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Ancient History

**Course Handbook**

**A-Level Ancient History (H407 F)**

Athens and the Greek World

Emperors and Empire

**NAME:**

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**Introduction**

Welcome to Ancient History A-level. We hope that you enjoy your time in the department and find the process of studying elements of the ancient Greek and Roman worlds a challenging and rewarding one.

The purpose if this guide is to provide you with a range of information and advice to help you organise your programme of study, learn independently outside of the classroom and prepare for the final exams. This guide is split into two sections: the first provides information on the structure and assessment of Ancient History, the second study advice and resources. Please place this guide at the start of your folder and keep checking it regularly for help and support.

Ancient History at Godalming College is part of the **History and Politics Department** located in the 200s. This is one of the largest department’s in college having over 600 students studying courses within it at any time. The History and Politics office is located in room **214** and there are pigeon holes outside the office where work can be left.

**Ancient History Staff:**

* Jonathan Sparshott
* Ruth Nixon
* Alex Winfrow

**Head of History and Politics:**

* Laurie Huggett-Wilde

**Director of Faculty (Humanities and Social Sciences):**

* Beverly Whitlock

Along with the names above, the following departments and places will be useful during your time in Ancient History:

**The ILC** – your go-to place to complete work and independent study outside of lessons. The Silent Study area provides an area to work individually, whilst the library contains an excellent selection of wider reading. Make sure that you have familiarised yourself with the ILC when you start the course

**The Exams Office** – for any questions you have about your exam entries, exam timetable or remarks and script requests.

**Learning Support** – for any extra support or advice you need to help you study in general. If you are struggling to organise and manage your workload; need help refining your essay-writing technique; help with revision; or if you think you might be entitled to any exam concessions, learning support are the people to talk to.

**Careers** – when you start to think about your options after college and possibly applying for a history-related degree, careers can give you advice on where to apply and help in producing a personal statement.

**Expecations**

**What is expected of students?**

1. **Attendance and punctuality** – learning cannot begin if you are not in lessons or if you arrive late to them and miss important content. Students should maintain full attendance and punctuality. Any unavoidable and legitimate absences should be accounted for properly, meaning that students get a parent or a guardian to contact college and then email their teacher(s) to catch up on missed work
2. **To maintain a mature and respectful learning environment** – this means behaving in and out of lessons in a way expected of a Sixth-Form student: listening carefully to the views of others and offering constructive contributions in class
3. **To stay up-to-date** – you will be set weekly structured homework tasks and it is essential that these are completed on time and in the required level of detail. We use structured homework to consolidate particular content or to set up lessons to come. If work is incomplete your understanding will be incomplete and you will under-perform. If you arrive at a lesson having not completed preparation work then your teacher may also ask you to leave and complete this elsewhere.
4. **To stay organised** – managing the demands of a minimum of three subjects is challenging, especially when you are being taught more than one unit in each. You need, therefore, to stay organised. This means preparing a folder for each of your units, bringing the correct materials to each lesson and recording homework in the same place every time (whether this is your planner or the homework grids at the back of lesson materials)
5. **To meet the 50/50** – students are expected to conduct 4.5 to 6 hours of independent study a week. This will include structured homework tasks set by your teachers along with proactive tasks you complete yourself to consolidate and extend your understanding. See the advice late in this booklet for more help on doing this.
6. **To make the most of feedback and support** – you will get a lot of feedback during your time on the course. This will come as written feedback on assessed work, verbal feedback on general class or homework, and targets set at formal 1-1s. Feedback needs to be recorded carefully by you and acted upon. When you get back assessed work, for example you will be asked to record two targets of your own and also to update your progress log
7. **To be resilient** – any A-level subject will at times be very challenging. At times you will not do as well as you want or will struggle to understand a new topic or idea. You need to be prepared to spend more time on areas such as these and to seek out extra help when needed. These experiences of finding areas where you are not doing so well and improving them are what lead to A-Level success.

**What can you expect of your teachers?**

1. **To deliver structured and engaging lessons** – the backbone of your lessons will be the booklets you receive, one for each topic. Your teachers will deliver lessons designed to challenge your understanding whilst also helping you to gradually build up your knowledge and skills
2. **Regular assessment and feedback** – in addition to your benchmark assessments (four in the first year and three in the second) your teachers will regularly set you exam-style questions to give you opportunities to practice and improve. Feedback will be given on standardised sheets which include the relevant mark scheme and clear developmental targets
3. **Structured weekly work** – you should expect to be given a significant amount of work to do by your teachers each week. You will be given guidance on how long this should take and completed work will be checked and/or taken in
4. **Additional support** – your teachers will be happy to provide extra help outside of lessons either informally, by responding to emails, or more formally through departmental workshops

**Ancient HIstory – Overview**

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| **YEAR ONE** | **Greek Period Study** | * **One 30 mark essay from a choice of two** * **One 20 mark interpretation question** | **A Level = 25%** |
| **Roman Period Study** | * **One 30 mark essay from a choice of two** * **One 20 mark interpretation question** | **A Level = 25%** |
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| **YEAR TWO** | **Greek Depth Study** | * **One 12 mark passage-based question** * **One 36 mark essay from a choice of two** | **A Level = 25%** |
| **Roman Depth Study** | * **One 12 mark passage-based question** * **One 36 mark essay from a choice of two** | **A Level = 25%** |

**The Exams**

At the end of your second year you will take two exams in Ancient History:

**Athens and the Greek World (2.5 hours / 98 marks / 50%)**

* **Section A:** Greek Period Study; Relations between Greek States and between Greek and non-Greek states 492-404 BC
* **Section B:** Greek Depth Study; The Culture and Politics of Athens, c. 460-c.399 BC

**Emperors and Empire (2.5 hours / 98 marks / 50%)**

* **Section A:** Roman Period Study; The Julio-Claudian Emperors, 31 BC – AD 68
* **Section B:** Ruling Roman Britain AD 43 – c. 128

**Ancient HIstory – The Four Components**

**The Period Studies**

Both the Greek and Roman period studies are designed to cover a broad period of history and focus on key themes and patterns that emerge over these periods. Essay questions from the period study will potentially cover the full date range of the course meaning you could use information and sources from all five topics.

Each period study also contains three **key debates**. These are areas of particular historical controversy that we will study in more detail. The key debates will be assessed through a 20 mark interpretation question, which asks you to evaluate the views of a modern historian.

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| **Greek Period Study - Relations between Greek States and Between Greek and Non-Greek States, 492-404 BC** | | |
| *TOPIC* | | *CONTENT* |
| **1** | **The Challenge of the Persian Empire, 492-479 BC** | * Introduction to Herodotus * Darius’ Policy Towards the Greeks * First Persian Invasion, Battle of Marathon * Second Persian Invasion – Persian and Greek Preparations, conflict   ***Key Debate*** *– Why were the Greeks successful against the Persians (480-479 BC)* |
| **2** | **Greece in Conflict, 479-446 BC** | * Introduction to the sources – Thucydides, Diodorus, Plutarch * Consequences of the Persian Wars * First Peloponnesian War |
| **3** | **Peace and Conflict 446-431 BC** | * The Peace of 446 – balance of power * Causes of War in 431   ***Key Debate*** *– Why What caused the Peloponnesian War in 431 BC* |
| **4** | **The Archidamian War, 431-420 BC** | * Athenian and Spartan Strategies * Course of the war * Peace of Nicias |
| **5** | **The End of the Peloponnesian War and its Aftermath, 419-404 BC** | * Breakdown of relations * Course of the war – Sicilian Expedition * Occupation of Decelea * Persian Involvement   ***Key Debate*** *– Why did Athens fail in the Peloponnesian War?* |

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| **Roman Period Study – The Julio-Claudian Emperors, 31 BC – AD 68** | | |
| *TOPIC* | | *CONTENT* |
| **1** | **Augustus**  **31 BC – AD 14** | * Presentation of the victory at Actium * Creation of the Principate – 1st & 2nd Constitutional Settlements * Relationship with the senate, equestrians and plebs * Conspiracies against Augustus * Attitude towards religion and the imperial cult * Public building works and changes to administration * Importance of Agrippa, Tiberius and Livia * Succession   ***Key Debate*** *– to what extent did Augustus actually restore the Republic?* |
| **2** | **Tiberius**  **AD 14 - 37** | * The views of the ancient sources * Accession of power * Mutinies of AD 14 * Relationship with Germanicus and Sejanus * Relationship with the senate, equestrians and plebs * Attitude towards religion and the imperial cult * The Treason Trials   ***Key Debate*** *– the characters of Tiberius, Gaius, Claudius and Nero (Topics 2-4)* |
| **3** | **Gaius**  **AD 37 - 41** | * The views of the ancient sources * Accession of power * Relationship with the senate, equestrians and plebs * Attitude towards religion and the imperial cult * Gaius’ assassination in AD 41 |
| **4** | **Claudius**  **AD 41 - 54** | * Accession of power – role of Praetorian Guard * Invasion of Britain * Relationship with the senate, equestrians and plebs * The role of Claudius’ freedmen and wives * Relationship with Britannicus and Nero * Claudius’ death in AD 54 |
| **5** | **Nero**  **AD 54-68** | * The views of the ancient sources * The *Quinquennium Aureum* – administrative changes and building works * Relationship with the senate, equestrians and plebs * The Great Fire AD 64 * Attitude towards religion and the imperial cult * Piso’s conspiracy * Vindex’s revolt and the downfall of Nero   ***Key Debate*** *– What were the benefits of imperial rule for the inhabitants of Rome? (Topics 1-5)* |

**The Depth Studies**

The depth studies cover smaller chronological periods and are designed to test your understanding of specific topics, and the sources covering them, in greater detail. Essay questions will cover one of the five topics at a time whilst your source knowledge of the depth study will be examined through a ‘source utility question’.

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| **Greek Depth Study – The Culture and Politics of Athens c.460 – c.399 BC** | | |
| *TOPIC* | | *CONTENT* |
| **1** | **Athenian Political and Social Culture** | * The presentation of the democratic system by the *Old Oligarch* and Aristotle * The democratic reforms of Ephialtes and Pericles * Athenian legal system – structure and workings. Analysis of Aristophanes’ *Wasps* * Athens’ relationship with its empire * The changing nature of leadership in democratic Athens – Pericles, Cleon, Nicias and Alcibiades |
| **2** | **The influence of new thinking and ideas on Athenian Society** | * Introduction to the sophists * The impact of the sophists on rhetoric – analysis of Gorgias’ *Encomium of Helen* * The Impact of the sophists on tragedy – analysis of Euripides’ *Hippolytus* * Socrates’ relationship with the Sophists: * Analysis of Aristophanes’ *Clouds* * Socrates’ trial and execution |
| **3** | **Art and Architecture and their significance in the culture of Athens** | * Introduction to the Periclean Building programme * Analysis of buildings in Attica – styles and purposes * Analysis of building in Athens – styles and purposes * Analysis of buildings on the Acropolis * The sculptures of the Temple of Athena Nike and the Parthenon |
| **4** | **Drama and Dramatic Festivals**  **And their significance in the culture of Athens** | * Introduce the Festival of Dionysus * Tragedy – the development and form of the genre * Role of the chorus and masks * Analysis of *Hippolytus* * Comedy as a genre – development and form |
| **5** | **Religion and its significance in the culture of Athens** | * The importance of religion and the gods in everyday life * The Panathanaea Festival * The changing nature of worship in the 5th-century & the impact of sophist thought * Athena and Poseidon |

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| **Roman Depth Study – Ruling Roman Britain AD 43 – c.128** | | |
| *TOPIC* | | *CONTENT* |
| **1** | **Roman Military Policy towards Britain: Conquest and Expansion** | * Julius Caesar’s invasions in 55/54 BC * Causes and events of the invasion of AD 43 * The governorship of Agricola and his portrayal by Tacitus |
| **2** | **Frontier Policy: Consolidation and Retrenchment AD 85 – c.128** | * The nature of the sources covering this topic * Frontier policy after Agricola * Stanegate road * Hadrian’s Wall – why and how was it built |
| **3** | **Resistance to Roman Rule** | * Resistance to the intitial Roman invasion in AD 43 * Case Study 1: Caratacus * Case Study 2: Boudicca * Case Study 3: Cartimandua and Venutis * Case Study 4: Calgacus * The portrayal of resistance figures in the sources – Tacitus’ creation of the ‘noble savage’ |
| **4** | **Roman Control** | * Romanisation * The role and personnel of Governor of Britain * The different roles of the Roman army in Britain * The importance of auxiliaries * Client kingdoms |
| **5** | **Effects of Rule** | * Urbanisation * Case study – Colchester * Roman Road * Impact of Roman rule on agriculture * Villa system |

**Assessment**

When starting Ancient History it is important to know how the course is assessed. All assessed work is marked around what are known as **‘assessment objectives’** (AOs) which have been set by the exam board. You need to understand what each of these is and how many marks it carries for each type of question. If you can do this then you will know what skills to demonstrate and to what extent for each question on the exam.

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| **AO1** | Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. | **22.5%** |
| **AO2** | Analyse and evaluate historical events and historical periods to arrive at substantiated judgements. | **22.5%** |
| **AO3** | Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:   * historical events and historical periods studied * how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. | **40%** |
| **AO4** | Analyse and evaluate, in context, modern historians’ interpretations of the historical events and topics studied. | **15%** |

***What do these mean?***

***AO1 –*** using your own-knowledge understanding of the periods studied to support judgements. This means using specific examples to back up or illustrate your points whilst also showing a general understanding of events or ideas

***AO2 –*** looking at the strengths and weaknesses of arguments or causes and reaching judgements about these which are supported by your own-knowledge and evidence from the sources. ‘Analyse’ means to examine something to find its strengths and weaknesses, and to help you explain it. ‘Evaluate’ means reaching a judgment about the value or importance of something

***AO3 –*** using the ancient sources in your answers. You will do this, firstly, by using the information from the sources as supporting evidence for your own judgements. You will also evaluate how reliable the authors of the sources and the views they express are. To do this you will test the views of the sources with your own knowledge, by comparing them with other sources, and by analysing the provenance of the source. This means looking at who wrote it, why and when it was written, and whether the source has an agenda, which makes it more or less reliable.

***AO4 –*** understanding the views of modern historians on a particular historical debate; weighing the view to find its strengths and weaknesses; reaching judgements about how convincing it is based on your own knowledge and your understanding of the sources

***How do the Assessment Objectives apply to each question type?***

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| **SECTION A**  **Greek and Roman Period Studies** | Questions | Type of question | **AO1 marks** | **AO2 marks** | **AO3 marks** | **AO4 marks** | Total marks |
| **1 & 2** | Essay | 5 | 10 | 15 | – | **30** |
| **3** | Interpretation | 5 | – | – | 15 | **20** |

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| **SECTION B**  **Greek and Roman Depth Studies** | Questions | Type of question | **AO1 marks** | **AO2 marks** | **AO3 marks** | **AO4 marks** | Total marks |
| **4** | Source utility | 6 | – | 6 | – | **12** |
| **5 & 6** | Essay | 6 | 12 | 18 | – | **36** |

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| **OVERALL** | **AO1 marks** | **AO2 marks** | **AO3 marks** | **AO4 marks** | Total marks |
| 22 | 22 | 39 | 15 | **98** |
| 22.5% | 22.5% | 40% | 15% | **100%** |

**Some Key Points:**

* The Greek and Roman components are assessed and weighted identically
* This means that the exam technique you learn on one side of the course applies directly to the other
* Using the ancient sources (A03) is very important - 40% of all marks are given for doing this. You need prioritise doing this in your answers.
* The interpretation question (question no. 3) is the only question in which A03 is not assessed

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**A-Level Mark schemes**

**Period Study (Section A)**

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| **Mark Scheme for Section A, Question 1 or 2: Essay [30]** | | | |
| **Level**  **Mark** | **AO1 (5 marks)** | **AO2 (10 marks)** | **A03 (15 marks)** |
| **5**  ***25-30*** | Very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. | Excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements. | Very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. |
| **4**  ***19-24*** | Good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. | Good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated and developed judgements. | Good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. |
| **3**  ***13-18*** | Reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. | Good explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. | A range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. |
| **2**  ***7-12*** | Limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. | An explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. | Some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. |
| **1**  ***1-6*** | Some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. | Some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. | Limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources. |

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| **AO** | **Marks** | **Description** |
| A01 | 5 | Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. |
| A02 | 10 | Analyse and evaluate historical events and historical periods to arrive at substantiated judgements. |
| A03 | 15 | Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:   * historical events and historical periods studied * how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. |

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| **Mark Scheme for Section A, Question 3: Interpretation [20]** | | |
| **Level**  **Mark** | **AO1 (5 marks)** | **AO4 (15 marks)** |
| **5**  ***17-20*** | The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of historical features and characteristics that are fully relevant to the question. | Response has a very through and sustained analysis of the interpretation, in context, to produce a convincing and fully substantiated evaluation in relation to the question. |
| **4**  ***13-16*** | The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of historical features and characteristics that are fully relevant to the question. | Response has a through and sustained analysis of the interpretation, in context, to produce a convincing and well supported evaluation in relation to the question. |
| **3**  ***9-12*** | The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. | Response has a good analysis of the interpretation, in context, to produce a supported evaluation in relation to the question. |
| **2**  ***5-8*** | The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. | Response has some analysis of the interpretation, in context, to produce a partially supported evaluation in relation to the question. |
| **1**  ***1-4*** | The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. | Response has a basic analysis of the interpretation, with parts of the answer just describing the interpretation. Response produces a very basic evaluation in relation to the question. |

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| **AO** | **Marks** | **Description** |
| A01 | 5 | Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. |
| A04 | 15 | Analyse and evaluate, in context, modern historians’ interpretations of the historical events and topics studied. |

**Depth Study (Section B)**

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| **Mark Scheme for Section B, Question 4 [12]** | | |
| **Level**  **Mark** | **AO1 (6 marks)** | **A03 (6 marks)** |
| **6**  ***11-12*** | The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of historical features and characteristics that are fully relevant to the question. | Response uses a very good range of fully appropriate examples from the set of ancient sources. The set of sources is thoroughly analysed and evaluated to reach substantiated, well-developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. |
| **5**  ***9-12*** | The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of historical features and characteristics that are fully relevant to the question. | Response uses a good range of fully appropriate examples from the set of ancient sources. The set of sources is thoroughly analysed and evaluated to reach developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. |
| **4**  ***7-8*** | The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of historical features and characteristics that are fully relevant to the question. | Response uses a good range of appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated to reach developed judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. |
| **3**  ***5-6*** | The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of historical features and characteristics that are relevant to the question. | Response uses a reasonable range of appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated to make some basic judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. |
| **2**  ***3-4*** | The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. | Response uses a few appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated in a basic way to make some basic judgements about how the way the context in which the sources were produced impacts on them and their usefulness for the issue in the question. |
| **1**  ***1-2*** | The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. | Response uses a few appropriate examples from the set of ancient sources. The set of sources is analysed and evaluated in a basic way but judgements about how the context in which the sources were produced impacts on them and their usefulness for the issue in the question are either not present or are not linked to analysis and are merely assertions. |

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| **Assessment Objective** | **Marks** | **Description** |
| A01 | 6 | Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. |
| A03 | 6 | Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:   * historical events and historical periods studied * how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. |

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| **Mark Scheme for Section B, Question 5&6 [36]** | | | |
| **Level**  **Mark** | **AO1 (6 marks)** | **A02 (12 marks)** | **A03 (18 marks)** |
| **6**  ***31-36*** | The response demonstrates an excellent range of accurate and very detailed knowledge and a very sophisticated depth of understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. | The response has an excellent explanation that convincingly and very thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained, and well-developed judgements | Response uses an excellent range of fully appropriate examples from the ancient sources. The sources are very thoroughly analysed and evaluated, to reach very logically reasoned and well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated, very convincing conclusions about the historical issue in the question |
| **5**  ***25-30*** | The response demonstrates a very good range of accurate and detailed knowledge and a sophisticated understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. | The response has a very good explanation that convincingly and thoroughly analyses and appraises historical events and periods in order to reach substantiated, sustained and developed and judgements | Response uses a very good range of fully appropriate examples from the ancient sources. The sources are thoroughly analysed and evaluated, to reach logically reasoned, well-developed judgements about how the way they portray events relates to the context in which they were produced, and to draw fully substantiated and convincing conclusions about the historical issue in the question. |
| **4**  ***19-24*** | The response demonstrates a good range of accurate and detailed knowledge and a well-developed understanding of relevant historical features and characteristics. There is a consistent focus on the question throughout the answer. | The response has a good explanation that convincingly and fully analyses and appraises historical events and periods in order to reach substantiated and developed judgements. | Response uses a good range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned, developed judgements about how the way they portray events relates to the context in which they were produced, and to draw substantiated and convincing conclusions about the historical issue in the question. |
| **3**  ***13-18*** | The response demonstrates a reasonable range of accurate and sometimes detailed knowledge and a reasonable understanding of relevant historical features and characteristics. There is a consistent focus on the question through most of the answer. ( | The response has an explanation that convincingly analyses and appraises historical events and periods in order to reach supported judgements, though these are not consistently developed. | Response uses a range of appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach logically reasoned judgements about how the way they portray events relates to the context in which they were produced, and to draw supported, plausible conclusions about the historical issue in the question. ( |
| **2**  ***7-12*** | The response demonstrates a limited range of accurate knowledge and understanding of relevant historical features and characteristics, though this may lack detail. The question is generally addressed, but the response loses focus in places. | The response has an explanation that analyses and appraises historical events and periods, and this is linked appropriately to judgements made, though the way in which it supports the judgements may not always be made fully explicit. | Response uses some appropriate examples from the ancient sources. The sources are analysed and evaluated, to reach judgements about how the way they portray events relates to the context in which they were produced, and to draw some supported conclusions about the historical issue in the question. |
| **1**  ***1-6*** | The response demonstrates some limited knowledge and understanding of relevant historical features and characteristics, though lacking detail and in places inaccurate. The question is only partially addressed. | The response has some explanation which analyses and appraises historical events and periods in places, and this is linked appropriately to some of the judgements made, though the way in which it supports the judgements is not made explicit. | Response uses a limited selection of appropriate examples from the ancient sources. The sources are analysed and evaluated in a basic way, and this is linked to some basic, generalised judgements about how the way they portray events relates to the context in which they were produced. There are some basic conclusions about the historical issue in the question, though these may only be implicitly linked with the analysis and evaluation of the sources |

|  |  |  |
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| **AO** | **Marks** | **Description** |
| A01 | 6 | Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied. |
| A02 | 12 | Analyse and evaluate historical events and historical periods to arrive at substantiated judgements. |
| A03 | 18 | Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about:   * historical events and historical periods studied * how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. |

**Godalming College, History and Politics Department**

**Assessment and Predicted Grade Policy**

***(This is an abridged version of the assessment policy – see Godalming online for the full version covering History, Politics and Ancient History)***

**The Importance of Feedback**

Learning will not happen instantly and takes time; attending lessons is not enough, you also need to be working outside of class, to learn new information and consolidate learning. In the process, you will make mistakes but hopefully feedback will enable you to learn from these mistakes. Better to make a mistake during the year and correct it, than make your first mistake in the actual exam! Feedback is essential for your learning and will consist of written (teacher marking), peer (where you feedback on someone else’s work in the class) and self (where you assess yourself).

**Weekly Independent Tasks (Homework)**

Homework does not necessarily need to be completed at home. You should use free periods during the day to complete these tasks outside of lessons. To keep a good work/life balance, you might like to treat College as an 0845 to 1615 day and use your free periods in the library completing tasks. This will minimise the work you need to complete at home and might make you more productive.

The classes are shared equally between two teachers for 2.25 hours, with each teacher delivering one of the two units. Each week, homework will be set and could take up to 5 hours in total. Each teacher therefore could set you up to 2 ½ hours homework per week. If the homework only takes you 1 hour for a week, then you will have a further 1 ½ hours to conduct further reading and consolidate learning. Each week, therefore, you should be completing between 4.5 to 6 hours of independent study in History. This will consist of:

* **Structured homework** - tasks set by your teachers to help consolidate work done in class or prepare for future lessons
* **Proactive work** – these are tasks that you complete independently to improve your understanding of a topic, revise material in preparation for an assessment, or to extent your knowledge. See the History and Politics ‘50/50 Support Sheet’ displayed around the department and available on Godalming online for more ideas.

When work is taken in to be assessed (practice essays, revision sheets, consolidation tasks etc.) it will be returned to students within 10 working days. If work receives a formal mark then it will be accompanied by a departmental feedback sheet outlining the different levels of the appropriate mark scheme.

Students can expect their work to be returned within an appropriate timeframe and with clear developmental targets. In return it is expected that students will meet the deadlines set by teachers and remain up to date. To help students do this they need to record homework carefully in a diary or planner, and organise their study periods each week to spread their workloads out evenly. The department also offers a range of weekly workshops to provide extra support to students. See the posters displayed around the department for more information.

If work is not submitted on time then the student will be spoken to by their subject teacher to find out the reason for this. If appropriate, the student will then be given a warning and a revised deadline set. The department may also place a student on an action plan to give them a 3-5 week window to improve their performance, after which, if they have failed to do so, they will enter the college’s disciplinary system.

The department also reserves the right to not mark any work which is handed in after the set deadline.

**Benchmark Assessments**

Benchmark assessments are substantial, exam-style questions that are set, completed, and assessed during a two-year A level course. The History and Politics department gives students four benchmarks in their first year and three benchmarks in their second.

Benchmark assessments are marked consistently across the department using OCR or Edexcel mark schemes and feedback is given on standardised feedback sheets. Results on these assessments are then recorded centrally using the college mark book. The size of each benchmark is set in advance but the specific question may differ depending on what individual teachers think is most appropriate.

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|  | **Benchmark** | **Date** | **Ancient History** |
| ***Lower Sixth*** | **1** | **11.11.19** | 20 mark Interpretation  *(Rome)* |
| **2** | **16.01.20** | 30 mark Essay  *(Greece)* |
| **3** | **05.05.20** | 30 mark Essay  *(Rome)* |
| **4** | **17.06.20** | Unit 1 & 2 exams |
| ***Upper Sixth*** | **5** | **14.11.19** | 36 Mark Essay  *(Greece)* |
| **6** | **27.02.20** | 36 Mark Essay  *(Rome)* |
| **7** | **05.05.20** | Mock Exams |

Benchmarks are extremely important and should be treated like the actual exam. They are an ideal point to see how you are progressing and to get valuable feedback. You will make mistakes in the benchmarks and so the follow up work is to test whether you have learned from those mistakes to become better at the subject and exam technique. When completing benchmarks you will receive some or all of the following:

* WRITTEN FEEDBACK: Each benchmark assessment will receive substantial written feedback in the form of comments on a cover sheet that relate directly to the assessment criteria of the exam board. Alongside this, symbols (representing comments) and questions will be posed about how to improve).
* VERBAL FEEDBACK: 1-2-1’s with your teachers will be held throughout the year. These may take the form of brief discussions following the return of benchmarks, or more general discussions in the build-up to student reviews and following end of year exams
* These benchmark assessments will feed directly into the student reviews (‘reports’) which get sent home to your parents.
* REFLECTION AND TARGET SETTING: After each assessment, students will be expected to reflect on the written feedback from their teacher and set themselves targets for improvement in the period in question.
* FOLLOW UP WORK: After each benchmark, work will be set to consolidate students’ understanding such as revision sheets. The idea is to learn from the mistakes in your written work. Students who perform particularly badly are encouraged to rewrite the assessment and submit to the teacher for another grade.

**Predicted Grades**

* The predicted grade for full A-level students moving from their first to their second year, will be based on the combined result of their two mock exams. These exams are used to produce an Annual Review Grade (ARG) for students.
* Students will have a full mock exam in both their Unit 1 and Unit 2 courses once the content of these courses has been completed.
* It is essential therefore that students approach these mock exams as significant assessments and revise accordingly. Failure to do so will not be seen as a reason to change the predicted grade.
* If a student has underperformed substantially in the mock exams then their benchmark results will be taken into account when deciding on their predicted grade.

Students will have a 1-1 in the summer term of their first year to discuss their predicted grade. It is essential that these grades are accurate reflections of a student’s performance and are based on the evidence of achieved results. It is the college’s policy that a predicted grade can only be one level higher than an ARG.

**Mock Exams**

A level students will sit a full mock exam in each of the units studied in the first year:

These exams will be sat in formal timed conditions and any students entitled to extra time or to word-process will be able to do so. Students will be expected to conduct substantial revision to prepare for these exams and will be supported with revision materials and revision sessions (either during lunchtimes or after college).

Completed mock exams will be marked using the full OCR/Edexcel mark schemes and feedback will be given using standardised feedback sheets.

**Plagiarism**

Plagiarism is submitting another person’s written work as one’s own original work or using someone else’s idea without referencing the source or using pictorial work without permission or referencing the source. If there is a suspicion of plagiarism, the Head of Department and Senior Tutor will be informed and a meeting will take place. If a student is found guilty, they will be subject to disciplinary action by the College and the awarding body will be informed. Students should be aware that the College is subscribed to software designed to detect plagiarism.

**Effective Revision in Ancient history**

When preparing for your final exams it is important to think about how you are going to revise to make sure it is as effective as possible, both to arrive at the exams with as good an understanding of the content and source as you can, but also to ensure that you use your time effectively when balancing Ancient History revision with other subjects. Below is a suggested approach to revision to help structure or tweak what you are doing.

1. **Organisation and Structure**

A second year A-level student has four components to learn – two **period studies** and two **depth studies**. Each component consists of **five topics** (each a set of lesson materials) meaning there are in total **20 topics** to revise. This is a lot but is perfectly achievable if your revision starts early enough and is clearly structured to allow you cover the topics systematically.

***How much time should you spend revising?***

*Suggested minimums*

* February – April = 1.5-2 hours per week
* Easter Holiday = 10-15 hours per week
* April – May = 4.5 hour per week
* May – June (study leave) = 15 hours per week

***How should you organise your time?***

Start by working out a **weekly schedule** – when will you do the suggested time above? Will it be at college or at home? The best advice is to set aside a minimum of one free period a week (1.5 hours) to revise Ancient History at the start and then increase this over time. In addition to this, you can use the support offered (lunchtime workshop) to top-up your revision, gain 1-1 help or work in groups.

Once you know when you are going to revise then use the course **checklists** to divide you time between the topics. Revise topic-by-topic and try to follow the same routine for each (see below). You might decide to complete one component (e.g. Greek Period) at a time before moving onto another or to alternate between components – one week on one, one on another. Choose an approach and stick with it.

Finally have a **target** for when you want to have completed sections of your revision. An obvious one would be to finish the first-round of first-year revision by the start of the Easter holiday to then focus on Second Year content in preparation for mock exams when you return.

For more advice on structuring your revision and on sample revision timetables, go to the Learning Support page on Godalming Online and then ‘Tips for Starting Revising’ <https://online.godalming.ac.uk/mod/page/view.php?id=12737>

1. **Content Revision**

This is revision of the ‘own-knowledge’ content of the course. Select the topic you want to revise and then follow you preferred method of revision. The aim of all of these is to take the content and reduce it into a more focused and revisable summary. Think about some of the following ideas

* Flash-cards
* Mind-maps around the point on the checklist or specification
* Condensed notes based on the ‘lesson aims’ on the front of each booklet
* Timelines – templates available on GoL
* Quizlet – an online way to make flashcards, tests, timelines and other revision resources

You will know what your preferred way of revising content is but make sure it is more than just reading notes. Stick with a method that works but prepared to do specific revision within this. If you know, for example, that you will struggle to remember the key events of the Peloponnesian War, produce a timeline just on this and get someone to test you. Also try to add in documentaries, podcasts and articles to give your revision greater depth.

1. **Source Revision**

In total, the use and evaluation of the ancient sources accounts for **40%** of the marks in Ancient History and is by far the most heavily-weighted assessment objective. Your revision needs to reflect this, meaning doing separate, detailed source revision.

One way to do this is to take the ‘Source Summary Template’ from Godalming Online and complete this as you go through each topic. Start by recording for each topic what the sources are, then go through your booklet and summarise what the different points the sources make are and how you could use them if writing an assessed question.

The checklist also points out the ‘Key Source’ summaries you have already produced on longer-style sources. Make sure you remember to revise these fully; the *Res Gestae Divi Augusti*, for example, would be essential for any question you answered on Augustus. Remember that you don’t need to quote from the sources directly but are expected to show a detailed understanding of their points/views and to be able to reach judgements about why they have these views

1. **Question Practice**

|  |  |
| --- | --- |
| **30 mark essay** | **45 minutes** |
| **20 mark interpretation** | **30 minutes** |
| **12 mark source utility** | **18 minutes** |
| **36 mark essay** | **54 minutes** |

Having revised the content and sources of a topic you need to bring this together by looking at a past question. You can find questions in the following places:

* First-year question – go back to questions you may have forgotten or where you under-performed. Look at the feedback you we given and then re-write
* Revision sections of Godalming Online
* The OCR textbook – example questions are the end of every chapter
* Old-specification questions on Godalming Online
* The question summary you have been given

Produce detailed plans to questions based on your content and source revision and then write them up in timed conditions to practice being question-focused. Make sure you use a variety of question-types and don’t just pick questions that look straight-forward. Once you have written a question, self-assess it using the mark schemes at the end of each set of lesson materials or bring it to the Wednesday support session/Friday revision group to get some feedback on it.

**What you have to revise – A Reminder**

**Some Common Mistakes to Avoid**

***Starting too late* –** if you try to cram your revision from Easter or when you go on study leave it will be overwhelming. Start early and you have the time to revise in a structured way that also gives you time to do other things

***Focusing on topics you like or find easier –*** All of the units are weighted equally and so your time needs to be divided likewise. In fact, if you know you struggle with the sources in the Roman Period study, for example, give more time to it.

***The “what should I do today…?” approach –*** your revision needs structure and to be planned at the start. Equally don’t spend a week on a revision timetable and think you have revised

***Just reading through notes –*** revision needs to be an active thing that reinforces your understanding of content. See the suggestions above on how to revise content and sources

***Not making the most of help and support –*** the support sessions and resources are there to assist you revision. Be proactive in getting questions marked and problems resolved

**The 30 & 36 mark Essay Questions – A Guide**

**General**

* You will answer one 30 mark essay question from a choice of two in Section A and one 36 mark essay from a choice of two in Section B
* The essay technique for the 30 and the 36 mark questions is the same. A 36 mark essay will simply include more depth of knowledge, a wider range of sources and more developed evaluation of their views

The marks for the question come from three assessment objectives: **AO1, AO2** and **AO3**

**AO3** **[15/30] [18/36]** – ***Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about how the portrayal of events by ancient writers/sources relates to the historical context in which they were written/produced***

This means:

* Showing an understanding of the contents and views of the source(s) given in relation to the issue in the question
* Using the sources given and others you have studied as evidence and examples
* Using your knowledge of the period, other sources and the provenance of the sources given to assess why they have the views they do and how reliable these are

**AO2** **[10/30] [12/36]** – ***Analyse and evaluate historical events and historical periods to arrive at substantiated judgements***

This means:

* Looking at events in a balanced way – producing arguments and counter-arguments around them; strengths and weaknesses
* Weighing different arguments to find out which is stronger
* Assessing the significance of events
* Reaching developed judgements which link directly to the issue in the question are well supported

**AO1** **[5/30] [6/36]** – ***Demonstrate knowledge and understanding of the features and characteristics of the period***

This means:

* providing specific and detailed own knowledge to explain what the interpretation is arguing
* giving specific and detailed examples from your own knowledge to support judgements made about the interpretation
* using your knowledge of the ancient sources to support judgements about the interpretation

**Planning**

You should aim to spend a minimum of 5 minutes planning each of your essay answers. This should start with you carefully reading the question and highlighting any key terms. You should identify what the specific issue in the question is and any date range you are given to answer within. Then:

* Bullet-point the 3-5 main points you want to make in your essay (5 for a 36 mark essay) making sure that this would give you a balanced answer with arguments supporting and challenging the issue in the question
* List any important examples or pieces of evidence that will be crucial in answering the question (do this before writing as you are less likely to then forget to include them)
* List the range of sources you will use in the essay – essential to do this to make sure your answer includes a range and variety of sources. Plan this into your essay and don’t expect it to happen by chance

**Structure**

**Conclusion:**

* Briefly re-read the question before writing then answer the question directly, providing a full explanation of your judgement
* Make sure there is balance in your conclusion – consider both sides of the argument and explain why one is stronger than the other

**Main Paragraphs:**

* Start each paragraph with a signpost sentence which introduces the point you are going to make and how it links to the question
* Develop the point with a range of evidence from the sources and evaluate the reliability of their views (see below)
* Develop the point and the sources with own knowledge – the two should be mixed together and not in separate sections
* Provide developed analysis of the point – how is it a strong argument and does it have any limitations?
* Sum up your overall judgement on the issue in the paragraph and link it directly to the question

**Introduction:**

* Reword the question to show an understanding of it and of the issue it is asking about
* Outline the points/arguments your essay will consider
* Provide a brief overall judgement that your answer will be able to sustain

**Introduction**

**Point/Argument 1**

**Conclusion**

**Point/Argument 2**

**Point/Argument 3**

**Point/Argument 4-5 etc.**

**How to evaluate the views of the sources in your essays (AO3)**

When including ancient sources make sure you reference who the author is or what the source is if it is archaeological. You are not expected to include lengthy quotes or the specific source number. When using sources you will also need to evaluate why an author or source has a particular view, or how reliable the view is. There are three main ways of doing this:

1. Use your knowledge of the ***period*** to support or challenge the views or claims in the source – *does your own knowledge of the period the source describes back up what it is saying or challenge it?*
2. Use your knowledge of other ***sources*** to support or challenge the views or claims in the source – *always try to use the sources in combination and to mix up different types of sources e.g. does a written source say something that is supported or challenged by an archaeological source?*
3. Use your knowledge of the ***provenance*** of the source to support or challenge its views – *think* ***P****urpose* ***A****uthor* ***N****ature* ***D****ate* ***A****udience* ***T****one. Does this help to explain why a source has a particular view and does it make it more or less reliable?*

**Mistakes to avoid**

* Don’t try to write this like a traditional own-knowledge essay – most of the marks are for the use and evaluation for the sources so there should be lots of this in your answer
* In 30 mark Period Study essays make sure you cover the date range being asked. This could be 492-404 BC or 31 BC – AD 68.
* Avoid overly-generalised evaluation of the sources (“Tacitus doesn’t like emperors…”). OCR refer to this as ‘pre-fabricated’ evaluation. Focus on evaluating the provenance of the author when it’s relevant to the point you are making and otherwise on the view from the source rather than the author.

**The 20 mark interpretation question – A Guide**

**General**

* This will be **question 3** in the Greek or Roman **‘Period Study’** part of the exam – **Section A**
* 20 marks are available and you should spend approximately **30 minutes** planning and answering the question
* The question will come from one of the three **‘key debates’** from the Greek and Roman topics:

|  |
| --- |
| **Greek Period Study – Key Debates** |
| Why were the Greeks successful against the Persians (480-479 BC)? |
| What caused the Peloponnesian War in 431 BC? |
| Why did Athens fail in the Peloponnesian War? |

|  |
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| **Roman Period Study – Key Debates** |
| To what extent did Augustus actually restore the Republic? |
| The Characters of Tiberius, Gaius, Claudius and Nero |
| What were the benefits of imperial rule for the inhabitants of Rome? |

The marks for the question come from two assessment objectives: **AO4** and **AO1**

**AO1** **[5/20]** – ***Demonstrate knowledge and understanding of the features and characteristics of the period***

This means:

* providing specific and detailed own knowledge to explain what the interpretation is arguing
* giving specific and detailed examples from your own knowledge to support judgements made about the interpretation
* using your knowledge of the ancient sources to support judgements about the interpretation

**AO4** **[15/20]** – ***Analyse and evaluate, in context, the interpretations of modern historians***

This means:

* showing an understanding of what a historian argues about a topic
* using your knowledge to pick out an explain the strengths and weakness of the interpretation
* giving, explain and supporting clear judgements about how convincing the interpretation is
* showing an understanding of the wider debate i.e. the other arguments about the issue in the question

**Planning**

You should aim to spend a minimum of 5 minutes reading the passage and planning your answer. You should not expect the interpretation to be immediately obvious or easy to understand – you are being tested on your ability to understand it.

1. Start by summarising the **general view** of the passage – what is the overall argument the historian is making? Write this clearly at the top of the passage
2. Read the passage carefully and break it into **3-4 separate arguments** it makes. Highlight and number these in the passage
3. Make a note of any **other interpretations** of the issue in the question i.e. what other arguments could be put forward
4. List and key events or **sources** you will need to use in your answer

**Structure**

This is not an essay question and there is no set way to structure this answer. A suggested approach is:

**Introduction:**

* Summarise the overall argument the passage is making and introduce any alternative arguments about the issue
* Provide an overall judgement

**Introduction**

**Strengths of the Interpretation**

**Weakness of the Interpretation**

**Conclusion**

**Conclusion:**

* Very important to include – provide a direct and fully explained answer to the ‘How convincing…’ part of the question
* Make this sophisticated - what is the strongest argument the passage make? Does it still have weakness? Is another interpretation stronger?

**Main Paragraphs:**

* Analyse the strengths and weaknesses of the interpretation by outlining arguments made and then supporting or challenging them with own knowledge and source knowledge
* Aim to analyse a range of points from the passage – you should have numbered the different arguments in your planning

**Writing**

When analysing arguments from the interpretation try to follow this pattern to ensure you meet the two assessment objectives:

**Some useful critical vocabulary: *Convincing,* *Limited, Valid, Invalid, Insightful, Limited, Narrow, Broad, Doubtful*, *Correct,* *Persuasive, Appreciates, Fails to Appreciate***

**Mistakes to avoid**

* **Losing focus on the issue in the question** – you are not being asked to evaluate the interpretation generally but in relation to the specific issue in the question. Make sure you highlight this when reading the question
* **Adding in own and source knowledge for the sake of it** – knowledge (AO1) will only be credited if it is used to analyse or support judgements about the interpretation and the question
* **Making unsupported judgements –** these are called assertions by the mark scheme and need to be backed up with evidence to gain marks (AO4)
* **Simply describing what the passage says** – very few marks if you do this; focus on introducing a clear argument from the passage and then on evaluating it. Using critical vocabulary stops you describing
* **Not answering the question** - make sure you have a direct and explained answer to the ‘how convincing’ part of the question. Re-read the question before writing your conclusion and refer to the wording of the question directly

**The 12 mark Source Utility question – A Guide**

**General**

* This will be **question 4** in the Greek or Roman **‘depth Study’** part of the exam – **Section B**
* 12 marks are available and you should spend approximately **18 minutes** planning and answering the question
* You will be given 1-3 extracts from prescribed sources you have studied and asked how useful they are in understanding a particular issue
* Any of the prescribed sources could be used in this question

The marks for the question come from two assessment objectives: **AO1** and **AO3**

**AO3** **[6/12]** – ***Use, analyse and evaluate ancient sources within their historical context to make judgements and reach conclusions about how the portrayal of events by ancient writers/sources relates to the historical context in which they were written/produced***

This means:

* Showing an understanding of the contents and views of the source(s) given in relation to the issue in the question
* Using the sources given and others you have studied as evidence and examples
* Using your knowledge of the period, other sources and the provenance of the sources given to assess why they have the views they do and how reliable these are

**AO1** **[6/12]** – ***Demonstrate knowledge and understanding of the features and characteristics of the period***

This means:

* Showing an understanding of the context of the sources e.g. what it is talking about or the events included within it
* providing specific and detailed own knowledge to explain, support or challenge the passage
* giving specific and detailed examples from your own knowledge to support judgements

**Planning**

You should aim to spend a minimum of 4-5 minutes reading the passage(s) and planning your answer.

1. Read the question several times and highlight or underline the specific issue you are being asked to assess the extract on – this is crucial to stop you making overly generalised comments about the sources
2. Highlight or annotate the extracts to pick out any content or views which relate to the issue in the question
3. List any events of bits of own knowledge evidence that you know will be important in answering the question
4. List any other sources that you could use to evaluate the passages you have been given

***Does the provenance of the source make it more or less useful?***

***What does the source suggest or imply and how is this useful?***

***Does the source offer a particular view point?***

***What does the source say and how is this useful?***

**Structure**

This is not an essay question and there is no set way to structure this answer. A suggested approach is:

**Introduction:**

* Very briefly outline what the issue in the question is and summarise the context of the extracts

**Introduction**

**The passage(s) is useful**

**The passage(s) is not useful**

**Conclusion**

**Main Paragraphs:**

* Balanced analysis needed – you will not be given passages that are completely useful or have no use at all
* Introduce a point or view from the source, offer a judgement about how useful it is and then explain fully using you knowledge of the period and, where relevant, other sources

**Conclusion:**

* Important part of this answer and needs to be developed in full
* Answer the ‘How useful’ part of the question directly – this should be a balanced judgement but avoid sitting on the fence

**Writing**

The 12 mark question should be concise and closely focused on the specific issue in the question. It is important when you write this to also appreciate the difference between how *useful* a source is and how *reliable* it is.

***How useful is a source*** *–* this is what your answer should focus on. Think about what the source or sources tell you directly about the issue in the question but also what they suggest or imply. Is a source useful because it gives you a particular perspective on the issue or because it challenges the most commonly-held view of that issue?

***How reliable is a source –*** this is not what the question is asking but can be used to help form judgements about the usefulness of sources. If a source is very unreliable, based on its provenance, does this make its views or contents less useful? Alternatively does you knowledge of who wrote the source, when and why improve the reliability and therefore make the source more useful?

Make sure you understand the difference between the two terms above. A very unreliable source can still be very useful e.g. the Old Oligarch’s *Constitution of the Athenians* has a clear agenda and is naturally very critical of democracy. It is very useful, however, in giving us an aristocratic perspective on Athens in the 5th-century.

**Mistakes to avoid**

* **Simply describing the source(s) –** this is very easy to do without realising. Concentrate on offering clear judgements about how useful the view or content of a source is (keep using the word ‘useful’ throughout)
* **Giving unsupported judgements** – this means stating that a point from the source is or is not useful without explaining and supporting this judgement
* **Focusing primarily on ‘reliability’ rather than ‘utility’** – reliability is important but only because it helps you to judge how useful a source is
* **Not answering the question directly** – ‘How useful’ requires a supported judgement e.g. “very useful”, “partially useful”, “moderately useful” etc.

**History and Politics Department**

**50:50 Help and Advice**

Key to your success whilst studying in the History and Politics Department is the level of effort and work you put into your subjects outside of lessons. The college’s expectation is that you match every hour of class time with an hour of independent study – **50:50**. This will include completing **structured homework** tasks set by your teachers but will also require you to **work independently**; finding ways to consolidate and extend your understanding. To help you to do this, the list below gives some ideas or activities to consider each week.

**Consolidate your weekly work *(Suggested time = 1.5 hours per week)***

Go over your lesson materials and handouts from that week making sure that all activities have been finished in detail. If you have been reading articles or sources, go over these highlighting key points and adding annotations to the margins. When you have looked at a new concept or period, produce a simple mind-map to summarise the key information ready for future revision.

**Read an Extension article/chapter *(Suggested time = 1-2 hours per week)***

Log on to History Today, Modern History Review, Politics Review or Dawsonera and find an article or chapter that supports what you have been doing in class - reading lists are provided for each course to help you choose. Print out the article, create a set of sub-headings and then take detailed notes. Help with logging on to all of these websites can be found on the ILC’s page of Godalming Online under ‘Websites, Links, Subscriptions’.

**Listen to a MASSOLIT LEcture *(Suggested time = 15 minutes per week)***

Using the list of relevant lectures on Godalming Online, listen to a lecture from the website [www.massolit.io](http://www.massolit.io). This is a collection of lecture courses from leading academics on a range of History topics. As you listen, treat the lecture like an article – draw up a set of sub-headings or questions and take detailed notes under these. Help logging on can be found on the History and ILC pages of Godalming Online.

**Watch a documentary *(Suggested time = 45 minutes per week)***

Estream has a wide selection of History, Ancient History and Politics documentaries which support your courses or extend your understanding. You may often find yourself watching part of a documentary in class and can then also finish this off at home. Make sure that you are ‘actively’ watching e.g. create a basic spider-diagram with the issue you are investigating in the middle and then record brief notes around it.

**Revision *(Suggested time = 1 hour per week)***

It is never too early to start the process of revision, particularly if you are on a linear A-Level course. Go back to topics and lesson materials you completed earlier in the year and start to produce revision notes e.g. flashcards, mind-maps, typed notes, glossaries, key-dates timelines etc.. Starting your revision early will make it much easier when you come to revise for your end of year or final exams fully.

**Past-Question practice *(Suggested time = 1.5 hours per week)***

Use the selection of past questions from the department’s Godalming Online pages (or straight from the exam board: History and Ancient History = OCR; Politics = Edexcel) to practice structuring and writing exam-style answers. Once you have chosen a question revise its contents by going over your notes, prepare a detailed plan, and then write it under timed conditions. You can then bring this to one of the weekly support sessions to get feedback.

