

GCSE Classical Civilisations Scheme of Work

Classical Civilizations (3021)

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Board – AQA

Tiers: Foundation (3021F) and Higher Tier (3021H)

Classical Civilisations is the study of the Ancient Greeks and Romans. It is an interdisciplinary and academic subject where history, drama, literature, art and architecture are all studied.

This is a new subject at Portland Place School and it is intended that Classical Civilizations will be offered at A Level when this first cohort of Classicists complete the GCSE course.

The aims of the GCSE Classical Civilizations course are for students to:

- Acquire and understanding of the civilization or civilizations studied in their historical context;
- Read, understand and make a personal response to literature in translation, in the context of the civilization;
- Develop an awareness of the similarities between the classical world and later times;
- Make an informed response, based on evidence within the material specified for study, using written and, where appropriate, oral and other means of communication.

No prior learning or level of attainment is necessary to take Classical Civilizations, although given the academic nature of the subject; students should have strengths in and enjoy subjects like History and English. No knowledge of the Classical Greek and Latin language is required.

Specification and Topics of Study:

Greek and Roman Literature in Translation (Written Paper 1)

Topic 1: Homer – The Odyssey (Greek)

Topic 2: Sophocles – Oedipus the King & Antigone (Greek)

Total marks: 40%

Exam: Paper 1F 1 ½ hours / Paper 1H 1 ¾ hours

Exam Structure: short and extended answer questions on two topics

Greek and Roman Civilisation (Written Paper 2)

Topic 1: Athenian Social Life (Greek) – the home, work, education, religion.

Topic 2: Early Empire – Tiberius, Claudius and Nero (Roman) – the Julio-Claudian Dynasty, imperial women, power struggles.

Total marks: 40%

Exam: Paper 1F 1 ½ hours / Paper 1H 1 ¾ hours

Exam Structure: short and extended answer questions on two topics

Centre-assessed Coursework

Total marks: 20%

Structure: three assignments of approximately 750 words (on one topic)

Topic: Roman Social Life in the First Century A.D (Roman) – society, religion, the family.

Resources

Sophocles, Oedipus the King and Antigone, in Four Greek Plays

Homer, Books 5/6/9/10/12

Amos and Lang, 'These Were the Greeks

Gibbon, Athenian Society

Wiedemann, The Julio-Claudian Emperors

Beard and Carcoino, Daily Life in Ancient Rome

Topic Specifics & Timings

Week	Topic
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An introduction to the ancient world will precede the first topic at the beginning of the course. This will cover the following:

1	Introduction to Ancient Greece & Rome Time & Place Significance of Ancient Greece & Rome Major events and people Sequences from the film 'Alexander the Great'
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Focus Questions –

- What was Ancient Greece like?
- Why do we study Ancient Greece today?
- What were some of the major events and characters of Ancient Greece?
- How would the ancient have appeared?

Topic 1 - Athenian Social Life (Greek)

Week	Topic
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1/2/3	The Athenian Home Birth, betrothal, marriage Women and children Death, funeral customs House, furniture, clothes Food and drink Dinner parties
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Focus Questions –

- How dangerous was birth?
- Why did the birth of a child increase the status of a wife?
- Why were some children ‘exposed’?
- What was the purpose of marriage?
- What was an Athenian wedding like?
- What happened when boys came of age?
- Who were the *Ephēboi*?
- What was the role of women?
- What was the nature of children’s festivals?
- Why were burials so important?
- How did the Athenians approach their funerals?
- What did the cults of the dead involve?
- What did private homes look like?
- How did the Athenians dress?
- What did the Athenians eat and drink?
- What happened at an Athenian dinner party?

Completion of past GCSE paper relating to the Athenian home

4/5/6

The Athenians at Work

Labour, free and slave
Markets and shops
Farming

Focus Questions –

- How did someone qualify for citizenship?
- What were the duties and privileges of a citizen?
- What was the Agora?
- What were the functions of the Council of 500, Executive Committee, state officers and generals?
- What was the status of the metics?
- Where slaves come from?
- What type of work did slaves do?
- How were slaves treated?
- What sort of life did farmers have?

Completion of past GCSE paper relating to the Athenians at work

7/8/9

Athenian Education

Schools
Sophists, higher education
Comparison to the Spartan system

Focus Questions –

- What did Athenian children study at school?
- Who were the Sophists?
- How did the Athenian education system differ to that of the Spartans?

Completion of past GCSE paper relating to Athenian Education

10/11/12 **Athenian Religion**
Panathenaia
Eleusinian Mysteries
Domestic religion

Focus Questions –

- What was the place of religion in ancient Athens?
- Which gods did the Athenians worship?
- What were the functions of the main gods and goddesses?
- What was divination?
- What was the role of Athenian prayer and sacrifice?
- What were the main religious festivals?
- What happened at the Panathenaic festival?
- What were the Eleusinian mysteries?

Completion of past GCSE paper relating to Athenian Religion

Topic 2 – Homer – The Odyssey (Greek)

Week	Topic
1	Introduction to Homer Dark ages and migrations Oral poetry The Iliad – an overview The Odyssey – an overview

Focus Questions –

- Why did the Dorians not leave behind as much evidence as the Mycenaean's?
- Which era do the epic poems of Homer belong to?
- How was oral poetry passed on?
- What is known of Homer?
- What was the role of the chorus
- What are epic poems about?
- What happens in the Iliad?
- What happens in the Odyssey?

2-4 The Odyssey – Book 5

Action
Characters
Analysis

Focus Questions –

- Who are the main characters?
- What are the main incidents and events of the book?
- What are the actions of the characters in each scene?
- What are the key themes of the book?

Completion of past GCSE paper relating to Book 5

5-6 The Odyssey – Book 6

Action
Characters
Analysis

Focus Questions –

- Who are the main characters?
- What are the main incidents and events of the book?
- What are the actions of the characters in each scene?
- What are the key themes of the book?

Completion of past GCSE paper relating to Book 6

7-8 The Odyssey – Book 9

Action
Characters
Analysis

Focus Questions –

- Who are the main characters?
- What are the main incidents and events of the book?
- What are the actions of the characters in each scene?
- What are the key themes of the book?

Completion of past GCSE paper relating to Book 7

9-10 The Odyssey – Book 10

Action
Characters
Analysis

Focus Questions –

- Who are the main characters?
- What are the main incidents and events of the book?
- What are the actions of the characters in each scene?
- What are the key themes of the book?

Completion of past GCSE paper relating to Book 10

11-12 The Odyssey – Book 12

Action
Characters
Analysis

Focus Questions –

- Who are the main characters?
- What are the main incidents and events of the book?
- What are the actions of the characters in each scene?
- What are the key themes of the book?

Completion of past GCSE paper relating to Book 12

Topic 3 – Sophocles: Oedipus the King & Antigone (Greek)

Week	Topic
1	Introduction to Greek Theatre Place of plays in Ancient Greece The festivals Tragedies Satyr Comedies

Focus Questions –

- What was the festival of the Dionysia?
- What were Greek theatres like?

- What was the role of the chorus?
- What sorts of costumes were worn/
- What were the common themes of tragedy?
- Who were the famous tragedians?

2-7 **Oedipus the King**
 Introduction and Characters
 Scenes 1-5
 Analysis

Focus Questions –

- Who are the main characters?
- What are the main incidents and events of each scene?
- What the actions of the characters in each scene?
- What are the key themes of play?

Completion of past GCSE paper relating to Oedipus the King

8-13 **Antigone**
 Introduction and Characters
 Scenes 1-5
 Analysis

Focus Questions –

- Who are the main characters?
- What are the main incidents and events of each scene?
- What the actions of the characters in each scene?
- What are the key themes of the play?

Completion of past GCSE paper relating to Antigone

Topic 4 – Early Empire: Tiberius, Claudius and Nero (Roman)

Week	Topic
1/2	Sources and Subject Matter Politics under the Principate Tacitus Other literary and archaeological evidence

Focus Questions –

- Why do we study political history?
- What was the most important policy each Julio-Claudian had?
- What are the limitations of Tacitus as a source?

- What other literary and archaeological sources are available for the period?

2/3/4/6

Tiberius

The Accession

Germanicus and Drusus

Sejanus and the power-vacuum

The aftermath of Sejanus: a reign of terror?

Focus questions –

- Was Tiberius' claim to be Augustus' sole heir valid?
- How was the question of succession resolved?
- What were the claims of Germanicus and Drusus to the throne?
- How did the deaths create problems for succession?
- Why was Tiberius ruthless in his dealing with Sejanus?
- Can the remainder of Tiberius reign be considered one of terror in the aftermath of Sejanus?

Completion of past GCSE paper relating to Tiberius

7/8/9

Caligula, Claudius and Nero

A new Gaius Julius Caesar

The fall of Caligula

A weak Emperor

Claudius and Agrippina

Nero's 'Five Good Years'

The fire and its aftermath

Focus Questions –

- How did Caligula represent himself?
- How did Caligula fall?
- Why was Claudius' position weaker than Caligula's?
- Why did Claudius need to win military glory in person?
- What effect did Claudius marriage to Agrippina have on his legitimacy?
- How did Nero court popularity?
- What happened in the aftermath of the fire?

Completion of past GCSE paper relating to Claudius and Nero – one each

Topic 5 – Roman Social Life in the First Century A.D (Coursework)

Week

Topic

1/2/3/4

Roman Religion

State gods and goddesses
Household worship
Coursework Task 1

Focus Questions –

- What role did Religion have in the daily lives of Romans?
- Who were the state gods and goddess/What were their functions?
- What form did household worship take?

Coursework task 1 to be completed over weeks 3/4

5/6/7/8 **Roman Society**
Patrons and clients
Slaves
Freedmen
Women
Coursework Task 2

Focus Questions –

- How important were slaves to the Romans?
- How did the patron/client relationship work in Rome?
- What was the role of women?
- Who were the freedmen?

Coursework task 2 to be completed over weeks 7/8

9/10/11/12 **Roman Leisure & Entertainment**
Baths
Dinner parties
Gladiators
Chariot racing
Theatre
Recitations
Coursework Task 3

Coursework task 3 to be completed over weeks 11/12

Learning Outcomes/Assessment Objectives

By the end of the course, students will be able to:

- Literature in Translation (A01) – students will be expected to demonstrate – knowledge of content, literary forms and contexts; understanding of literary, social and historical significance; the ability to interpret, evaluate and respond to a range of literature in translation.

- Civilizations (A02) – Candidates will be expected to make critical use of archaeological, historical and literary evidence to study classical institutions, achievements, events and customs in context. In relation to specified source material and topics, candidates will be expected to demonstrate – knowledge of the society, politics and culture of the classical world; understanding of causes, consequences and relationships; the ability to interpret motives and attitudes, evaluate achievements and draw comparisons between classical and later times.
- Gather and present information, enter imaginatively into the past, present oral, written and visual material which is accurate, clear and concise, record key information and interpret primary and secondary sources, work as a group member and as an individual.
- Show confidence in a range of skills – mapping, paragraph writing, image/document interpretation, information processing, flow diagrams, star diagrams, mind mapping, historical judgment and empathy.
- (generally) Demonstrate an understanding of some of the key events, personalities, themes and issues of the topics studied with the focus of performing to a high standard in the final examinations.

Assessment Outline

Assessment Specifics:

- Weekly homework tasks – These will take various forms, such as finishing class work, extension tasks, work sheets, readings and source tasks.
- Past papers – the students will complete numerous examples of past papers and in doing so gain experience and preparation a head of the final examinations.
- Examinations – These take place in November (internal) and June (external). The purpose of the internal examination is to prepare the candidates for the final examination in June.
- Coursework – completed in the second year of the course.

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