

Managing the change: moving from the old OCR specification to the reformed A Level



Whilst we are excited about our new specifications and the opportunities presented by the reform process, we are also aware that this time of change is one of concern for teachers preparing to deliver a new course; therefore we have produced this resource to help teachers to manage this process and make best use of their existing resources and knowledge.

Content

Our new specification has exciting new content, and an innovative new approach to teaching and assessing A Level Ancient History. The reformed Ancient History specification contains four elements:

- two period studies
- two depth studies

In addition, there is a requirement to demonstrate knowledge and understanding of historians' interpretations and to be able to analyse and evaluate these interpretations. This will be assessed within both period studies.

Our new specification retains many of the popular topics, and many features which make the subject so interesting and engaging for students. The grids on the following page illustrate what material from the previous specification might map to the new one, and where this can be found. This is intended as a helpful guide for teachers when they are choosing and planning their course of study, and will enable them to make the best use of their existing resources and experience.

This resource is not intended, however, to imply that old material can be taught for the new specification without adjustment or revision, or that all old material will be relevant for the new specification.

Teachers should ensure they are familiar with the new specification document and its topics, and the new assessment model.



Outline of the new Ancient History A Level (H407)	Component and title	Period and depth study combinations
Learners must take one of these components focusing on Greek History	H407/11 Sparta and the Greek world	Relations between Greek and non-Greek states 492 – 404 BC period study + The Society and Politics of Sparta depth study
	H407/12 Athens and the Greek world	Relations between Greek and non-Greek states, 492 – 404 BC period study + The Culture and Politics of Athens depth study
	H407/13 Macedon and the Greek world	Relations between Greek and non-Greek states, 492 – 404 BC period study + The Rise of Macedon depth study
Learners must take one of these components focusing on Roman History	H407/21 Empire and Republic	The Julio-Claudian Emperors, 31 BC – AD 68 period study + The Breakdown of the Late Republic depth study
	H407/22 The Eleven Caesars	The Julio-Claudian Emperors, 31 BC – AD 68 period study + The Flavians depth study
	H407/23 Emperors and Empire	The Julio-Claudian Emperors, 31 BC – AD 68 period study + Ruling Roman Britain depth study



Legacy specification (H442)	Reformed specification (H407)
F391 – Option 1: Athenian Democracy in the 5th century BC	'The Culture and Politics of Athens' depth study in H407/12 .
F391 – Option 2: Delian League to Athenian Empire	Whilst there is no direct option which covers all of this content, parts of this unit can be found in the Greek period study and the Culture and Politics of Athens depth study.
F391 – Option 3: Politics and society of Ancient Sparta	'The Society and Politics of Sparta' depth study in H407/11 .
F393 – Option 1: Greece and Persia 499–449 BC	The conflict between Persia and the Greeks forms part of the period study in both the AS and A Level, allowing centres to choose between any of the depth studies on offer.
F393 – Option 2: Greece in conflict 460–403 BC	The conflict between Athens and Sparta forms part of the period study in both the AS and A Level, allowing centres to choose between any of the depth studies on offer.
F393 – Option 3: The culture of Athens 449–399 BC	'The Culture and Politics of Athens' depth study in H407/12 maps across well.

Legacy specification (H442)	Reformed specification (H407)
F392 – Option 1: Cicero and political life in late Republican Rome	'The Breakdown of the Late Republic' depth study in H407/21 .
F392 – Option 2: Augustus and the Principate	The study of Augustus' reign forms part of the Julio-Claudian period study in the AS and A Level. Therefore centres can choose any of the three Roman papers on offer.
F392 – Option 3: Britain in the Roman Empire	The 'Ruling Roman Britain' depth study in H407/23 .
F394 – Option 1: The fall of the Roman Republic 81–31 BC	'The Breakdown of the Late Republic' depth study in H407/21 covers the same era.
F394 – Option 2: The invention of Imperial Rome 31 BC–AD 96	The Julio-Claudian period study and 'The Flavians' depth study in H407/22 covers the same number of emperors as this legacy option.
F394 – Option 3: Ruling the Roman Empire AD 14–117	The 'Ruling Roman Britain' depth study in H407/23 has a similar focus on the administration of the British province as well as a look at the social and economic impact of Roman rule.

Can't find what you are looking for?

If you currently teach, or want to teach, something you can't find on our new Ancient History specification then try looking at the [OCR Classical Civilisation A Level specification](#) as you might find it is better suited to your needs.



Assessment

Assessment Objectives for legacy specification (H442)	Assessment Objectives for reformed Ancient History (H407)
<p>AO1: Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms, in their appropriate contexts</p> <p>AO2: (a) Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic), as appropriate</p> <p>(b) Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form</p>	<p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</p> <p>AO2: Analyse and evaluate historical events and historical periods to arrive at substantiated judgements.</p> <p>AO3: Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about:</p> <ul style="list-style-type: none"> • 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. <p>AO4: Analyse and evaluate, in context, modern historians' interpretations of the historical events and topics studied.</p>

The Assessment Objectives for Ancient History have changed, but these new Assessment Objectives have been designed especially for Ancient History rather than having to be applied across Latin, Classical Greek and Classical Civilisation. Whilst the wording may be different, the essential skills that will be assessed in AO1, AO2 and AO3 are the same and centres will see a number of familiar types of questions in the reformed A Level qualification. The new Assessment Objective AO4 is used to assess the new requirements for analysing and evaluating historians' interpretations. This question will provide learners with the opportunity to critically analyse and evaluate the interpretation in conjunction with their knowledge and understanding of the historical period as well their knowledge and understanding of the ancient source material.

The Greek and Roman History papers in the legacy AS and A Level assessments were identical in structure. This is a feature we have retained in the reformed specification, however the content in the period studies will be assessed in a different way to the content in the depth studies.

In addition to the interpretation question, **the period study** will be assessed using an essay question which requires a focus on the use, analysis and evaluation of ancient sources. We expect this question to be answered in around 45 minutes. There will be a choice of essay questions. The questions in the Roman and Greek period studies will be common across all three Greek and Roman papers.

The assessment of **the depth study** will begin with a passage based question, focusing on the utility of the source(s) provided. Candidates will then be expected to provide a more substantial written answer to one of the two essay questions. We expect candidates to take around 55 to 60 minutes to answer this question.