



ISEB

# ***Exploring the Ancient World PQ3***

**(Project Qualification for  
KS3 pupils in Years 7-8)**

**Guidance for teachers**

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## EXPLORING THE ANCIENT WORLD PQ3 - OVERVIEW

This specification provides a framework for teaching and assessing the development of independent project-learning skills with pupils in years 7 – 8. The Exploring the Ancient World Project Qualification (PQ) aims to encourage a process of guided discovery, in which pupils are taught the skills to engage in independent learning, with guidance from a teacher whose questions and comments help to facilitate the development process.

The PQ is designed to be taught largely during lesson time (for example, during English, History or Art & Design lessons), although some work can be done at home.

The PQ3 offers pupils freedom to explore, create and present a wide variety of project types including written reports, presentations, podcasts, models, projects, videos, sketches, and multimedia portfolios.

Project work is submitted in the form of a **project portfolio** and **evidence of a final presentation**. This work is assessed by the teacher and moderated by an ISEB-accredited moderator.

The qualification is graded Pass/Fail and all pupils who pass will receive a certificate and a digital badge.



## PQ3 - AIMS

- To support the gradual development of project skills and independent learning through work on a 10-15-hour project.
- To provide a clear framework to support the teaching of project skills in years 7 – 8.
- To complement elements of the current National Curriculum for Key Stage 3 and to encourage cross-curricular study (see Appendix B for examples).
- To encourage pupils to explore and select from a wide variety of forms of project, including creative and investigative routes.

## GROUP PROJECTS

Whilst not mandatory, **group projects are encouraged at PQ3 stage**. If pupils work in small teams of 2 – 4, it is easier for the teacher to manage the number of projects and it also provides an opportunity for pupils to develop their collaborative and team working skills.

When pupils are working in a group, each pupil should define their contribution to the group project and engage in research, the creative development of ideas and reflection. The submitted project report should identify and explain how individual pupils contributed to the project (for example, using highlighting or annotation).

## STAGES OF THE PROJECT PROCESS

The five main stages of the project are set out below.

Project Stage	Activity
<b>Define</b>	<p>Pupils choose a project question or practical challenge.</p> <p>They think about what the question means and how they will go about answering it.</p>
<b>Research</b>	<p>Pupils gather and study source materials to use in their project.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• how to analyse sources in relation to their project question or challenge;</li> <li>• to consider the reliability of sources they have chosen;</li> <li>• how to paraphrase sources in their own words or to quote them;</li> <li>• how to use references in their work.</li> </ul>
<b>Create</b>	<p>Pupils create their own response to the materials they have studied. They explore different possible perspectives or solutions. They draw their own conclusions or create their own solutions.</p>
<b>Reflect</b>	<p>Pupils reflect on the project process. They consider what they have done well and how they could improve their project.</p>
<b>Present</b>	<p>Presentation of project.</p> <p>Question and answer session.</p>

## CHOOSING A PROJECT QUESTION

The choice of project question is key to the success of a project. When discussing possible topic areas and questions with pupils, allow them scope to form their own ideas.

When formulating project questions, you could consider:

- **Is the title open-ended?** Ideally titles should take the form of an open question or practical challenge with alternative possibilities. If the question is closed (e.g. “What happened to Narcissus in Ovid’s myth?”), there will be limited scope for analysis, evaluation and the critical assessment of alternative ideas. An open question like “What can we learn about Roman society from the clothing people wore?” leaves pupils with more scope to develop their project.
- **Is the title interesting?** It is difficult to sustain motivation for project work which extends over a period of several weeks if the pupil has only a passing interest in the project. Encourage pupils to choose questions or challenges and ways of presenting their projects that they are likely to enjoy. For example, a pupil may not enjoy reading the story of The Iliad, but might be inspired by the opportunity to create a stop motion animation to illustrate the siege of Troy, based on their reading of the text: “Can we create a stop motion animation to illustrate the siege of Troy, as told in The Iliad?”
- **Is the subject matter accessible?** Successful projects involve pupils finding a topic that is accessible, yet still challenging enough to sustain their interest. Classics for All’s ‘research packs’ (see below for more details) may act as a good entry point into independent research for pupils.

The project question can also be refined as the project progresses and the pupils’ knowledge and understanding of their topic area grows.

Example project questions:

- How might we make a model of some Roman army weapons or technology? What materials could we use?
- How could we write a newspaper covering the events of the Iliad? Can we imagine interviews with leading figures in the Trojan War?
- Can we produce a podcast which discusses what we can learn from mosaics about life in different parts of the Roman Empire?

## STIMULUS LESSONS AND RESEARCH PACKS

To support the teaching of the Exploring the Ancient World PQ, Classics for All has developed three stimulus lessons, each on a different aspect of life/culture in the ancient world and each designed to be taught in 40- 45 minutes.

Each lesson has two accompanying research packs that contain more detailed information about an aspect of the topic. These lessons and resource packs have primarily been written to support the KS2 version of the PQ, but they can equally be used at KS3 if appropriate. The research packs, in particular, may be helpful as a starting point for pupils' independent research. These materials are free and can be accessed here:

<https://bit.ly/AncientWorldsIPQmaterials>

The use of these materials is entirely optional: schools may prefer to introduce the project differently, suggest alternative topics to their pupils or give pupils a totally free choice of topic area. Teachers are encouraged to structure the project in the way that best suits their pupils and reflects any specific practical considerations.

Topic	Introductory Lesson	Research packs
<b>A. Myths and Stories</b>	The Greek and Roman Gods	1. The Iliad 2. Myths of Change
<b>B. Ancient Technology</b>	Materials and Artefactual Evidence	1. Mosaics 2. Inscriptions
<b>C. Society &amp; Everyday Life</b>	Societies in the Ancient World	1. Ancient food 2. The Roman Army

## WRITING PROJECT REPORTS

For each project, pupils should produce a report reflecting on the first four stages of the project work: Define, Research, Create, Reflect. The PQ3 report should typically be around **1200 words** in length and can **be a joint effort by the group as a whole**, with each pupil contributing around 300 - 600 words. The report can be written down or presented through a PowerPoint.

- Define: 75 - 100 words/1 slide/or 2 minutes recorded aural response
- Research: 400 - 600 words/5 slides/or 5 minutes aural evaluation
- Create: Produce an artefact/develop an idea with 400 – 600 words/5 slides description
- Reflect: 75 - 100 words/1 slide/or 2 minutes aural response

## PRESENTING PROJECTS

Once their projects are finished, pupils should present their projects to the rest of the class. Pupils may produce their projects through a number of mediums. This list is not exhaustive and we actively encourage pupils, teachers, moderators and schools to think outside the box and as creatively as possible in the creation of evidence, artifacts, performances, products or even business ideas and events!

- A written project (an essay, book, story, poem, news report, etc.)
- A slideshow
- A sketchbook
- A video
- An animation
- A performance
- An exhibition or event
- A piece of art or design
- A computer program
- A podcast
- A website

Each presentation should feature a report covering the four project stages (Define, Research, Create, Reflect). Pupils should show the class what they have produced and discuss their reasons for choosing the topic and the presentation format. They should be prepared to answer a few questions about their project, asked either by the teacher or other pupils. As a guide, each presentation should last around 5 minutes.



## FITTING PQ WORK INTO THE CURRICULUM

Completion of PQ3 typically takes around 10 - 15 hours of work, although this time can be split between lesson time and homework. Initial lessons are likely to be more teacher-led (with teachers either delivering the suggested stimulus lessons or providing other introductory support to help pupils choose a topic area and research question) but pupils/groups of pupils should be encouraged to work as independently as possible in subsequent lessons.

The Exploring the Ancient World PQ3 could fit into several different curriculum subjects. For example:

- English: using classical literature such as *The Odyssey* or Ovid's *Metamorphoses* as a starting point
- History: exploring ancient societies and culture from a historical perspective
- Art & Design: using ancient art (e.g. Greek pottery or mosaics) as a starting point for group design projects
- PSHE/RE/Philosophy: discussing ancient philosophical ideas and comparing/contrasting with other belief systems

Different delivery models could include:

- 1-2 hour of lesson time per week over an 8 week term + some homework time
- 2 hours of lesson time per week for an initial 3 weeks + ongoing homework tasks, culminating in a further 1 lesson at the end of the project for the presentations.
- 1-2 introductory lessons + a collapsed timetable day which is devoted to project work

Schools are encouraged to use the PQ flexibly to suit their own curriculum models.

**Appendix B** sets out some examples of how the PQ3 might link to different parts of the National Curriculum for Key Stage 3.

## AN EXAMPLE PQ3 PROGRAMME

A typical PQ3 programme might include 1-2 hours of lesson time over an 8 week period, with some homework time, to make up a 10 - 15 hour block of time for project work.

One-term iPQ Programme	
<b>Weeks 1 – 3</b>	Exploring ideas for projects, either through the teaching of some/all of the stimulus lessons or through other teacher-led support. Choosing a project title.
<b>Weeks 4 – 5</b>	Carrying out research (using the suggested research packs or other age- appropriate resources)
<b>Weeks 6 – 7</b>	Creating the project Writing the project report Preparing a presentation
<b>Week 8</b>	Giving a presentation

## THE ROLE OF THE TEACHER

During the project, pupils should discuss progress with their teacher regularly. At the outset, the teacher should advise pupils on choosing a project question. Teachers should monitor pupils' progress and set targets for each stage of the project. During the project process, teachers should also monitor the safety and welfare of pupils as they engage in project work. Filtering of website searches and guidance about appropriate sources may be required.

The Project Checklist can be used by pupils for checking on their progress during the project.

## INCLUSION

The PQ3 aims to be accessible for all pupils, encouraging them to follow their own interests and to work at their own pace. However, just as in all other areas of the curriculum, teachers should consider and address barriers to participation for pupils with particular SEN or for those who speak English as an additional language. Planning and effective oversight will minimise barriers so that all pupils can fully take part and learn. For example, within a group, pupils could be encouraged to take on different responsibilities depending on their own areas of strength.

Classics for All will be running free support sessions to guide teachers through the marking and moderation process. These will offer more detailed guidance on assessment to ensure fair treatment of pupils of all abilities. Our intention is that all pupils who engage enthusiastically with the project should be able to pass.

## CASE STUDIES

### ***Exploring ancient mythology through the English curriculum***

In English, all Year 7 pupils study a unit on Myths and Legends at the start of the academic year. The first section of the existing scheme of work is built around **CSCP's Classic Tales** resources which explore a number of myths from Ovid's *Metamorphoses*. One group of pupils particularly enjoyed listening to the tale of Orpheus and Eurydice and decided to focus their project around Orpheus' lyre. The question they devised was: "Can we create a model to illustrate what Orpheus' lyre might have looked like?" They tried to find different depictions of lyres on Ancient Greek pottery and discovered how, in Greek mythology, the creation of the lyre is often attributed to Hermes. One of the pupils played the guitar and so asked their guitar teacher for advice on constructing the model. The pupils came up with an initial design for the lyre and tested their design using different materials before deciding on a final version. Two of the pupils were responsible for creating the model and two pupils took a lead role in preparing a PowerPoint presentation in which they explained the pentatonic scale and the importance of the lyre to the Ancient Greeks and discussed the process of researching and developing their model. This group also prepared a written report, with each pupil writing one of the sections (Define, Research, Create, Reflect).

### ***Uncovering local history***

A Year 8 class in Newcastle used the PQ as a framework for the local history study that is a required part of the KS3 History curriculum. After the introductory lesson on 'Materials and Artefactual Evidence' (stimulus topic B), pupils started to explore the Inscriptions research pack in their groups. Using the teaching resources on the **Roman Inscriptions of Britain** website, the teacher demonstrated how to search for and interpret Roman inscriptions that had been found in their area. One group was particularly interested in an altar dedicated to Cocidius (RIB 1683), found at Hardriding near Vindolanda, and devised this project question: "Can we produce a podcast which discusses the god Cocidius and his importance in Romano-British religion in northern Britain?" Group members all contributed to the research process: for example, one pupil used the RIB website to search for other mentions of Cocidius on local inscriptions. After listening to a few examples of factual podcasts for children (such as *The Week Junior Show*), the group put together a structure for their podcast and scripted the conversation based on their research. For their presentation, they played a 2 minute extract from their podcast, answered some questions and briefly talked through some PPT slides covering the four project stages (Define, Research, Create, Reflect).

## MARKING AND MODERATION

Projects will normally be marked by the class teacher who has been supervising the project process.

Projects should be marked using marking grid in Appendix A. Firstly, the marker should decide whether the pupil's performance is limited, reasonable or good in relation to each of the assessment objectives. 'Reasonable performance' is understood to be performance at a level that would be expected from a typical year 7 or 8 pupil; a limited performance falls below this and a good performance exceeds this. Obviously, this type of marking involves an exercise of judgement and further advice on this will be given by Classics for All.

The marking criteria can be applied to different project topics and forms of presentation. The criteria should be used to assess the quality of the **project process** rather than the project outcome: for example, defining project questions, researching source materials, creating and evaluating ideas, reflecting on and presenting the project. Marks for the project and presentation should be recorded on the marking sheets, which are then uploaded, alongside the project evidence, to the shared upload area to ISEB.

**Full training on the marking process and guidance will be provided online by Classics for All in 2022-23.**

An ISEB-accredited moderator will review the marking of a school's projects, check if an appropriate process has been followed and give brief feedback with comments. **In Year 1 of the PQ3, experienced Classics for All trainers will complete ISEB moderator training and will moderate projects.** In subsequent years, individual teachers may decide to train as moderators; if this is the case, Classics for All will cover the cost of the ISEB moderator training.

## PROCESS FOR REGISTRATION AND SUBMISSION OF MARKS TO ISEB

1. A school expresses their interest in PQ2 to [grants@classicsforall.org.uk](mailto:grants@classicsforall.org.uk) or to their regional Classics for All network coordinator.
2. The school's lead teacher registers pupils with ISEB via their website between 1 September and 30 June. More information can be found on the 'registering pupils' section of the ISEB assessment page: (<https://www.iseb.co.uk/assessments/ipq/>)
3. The school's lead teacher is given access by ISEB to a shared secure area online to upload projects and evidence.
4. Pupils complete their project work.
5. Teachers attend an optional marking support session, led by Classics for All.
6. Teachers mark their pupils' projects and presentations and share a sample of the work with moderators by uploading projects and the class/cohort marksheet into a shared file store.
7. Moderators moderate the sample of work and confirm marks with teachers.
8. For quality assurance purposes, this sample of projects and evidence is sent to ISEB to be externally moderated as part of ISEB's quality assurance processes.
9. Pupils receive their certificates and digital badges from ISEB.

## GRADING

The PQ3 has a simple pass/fail grading system. In order to pass, pupils need to score at **least 20 marks (out of a total of 60)**.

## APPENDIX A: MARKING CRITERIA

### a. For the project report

Objective	Marks available		
Define	1 – 3	4 – 6	7 – 9
	A limited degree of commitment is shown. Limited thought has gone into the choice of question.	A reasonable degree of commitment is shown. The choice of question has been made reasonably thoughtfully.	A strong degree of commitment is shown. The project question has been thought about carefully.
Research	1 – 6	7 – 12	13 – 18
	Only 1 source is used. There is a limited attempt to describe topics using sources. There is limited consideration of source trustworthiness. There is a limited attempt to reference sources in a bibliography.	2 sources are used. There is a reasonable attempt to describe topics using sources. There is reasonable consideration of source trustworthiness. There is a reasonable attempt to reference sources in a bibliography.	At least 3 sources are used. There is a thoughtful attempt to describe topics using sources. There is thoughtful consideration of source trustworthiness. Sources are well-referenced in a bibliography.

Create	1 - 6	7 - 12	13 - 18
	<p>There is a limited attempt to respond to the project question through creation. The response is largely descriptive, with limited exploration of different answers. There is limited drawing of conclusions. The level of communication tends to be basic.</p>	<p>There is a reasonable attempt to respond to the project question through creation. There is reasonable exploration of different answers. Reasonable conclusions are drawn. There is a reasonable level of communication.</p>	<p>There is a thoughtful attempt to respond to the project question through creation. There is thoughtful exploration of different answers. Conclusions are drawn thoughtfully. The quality of communication is good.</p>
Reflect	1 - 3	4 - 6	7 - 9
	<p>There are limited reflections on the project. Comments about strengths and areas for improvement are limited.</p>	<p>There are reasonable reflections on the project. Comments about strengths and areas for improvement are reasonable.</p>	<p>There are thoughtful reflections on the project. Comments about strengths and areas for improvement are thoughtful.</p>

**b. For presentations**

Assessment Objective	Mark band		
Present	1 – 2	3 – 4	5 – 6
	<p>There is a limited communication of ideas.</p> <p>Communication with the audience is of limited effectiveness.</p> <p>Answers to questions show limited understanding.</p>	<p>There is reasonable communication of ideas.</p> <p>Communication with the audience is reasonably effective.</p> <p>Answers to questions show a reasonable level of understanding.</p>	<p>There is good communication of ideas.</p> <p>Communication with the audience is clearly effective.</p> <p>Answers to questions show good understanding.</p>



## APPENDIX B: NATIONAL CURRICULUM LINKS

By its nature, PQ3 project work will lead to a wide range of outcomes and different skills will be developed depending on the topic studied, the choice of project question and the format of the project. The curriculum links below are provided as a sample, not as an exhaustive list.

Topic	Sample National Curriculum Links
A. Greek myths – PQ undertaken in English lesson time	<p><b>KS3 English curriculum</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop an appreciation and love of reading, and read increasingly challenging material independently through: reading a wide range of fiction and non-fiction...[including] high-quality works from seminal world literature</li> <li>• understand increasingly challenging texts through:               <ul style="list-style-type: none"> <li>- learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li> </ul> </li> <li>• read critically through:               <ul style="list-style-type: none"> <li>- knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li> <li>- recognising a range of poetic conventions and understanding how these have been used</li> <li>- studying setting, plot, and characterisation, and the effects of these</li> </ul> </li> </ul>

<p>B. Roman inscriptions found locally – PQ undertaken in History lesson time</p>	<p><b>KS3 History curriculum</b></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• a local history study – for example, a study of an aspect or site in local history dating from a period before 1066</li> <li>• the study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066</li> </ul> <p>Pupils should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>
<p>C. Daedalus and Icarus myth – IPQ undertaken in Science lesson time, using <a href="#">Science of Stories</a> resource as a starting point</p>	<p><b>KS3 Science curriculum</b></p> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>• The structure and functions of the human skeleton, to include support, protection, movement Biomechanics – the interaction between skeleton and muscles, including the measurement of force exerted by different muscles</li> <li>• Differences between species (mammals and birds)</li> <li>• Natural selection and adaptation</li> </ul> <p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>• The properties of the different states of matter (solid, liquid and gas)</li> <li>• The properties of materials</li> </ul> <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>• Motion and forces (non-contact forces – gravity)</li> <li>• Forces as pushes or pulls (using force arrows in diagrams)</li> <li>• Physical changes of matter (wax)</li> <li>• Conservation of material and of mass, and reversibility, in melting</li> <li>• Similarities and differences, including density differences, between solids, liquids and gases (wax)</li> </ul>