paper 2	Coursework
PS1.1 Confirm understanding of given problems	✓	✓	✓
PS1.2 Plan and try out ways of solving problems	✓	✓	✓
PS1.3 Check if problems have been solved and describe the results	✓	✓	✓

Problem Solving Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Paper 1	Paper 2	Coursework
PS2.1 Identify problems and come up with ways of solving them	✓	✓	✓
PS2.2 Plan and try out options	✓	✓	✓
PS2.3 Apply given methods to check if problems have been solved and describe the results	✓	✓	✓

12

Spiritual, Moral, Ethical, Social, Cultural and Other Issues

-
- 12.1 Spiritual, Moral, Ethical, Social, Cultural and Other Issues**
- The study of Classical Civilisation contributes to a candidate's understanding of spiritual, moral, ethical, social and cultural issues. Candidates should be encouraged to appreciate the distinctive values and assumptions of the classical world and make comparisons with those of later times. These issues are addressed, in varying degrees depending on the topics chosen, in all fourteen topics in the specification.
-
- 12.2 European Dimension**
- AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen papers.
- The specification is designed to improve candidates' knowledge and understanding of the influence of Greek and Roman Civilisation on European culture.
-
- 12.3 Environmental Issues**
- 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 papers.
- A study of the geography, landscape, communication systems and architecture of Greece and Rome, for example, the influence of Roman roads on current transport systems and the conservation of historic sites can contribute significantly to raising candidates' awareness of environmental issues.
-
- 12.4 Citizenship**
- The study of Classical Civilisation can provide opportunities for candidates to explore ideas from different perspectives and the context from which to view the modern western world with its differences and elements of common heritage. Forms of democracy and other political systems in the classical world can be helpful in increasing awareness of their modern equivalents, and in considering the effects which they have on individuals in society, for example: Solon's class system, the rights and responsibilities of Fifth Century Athenian citizens, the law courts and jury service; the emergence of the Roman Republic and the implications of Roman citizenship.
- Fundamental economic issues can be clearly seen in the classical world, for example, in the institution of slavery; colonisation and patterns of trade; the use of raw materials; the organisation of food supplies; and the different occupations available.
-
- 12.5 Avoidance of Bias**
- AQA has taken great care in the preparation of this specification and associated specimen papers to avoid bias of any kind.

Centre-Assessed Component

13

Nature of the Centre-Assessed Component

13.1

These guidelines cover the coursework component of the specification.

In the coursework component candidates are required to submit **three** coursework assignments, each of approximately 750 words, on three significant aspects of one further topic which may be chosen from either Paper 1 (Greek and Latin Literature in Translation) or Paper 2 (Greek and Roman Civilisation). It is not necessary that the coursework from all candidates in a centre is on the same topic. Centres are advised that coursework must be on a topic in the specification; it is not permitted to cover a topic whose title does not appear in the specification.

Candidates will be required to declare on their answer booklets for the two written Units of Assessment which topic they have covered in coursework. Candidates must not answer questions in the written examinations on the topic they have covered in coursework.

The total number of marks available for the three assignments will be 100. Further details of the marking scheme are given in Section 15.2.

13.2

The purpose of each of the assignments is to test, as appropriate to the topic chosen, a candidate's ability to:

- assemble and make relevant use of information from books and /or other sources;
- demonstrate understanding of the material by analysing and evaluating the material assembled.

13.3

The coursework assignments should arise naturally out of the teaching and learning process.

Candidates are not required to cover all aspects of the topic chosen.

Teachers should use a range of teaching and learning strategies to ensure that candidates understand the context of the chosen assignments within the topic as a whole, but candidates are only required to demonstrate a detailed knowledge and understanding of **three** significant aspects.

Coursework is intended to allow a candidate to present his or her ideas without the restrictions imposed by a short time limit. Centres are advised to bear the allocation of marks for coursework (20%) in mind when deciding how much time should be devoted to the topic.

- 13.4 The coursework must contain appendices including the following information:
- a bibliography providing details of all books, articles, etc. consulted;
 - a list of any places visited in connection with the assignments;
 - the names and positions of all persons consulted, with an indication of the help and /or information received from them.
-

- 13.5 The coursework assignments should be written or typed on A4 size paper and attached securely with a treasury tag or string behind the Candidate Record Form (see Appendix B). Folders are not required.
-

14 Guidance on Setting the Centre-Assessed Component

- 14.1 It is most important that discussion should take place between the teacher and the candidate at all stages of planning, preparation and completion of the coursework. The coursework is not being carried out solely for the purpose of assessment; it is part of the teaching and learning process and the teacher will need to be involved in the work of candidates for the coursework if he or she is to be able to use this approach as part of the course of study. It is expected that the teacher will wish and, indeed, need to give advice (such as plan of procedure, possible sources of information, clear guidelines on assessment criteria for each assignment) and assistance to candidates (in some cases more than others); there is no objection to such involvement by the teacher but the candidate's coursework must identify and acknowledge the assistance received.
-

- 14.2 **Coursework Advisers** There is no prior approval of coursework assignments in this specification. However, Coursework Advisers will be available to assist centres with any matters relating to coursework. Details will be provided when AQA knows which centres are following the specification.
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15

Assessment Criteria

15.1 Introduction

The teacher is required to assess the candidate's coursework. It is appreciated that the teacher is not in a position to assess the coursework in relation to that presented by candidates from other centres, but it is suggested that the teacher is able, by virtue of having been in a position to observe the candidate at work, to assess the coursework in relation to that presented by others from the centre and to take into account the methods by which the candidate worked. In some respects the teacher's assessment is able to include consideration which an external examiner could not take into account because of the factors which prevent him / her from having first-hand knowledge of the circumstances in which the candidate carried out the work, the facilities available to the candidate, and the ways in which the candidate perceived, tackled and overcame problems as they arose.

15.2 Criteria

The total number of marks available for the three coursework assignments must be 100. Half marks must **not** be used.

The assessment objectives and the weightings of these objectives for the coursework assignments are broadly similar to those in the externally assessed Papers 1 and 2.

Teachers will be required to assess the extent to which candidates have met the assessment objectives of knowledge, understanding, and evaluation /response.

- **Knowledge and Organisation of Material:** the inclusion of basic information, accurate and adequate in amount, and the selection and organisation of relevant material.
- **Understanding:** grasp of line of historical or literary development, significance of behaviour, situation, structure, style and technique leading to reasoned explanations given by the candidate.
- **Evaluation and Response:** recreative interpretation, emotional and moral response, evaluation of achievements and attitudes, drawing of comparisons between classical and later times.

The marks available for each of these must fall within the following parameters:

Knowledge	40 marks	over 1-3 assignments
Understanding	25-35 marks	over 1-2 assignments
Evaluation/Response	25-35 marks	over 1-2 assignments.

Candidates must be assessed on either one or two assessment objectives within each assignment. Assessing all three objectives within one assignment is believed to be both confusing and unnecessarily complex for candidates at GCSE level.

15.3 **Quality of written communication**

Candidates' coursework must also be assessed on the quality of written communication. Candidates will be required to:

- present relevant information in a form that suits its purpose;
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

An overall judgement of quality of written communication should be made out of a total of 5 marks against the following criteria:

- (0 – 1 mark) Candidates spell, punctuate and use the rules of grammar with little accuracy; they use a very limited range of specialist terms appropriately.
- (2 – 3 marks) Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility; they generally present information in a form suited to its purpose.
- (4 – 5 marks) Candidates spell, punctuate and use the rules of grammar with an excellent level of accuracy, displaying a range of grammatical constructions; they use a wide range of specialist terms adeptly and with precision; they consistently present information in a form suited to its purpose.

The mark out of 5 for quality of written communication should be added to the mark out of 100 to give a final total mark out of 105 for each candidate.

15.4 **Evidence to Support the Award of Marks**

Teachers should keep records of their assessments during the course, in a form which facilitates the complete and accurate submission of the final assessments at the end of the course.

When the assessments are complete, the marks awarded under each of the assessment criteria must be entered on the Candidate Record Form, with supporting information given in the spaces provided. A specimen Candidate Record Form appears in Appendix B; the exact design may be modified before the operational version is issued and the correct year's Candidate Record Forms should always be used.

16

Supervision and Authentication

16.1 Supervision of Candidates' Work

Candidates' work for assessment must be undertaken under conditions which allow the teacher to supervise the work and enable the work to be authenticated. If it is necessary for some assessed work to be done outside the centre, sufficient work must take place under direct supervision to allow the teacher to authenticate each candidate's whole work with confidence.

The teacher must be involved in initial discussion at the time when the assignment is being chosen, in discussion on the availability and use of source material, in direct supervision and discussion and in guidance on presentation of the assignment, including the information to be given on the Candidate Record Form and in the appendix to the coursework assignments in which the candidate must provide a comprehensive bibliography, a list of any places visited in connection with the assignment and the names and positions of all persons consulted, with an indication of the help and /or information received from them. It is expected that the candidate will need to search for and use information assembled by others and to consider conclusions drawn by others. It is important, therefore, that all sources of information are acknowledged. Any direct quotations must be indicated by means of quotation marks and be accompanied by a reference to the source. Any part of the coursework (whether words, data or illustrative material) taken from another source and put forward as the candidate's own work will be regarded as unfair practice (para. 16.3).

The coursework submitted for assessment must, with any stated exceptions, be the candidate's own unaided work and the teacher's involvement in its preparation must not extend to re-writing the text.

16.2 Guidance by the Teacher

The work assessed must be solely that of the candidate concerned. Any assistance given to an individual candidate which is beyond that given to the group as a whole must be recorded on the Candidate Record Form.

16.3 Unfair Practice

At the start of the course, the supervising teacher is responsible for informing candidates of the AQA Regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of coursework to be submitted for assessment, and must understand that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. Centres must report suspected malpractice to AQA. The penalties for malpractice are set out in the AQA Regulations.

- 16.4 Authentication of Candidates' Work** Both the candidate and the teacher are required to sign declarations confirming that the work submitted for assessment is the candidate's own. The teacher declares that the work was conducted under the specified conditions, and records details of any additional assistance.

17

Standardisation

- 17.1 Standardising Meetings** Annual standardising meetings will usually be held in the autumn term. Centres entering candidates for the first time must send a representative to the meetings. Attendance is also mandatory in the following cases:
- where there has been a serious misinterpretation of the specification requirements;
 - where the nature of coursework tasks set by a centre has been inappropriate;
 - where a significant adjustment has been made to a centre's marks in the previous year's examination.
- Otherwise, attendance is at the discretion of centres. At these meetings support will be provided for centres in the development of appropriate coursework tasks and assessment procedures.

- 17.2 Internal Standardisation of Marking** The centre is required to standardise the assessments across different teachers and teaching groups to ensure that all candidates at the centre have been judged against the same standards. If two or more teachers are involved in marking a component, one teacher must be designated as responsible for internal standardisation. Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate. The teacher responsible for standardising the marking must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by AQA. The centre is required to send to the moderator the Centre Declaration Sheet, duly signed, to confirm that the marking of centre-assessed work at the centre has been standardised. If only one teacher has undertaken the marking, that person must sign this form.
- A specimen Centre Declaration Sheet appears in Appendix B.

18

Administrative Procedures

- 18.1 Recording Assessments** The candidates' work must be marked according to the assessment criteria set out in Section 15.2. The marks and supporting information must be recorded in accordance with the instructions in Section 15.3. The completed Candidate Record Form for each candidate must be attached to the work and made available to AQA on request.
- 18.2 Submitting Marks and Sample Work for Moderation** The total component mark for each candidate must be submitted to AQA on the mark sheets provided or by Electronic Data Interchange (EDI) by the specified date. Centres will be informed which candidates' work is required in the samples to be submitted to the moderator.
- 18.3 Factors Affecting Individual Candidates** Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed assessments.
- Special consideration should be requested for candidates whose work has been affected by illness or other exceptional circumstances. Information about the procedure is issued separately.
- If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. AQA will advise on the procedures to be followed in such cases.
- Where special help which goes beyond normal learning support is given, AQA must be informed so that such help can be taken into account when assessment and moderation take place.
- Candidates who move from one centre to another during the course sometimes present a problem for a scheme of internal assessment. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for assessment. If it occurs late in the course it may be possible to accept the assessments made at the previous centre. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.
- 18.4 Retaining Evidence and Re-Using Marks** The centre must retain the work of all candidates, with Candidate Record Form attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry upon results. The work may be returned to candidates after the issue of results provided that no enquiry upon result is to be made which will include re-moderation of the coursework component. If an enquiry upon result is to be made, the work must remain under secure conditions until requested by AQA.
- Candidates re-taking the examination may carry forward their moderated coursework marks. These marks have a shelf-life which is limited only by the shelf-life of the specification, and they may be carried forward an unlimited number of times within this shelf-life.

Moderation

19.1 Moderation Procedures

Moderation of the coursework is by inspection of a sample of candidates' work, sent by post from the centre to a moderator appointed by AQA. The centre marks must be submitted to AQA and the sample of work must reach the moderator by the specified date in the year in which the qualification is awarded.

Following the re-marking of the sample work, the moderator's marks are compared with the centre marks to determine whether any adjustment is needed in order to bring the centre's assessments into line with standards generally. In some cases it may be necessary for the moderator to call for the work of other candidates. In order to meet this possible request, centres must have available the coursework and Candidate Record Form of every candidate entered for the examination and be prepared to submit it on demand. Mark adjustments will normally preserve the centre's order of merit, but where major discrepancies are found, AQA reserves the right to alter the order of merit.

19.2 Post-Moderation Procedures

On publication of the GCSE results, the centre is supplied with details of the final marks for the coursework component.

The candidates' work is returned to the centre after the examination with a report form from the moderator giving feedback to the centre on the appropriateness of the tasks set, the accuracy of the assessments made, and the reasons for any adjustments to the marks.

Some candidates' work may be retained by AQA for archive purposes.

Awarding and Reporting

20

Grading, Shelf-Life and Re-Sits

20.1 Qualification Titles	The qualification based on this specification has the following title: AQA GCSE in Classical Civilisation.
20.2 Grading System	<p>The qualification will be graded on an 8 point grade Scale A*, A, B, C, D, E, F, G. Candidates who fail to reach the minimum standard for grade G will be recorded as U (unclassified) and will not receive a qualification certificate.</p> <p>Candidates must be entered for either the Foundation Tier or Higher Tier. For candidates entered for the Foundation Tier, grades C–G are available. For candidates entered for the Higher Tier, grades A*–D are available. There is a safety net for candidates entered for the Higher Tier, where an allowed Grade E will be awarded where candidates just fail to achieve Grade D. Candidates who fail to achieve a Grade E on the Higher Tier or Grade G on the Foundation Tier will be reported as unclassified.</p>
20.3 Re-Sits	Individual components may not be retaken, but candidates may retake the whole qualification more than once.
20.4 Minimum Requirements	Candidates will be graded on the basis of work submitted for assessment.
20.5 Carrying Forward of Coursework Marks	Candidates re-taking the examination may carry forward their moderated coursework marks. These marks have a shelf-life which is limited only by the shelf-life of the specification, and they may be carried forward an unlimited number of times within this shelf-life.
20.6 Awarding and Reporting	This specification complies with the grading, awarding and certification requirements of the current GCSE, GCE, VCE, GNVQ and AEA Code of Practice 2006/7 and will be revised in the light of any subsequent changes for future years.

Appendices

A

Grade Descriptions

The following grade descriptors indicate the level of attainment characteristic of the given grade at GCSE. They give a general indication of the required learning outcomes at each specific grade. The descriptors 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 (as in section 6) overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

Grade A In relation to specified works of literature candidates demonstrate a detailed knowledge and understanding of the prescribed texts within their social and historical context. They offer an informed evaluation and interpretation of the author's ideas, opinions and literary techniques.

In relation to specified source material and topics candidates demonstrate a good knowledge and understanding of the customs, institutions, events and /or achievements of the classical world. They evaluate evidence in depth and draw informed conclusions and, where appropriate, make perceptive comparisons between the classical world and later times.

Grade C In relation to specified works of literature candidates demonstrate a sound knowledge and understanding of the prescribed texts, with an awareness of their social and historical context. They identify narrative aspects, appreciate literary techniques and offer a personal response, evaluation or interpretation.

In relation to specified source material and topics candidates demonstrate a sound knowledge and understanding of the customs, institutions, events and /or achievements of the classical world. They evaluate evidence and draw relevant conclusions and, where appropriate, make reasoned comparisons between the classical world and later times.

Grade F In relation to specified works of literature candidates demonstrate a basic knowledge and understanding of the prescribed texts by identifying simple narrative aspects and by offering some personal response at a basic level.

In relation to specified source material and topics candidates demonstrate some knowledge and understanding of the customs,

institutions, events and /or achievements of the classical world. They show some awareness of evidence and draw simple conclusions and, where appropriate, make simple comparisons between classical and later times.

B

Record Forms

The following forms for centre-assessed work are exemplified in this Appendix:

- Candidate Record Form – to record an individual candidate’s marks, any supporting information and declaration by an individual candidate about authenticity of work and sources.
- Centre Declaration Sheet – to detail teachers’ authentication of candidates’ work and confirmation of internal standardising of marking.



Centre-assessed work
Candidate Record Form
June 2008

GCSE Classical Civilisation 3021

Centre Name: Centre No:

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Candidate Name: Candidate No:

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This side is to be completed by the candidate

Sources of advice and information

1. Have you received any help or information from anyone other than your subject teacher(s) in the production of this work? (Write YES or NO)
2. If you have answered YES, give details below. Continue on a separate sheet if necessary.
.....
3. If you have used any books, information leaflets or other materials (e.g. videos, software packages or information from the Internet) to help you complete this work, you must list these below, unless they are clearly acknowledged in the work itself. To present material copied from books or other sources without acknowledgement will be regarded as deliberate deception.
.....
.....

NOTICE TO CANDIDATE

The work you submit for assessment must be your own.

If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.

Declaration by Candidate

I have read and understood the **Notice to Candidate** (above). I have produced the attached work without any help apart from that which I have stated on this sheet.

As part of AQA's commitment to assist students, AQA may make your coursework available on a strictly anonymous basis to teachers, examining staff and students in paper form or electronically, through the internet or other means, for the purpose of indicating a typical mark or for other educational purposes. In the unlikely event that your coursework is made available for the purposes stated above, you may object to this at any time and we will remove the work on reasonable notice. If you have any concerns, please contact crf@aqa.org.uk

Candidate's Signature: **Date:**

This form should be completed and attached to the candidate's work and retained at the Centre or sent to the moderator as required.

This side is to be completed by the teacher

Marks must be awarded in accordance with the instructions and criteria in Section 15 of the specification.

Supporting information to show how the marks have been awarded should be given in the form of annotations on the candidate's work and in the spaces below.

Name of Topic

	Assessment Criteria			Total
	Knowledge	Understanding	Evaluation/ Response	
Assignment 1 Title	/	/	/	/
Teacher's Explanatory Notes				
Assignment 2 Title	/	/	/	/
Teacher's Explanatory Notes				
Assignment 3 Title	/	/	/	/
Teacher's Explanatory Notes				
Quality of Written Communication				5
Total Mark				105

Details of additional assistance given (if any)

Record here details of any assistance given to this candidate which is beyond that given to the class as a whole and beyond that described in the specification. Continue on a separate sheet if necessary.

Teacher's Signature: Date:



Centre-assessed work
Centre Declaration Sheet
June 2008

Specification Title: Unit Code:

Centre Name: Centre No:

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Authentication

This is to certify that marks have been awarded in accordance with the requirements of the specification and that every reasonable step has been taken to ensure that the work presented is that of the candidates named. Any assistance given to candidates beyond that given to the class as a whole and beyond that described in the specification has been recorded on the Candidate Record Form(s) and has been taken into account. The marks given reflect accurately the unaided achievement of the candidates.

Signature(s) of teacher(s) responsible for assessment

Teacher 1 Teacher 2

Teacher 3 Teacher 4

Teacher 5 Teacher 6

(Continue overleaf if necessary)

Internal Standardisation of Marking

Each centre must standardise the assessments for this unit across different teachers and teaching groups to ensure that all candidates in the centre have been judged against the same standards. If two or more teachers are involved in marking a unit, one of them must be designated as responsible for standardising the marking of all teachers at the centre who mark the unit.

The following declaration must be signed by the teacher responsible for ensuring standardisation. If all the work has been marked by the same person, that person should sign below.

I confirm that:

- (a) *I have marked the work of all candidates for this component;
- (b) *the procedure described in the specification has been followed at this centre to ensure that the marking is of the same standard for all candidates.

Signed: Date:

Signature of Head of Centre Date:

This form should be completed and sent to the moderator with the sample of centre-assessed work.

C

List of Suggested Resources

Given below is a list of recommended resources. These resources and publishers are correct as at going to press. This list is updated yearly (in the autumn term) and is available from the AQA at Devas Street, Manchester, M15 6EX. It is also recommended that candidates keep informed through a selection of relevant newspapers, journals and other sources.

The books included in the lists which follow are not to be regarded as set texts. They have been selected as examples of the type of resources which may be found useful in dealing with topics specified in the specification.

It is not envisaged that all of the material listed will be used. The list is clearly not exhaustive: new books in this field are appearing all the time. Teachers are advised to consult current publishers' lists and to inspect any book before ordering a class set.

The 10-digit number in each reference is the International Standard Book Number (ISBN).

Topic 1: Mycenaean Civilisation

J Bolton	<i>Ancient Crete and Mycenae</i>	Longman	0582204151
L Cotterell (2003)	<i>The Bull of Minos</i>	Sutton Publishing	0750933364
L Cotterell (1966)	<i>Lion Gate: Journey in Search of the Mycenaean</i>	Evans Brothers	0237445808
L Cotterell (1955)	<i>The Bull of Minos</i>	Pan	B0000CJ99K
M I Finley (2002)	<i>The World of Odysseus</i>	New York Review of Books	1590170172
M I Finley (1999)	<i>The World of Odysseus</i>	Pimlico	0712665730
R Garland (1998)	<i>Religion and the Greeks</i>	BCP/Duckworth	185399409X
Homer (2003)	<i>Iliad</i>	Penguin	0140447946
Homer (2003)	<i>Odyssey</i>	Penguin	0140449116
E McLellan (1976)	<i>Minoan Crete</i>	Longman	0582206715
M Sargent (1973)	<i>Mycenae</i>	Longman	0582344018
W Taylour (1990)	<i>The Mycenaean</i>	Thames & Hudson	0500275866
M Thorpe (1991)	<i>Homer</i>	BCP/Duckworth	0862922410
K and D Wardle (1998)	<i>The Mycenaean World</i>	BCP/Duckworth	1853993557
M Wood (2001)	<i>In Search of the Trojan War</i>	BBC Books	056353415X

Out of Print list

H Bauman	<i>Lion Gate and Labyrinth</i>	OUP	0192712748
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Topic 2: Greek Religious Festivals

Amos and Lang (1996)	<i>These Were The Greeks</i>	Gerald Duckworth	0715627317
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H C Baldry (1973)	<i>The Greek Tragic Theatre</i>	W.W. Norton & Co Ltd	0393005852
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H C Baldry (1971)	<i>The Greek Tragic Theatre (Paperback)</i>	Chatto and Windus	0701116293
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R Barrow (1996)	<i>Athenian Democracy</i>	BCP/Duckworth	1853995762
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D Buchanan (1977)	<i>Greek Athletics</i>	Longman	0582200598
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M Finley (2005)	<i>The Olympic Games: The First Thousand Years</i>	Dover Publications	0486444252
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M Finley and H Pleket (1976)	<i>The Olympic Games: The First Thousand Years</i>	Chatto and Windus	0701120878
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J Gibbon (1998)	<i>Athenian Society</i>	BCP/Duckworth	1853994995
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JACT (1984)	<i>The World of Athens</i>	CUP	0521273897
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K McLeish (2003)	<i>Guide to Greek Theatre and Drama</i>	Methuen	0413720306
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K McLeish (1973)	<i>The Greek Theatre</i>	Longman	058234400X
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J Murrell (1975)	<i>Athletics, Sports and Games (Greek and Roman Topics)</i>	Collins Educational	0049300067
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N Spivey (2004)	<i>The Ancient Olympics: War Minus the Shooting</i>	OUP	0192806041
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J Swaddling (2004)	<i>The Ancient Olympic Games (Paperback)</i>	British Museum Press	0714122505
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J Swaddling (1999)	<i>The Ancient Olympic Games</i>	British Museum Press	0714121614
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D Taylor (1999)	<i>The Greek and the Roman Stage</i>	BCP/Duckworth	1853995916
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Out of Print List

J Harrison	<i>Greek Tragedy and the Greek Theatre</i>	Bell and Hyman	0713518502
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Topic 3: The Athenian Constitution in the Time of Pericles

Amos and Lang (1996)	<i>These Were The Greeks</i>	BCP/Duckworth	0715627317
R Barrow (1996)	<i>Athenian Democracy</i>	BCP/Duckworth	1853995762
C Carey (2000)	<i>Democracy in Classical Athens</i>	BCP/Duckworth	1853995355
P Connolly (1977)	<i>Greek Armies</i>	Macdonald	0356055809
J Gibbon (1998)	<i>Athenian Society</i>	BCP/Duckworth	1853994995
JACT (1984)	<i>The World of Athens</i>	CUP	0521273897
D Stockton (1990)	<i>The Classical Athenian Democracy</i>	(Clarendon Press)	0198721366
J Thorley (1996)	<i>Athenian Democracy (Lancaster Pamphlets)</i>	Routledge, an imprint of Taylor & Francis Books Ltd.	0415129672

Out of Print List

J Harrison	<i>The Athenian Law Courts in the Fourth Century BC</i>	Collins Educational	0713519584
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Topic 4: Athenian Social Life

Amos and Lang (1996)	<i>These Were The Greeks</i>	Duckworth	0715627317
R Barrow (1998)	<i>Greek and Roman Education</i>	BCP/Duckworth	1853995118
S Blundell (1998)	<i>Women in Classical Athens</i>	BCP/Duckworth	1853995436
H Deighton (1998)	<i>A Day in the Life of Ancient Athens</i>	BCP/Duckworth	1853991368
R Flaceliere (2002)	<i>Daily Life in Greece in the Time of Pericles</i>	Weidenfeld and Nicholson	1842125079
J Gibbon (1998)	<i>Athenian Society</i>	BCP/Duckworth	1853994995
A Haward (1998)	<i>Penelope to Poppaea</i>	BCP/Duckworth	1853994987
JACT (1984)	<i>The World of Athens</i>	CUP	0521273897
M Massey (1988)	<i>Women in Ancient Greece and Rome</i>	CUP	0521318076
K McLeish (1978)	<i>Food and Drink (Greek and Roman Topics)</i>	Collins Educational	0049300075
K McLeish (1972)	<i>Greek Exploration and Seafaring</i>	Longman	0582344026

R and S Nichols (1978)	<i>Greek Everyday Life</i>	Longman	0582206723
P Stewart (1980)	<i>Growing up in Ancient Greece</i>	Batsford	0713433760
D Taylor (1975)	<i>Work in Ancient Greece and Rome</i>	Collins Educational	0049300059
T B L Webster (1969)	<i>Everyday Life in Classical Athens</i>	Batsford	0713416661

Out of Print List

K Hughes	<i>Sparta</i>	Allen and Unwin	
D Taylor	<i>Work in Ancient Greece and Rome</i>	Allen and Unwin	
G Tucker	<i>Life in Ancient Athens</i>	Macmillan	

Topic 5: The Early Empire: Tiberius, Claudius and Nero

E Salmon (1968)	<i>A History of the Roman World from 30 BC to AD138</i>	Routledge, an imprint of Taylor & Francis Books Ltd.	0415045045
H Scullard (1982)	<i>From the Gracchi to Nero</i>	Routledge, an imprint of Taylor & Francis Books Ltd.	0415025273
H Scullard (1976)	<i>From the Gracchi to Nero</i>	Methuen	0416561004
D Shotter (1992)	<i>Tiberius Caesar (Lancaster Pamphlets)</i>	Routledge, an imprint of Taylor & Francis Books Ltd.	0415076544
Suetonius (2003)	<i>The Twelve Caesars</i>	Penguin	0140449213
Tacitus, M Grant (trans) (1971)	<i>The Annals</i>	Penguin	0140440607
T Wiedemann (1991)	<i>The Julio-Claudian Emperors: AD 14-70</i>	BCP/Duckworth	1853991171

Out of Print List

G Tingay	<i>Empire and Emperors</i>	CUP	
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Topic 6: Roman Social Life in the First Century AD

R Barrow (1998)	<i>Greek and Roman Education</i>	BCP/Duckworth	1853995118
D Buchanan (1976)	<i>Roman Sport and Entertainment</i>	Longman	0582314151

T Cairns (1975)	<i>The Romans and their Empire</i>	Lerner Pub Group	0822508028
J Carcopino, M Beard (2003)	<i>Daily Life in Ancient Rome</i>	Yale Nota Bene	0300101864
J Carcopino, HT Rowell (ed) (1991)	<i>Daily Life in Ancient Rome</i>	Penguin	014012487X
L Casson (1998)	<i>Everyday Life of Ancient Rome</i>	The Johns Hopkins University Press	0801859921
F R Cowell (1975)	<i>Everyday Life in Ancient Rome</i>	Corgi Childrens	0552540722
H Deighton (1998)	<i>A Day in the Life of Ancient Rome</i>	BCP/Duckworth	1853991368
M Grant (2001)	<i>Cities of Vesuvius</i>	Weidenfeld & Nicholson History	1842122193
M Grant (1976)	<i>Cities of Vesuvius</i>	Penguin	0140043942
A Haward (1998)	<i>Penelope to Poppaea</i>	BCP/Duckworth	1853994987
P Hodge (1978)	<i>Roman Trade and Travel</i>	Longman	0582314135
P Hodge (1975)	<i>The Roman House</i>	Longman	0582203007
P Hodge (1974)	<i>Roman Family Life</i>	Longman	0582314119
P Hodge (1972)	<i>Roman Towns</i>	Longman	0582314127
P V Jones (ed), KC Sidwell (ed) (1997)	<i>The World of Rome: Introduction to Roman Culture</i>	CUP	0521386004
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G Webster, D R Dudley
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