

Preparing for A level – Study Support Pack – Summer 2022



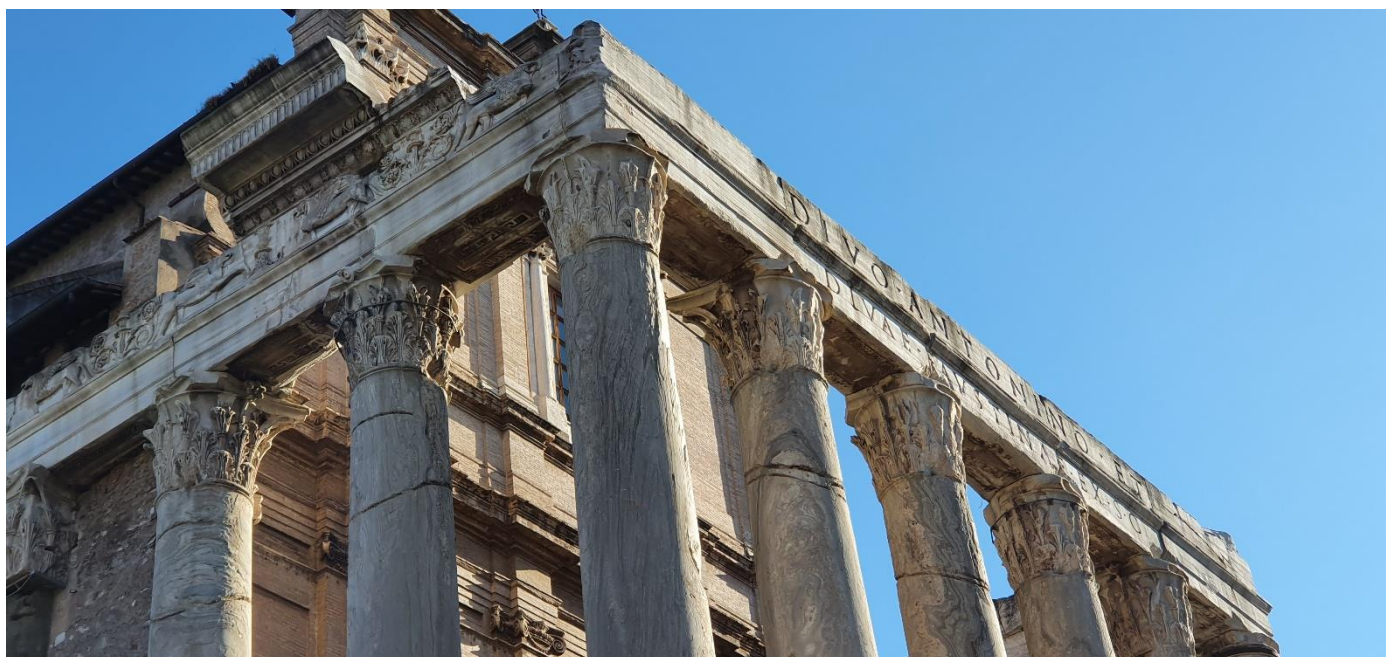
Subject: Classical Civilisations

The aim of this pack is to help you bridge the gap between GCSE and A level. It is specific to one of the many A level subjects that are taught at The Bedford Sixth Form and we encourage you to work through all the relevant packs for the subjects that you would like to study.

www.bedfordsixthform.ac.uk

Welcome to A Level Classical Civilisation!

Teacher: Olivia (Liv) Flynn



Welcome!

Hello! You are here because you have chosen, or are thinking about choosing, Classics as one of your A-Level subjects at the Bedford Sixth Form next year. Congratulations! You just made one of the **coolest** and **most interesting** subjects a part of your life for at least the next year or two!

What is Classics?

Classics is the study of the **ancient world**, primarily through the ancient **Greek** and **Roman** empires. As the empire expands however, 'Classics' can also include studies of specific cultures within said empire, like the Spartans, ancient Egyptians, Gauls and Goths (essentially Vikings before they were Vikings), and many more! It means looking at everything within the ancient world, including (but not limited to) it's architecture, people, way of life, religions, literature and even languages!

This booklet...

This booklet is for you. It is to help you start thinking about the concepts and ideas within Classical Civilisations, so that you can begin to get excited about stepping through our doors in September. There is some helpful information about the course, some research recommendations and activities for you to complete. The activities will take some time, so don't worry about doing them all at once. There are also plenty of reading and TV/movie watching you can do... so let's get going!

What should I expect from A Level Classics?

AS Level

The Odyssey

This is a close literary analysis of Homer's *Odyssey*, the story of Odysseus' journey home after the Trojan war. Involves great adventures, complicated themes (like ancient gender, sexuality, slavery and religion!) and a healthy helping of mythical monsters and Greek gods.

Imperial Image

This module focuses on Augustan Rome and the stories that surround it. How did the first ever Roman "emperor" manage to fool the entire Roman empire into thinking that he was the rightful leader? We look at all elements of his carefully crafted personal image, including his military, religious, architectural, familial and social guises. Be prepared to meet Mark Antony and Cleopatra, Roman philosophers and politicians, and a royal family with more scandal than you could shake a stick at.

A2 Level

The Aeneid

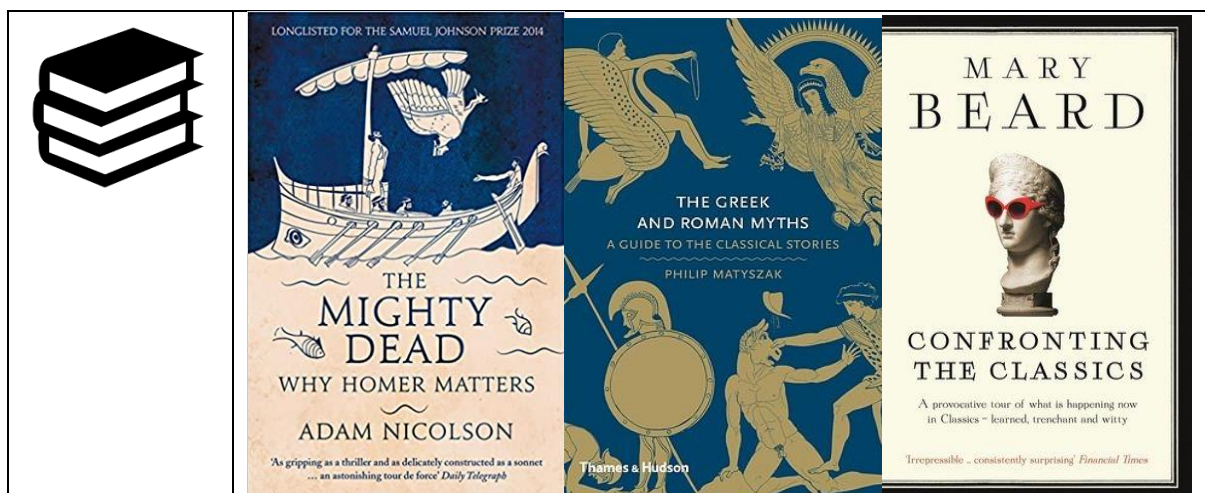
Another close literary analysis, but this time using a Roman, rather than Greek, epic. With themes deeper, darker and more dangerous than we will have ever studied before, we start with a trip to the Underworld and never truly resurface. Bloodthirsty and gruesome war deaths are paired with poignant tear-jerking moments of loss and heartbreak that cry out to the humanity in all of us, even 2000 years later. This Augustan work builds on what we learnt in *Imperial Image*: be ready to see Augustus from a completely new angle!

Greek Religion

This whirlwind module takes us through the history of ancient Greek religion. Starting at the Olympian pantheon, we venture through the surprising world of Greek priesthods, festivals, practices (including miracles, blood sacrifice and cults), and philosophy. Make a votive offering to the gods and 'buckle up' for this fascinating investigation into religion itself, through the lens of one of its oldest incarnations.

Recommended Resources

To give you a feel for Classics in the time between now and September, have a look at the lists below of recommended books, articles, movies and podcasts you can dive into and enjoy. None of these are compulsory (apart from the course books in the bottom section), but definitely worth a look at to get excited about Classics!





Useful introductory *academic* essays and books free online:

<https://blog.britishmuseum.org/the-myth-of-the-trojan-war/>

<https://blog.britishmuseum.org/who-was-homer/>

Search for in Google Scholar for free access:

Augustus – Patricia Southern



Free documentaries or programmes online:

Bacchus Uncovered: Ancient God of Ecstasy – BBC iPlayer

Meet the Romans with Mary Beard – BBC iPlayer

Race to the Death: Rome's Charioteers – 4oD

Egypt's Great Treasure's with Bettany Hughes – Channel 5 online

The Nile: Egypt's Great River with Bettany Hughes – Channel 5 online



- www.mythsbaby.com
- <https://www.khanacademy.org/humanities/ancient-art-civilizations/roman>
- <https://thehistoryofbyzantium.com/>
- <https://thehistoryofrome.typepad.com/>
- <https://egyptianhistorypodcast.com/>
- <https://lifeofcaesar.com/>
- <http://ancientartpodcast.org/home/home.html>
- <http://thehistorynetwork.org/category/ancient-warfare-magazine/>
- <https://blog.britishmuseum.org/category/podcasts/>
- BBC Radio 4 – Natalie Haynes Stands Up for the Classics
- *In Our Time* – BBC
- A History of the World in 100 Objects – BBC
- Natalie Haynes's (Classicist and author) Instagram features a series called "#OvidnotCovid" based on women in the ancient world written about by Roman author, Ovid. Her Instagram handle is @nataliehaynesauthor



- Course textbooks and source studies:

For AS:

Homer, **The Odyssey**, trans. E. V. Rieu (1946), Penguin Classics.

Knights, S. (2017) **The World of the Hero: OCR AS & A Level Component 11**. London, UK: Bloomsbury Academic.

Hancock-Jones, et al (2017) **Greek Theatre and Imperial Image: OCR AS & A Level Components 21 & 22**. London, UK: Bloomsbury Academic.

For A2:

Virgil, **The Aeneid**, trans. D. West (1990), Penguin Classics.

Mitropoulos, et al. (2017) **Greek Religion and Democracy and the Athenians: OCR A Level Components 31 & 34**. London, UK: Bloomsbury Academic.

All of the course texts will be available in the Sixth Form library on a short-term loan basis. We strongly recommend that where possible students purchase their own copies of these books. You are not required to read (or buy) them until term starts in September 2020.

Activity 1 - Latin

Lots of modern languages find their roots in Latin, including English. The table below has a list of Latin words in the left column. In some entries, I have also given you the English meaning. In the first row, I have given you a full example of the completed table.

1. Find out the meaning of the rest of the Latin words and fill out the second column. You can use a Latin dictionary or “William Whitaker’s Words”:
<http://www.archives.nd.edu/words.html>
 - a. To note, if a second variation of the word has been given (as in the first row), it is only to help you with filling out the third column. Don’t worry about translating it.
2. Use the Latin words and their meaning to fill out the third column: which English word/s come from this Latin root?
 - a. Try to use your common sense for this task, not google. Sometimes it helps to read the Latin aloud and think about what English word it *sounds* like.

Latin word	Meaning	English derivation
Ardere, arsus	To burn, be on fire	Ardent, arson.
Cogitare		
Dubitare		
Laborare	To work	
Negare		
Spectare		
Vocare	To say, speak	
Ridere		
Crederere		
Regere		
Scribo, scripsi	To write	
Dormire		
Fidere		
Agricola		
Nauta		
Sapientia		
Arma	Weapons	
Liber		
Caput, capitis		
Equus, equi		

Activity 2- Ancient Greek

Ancient Greek is another language we use in Classical Civilisations. It was used as a 'universal language' in literature for over 1300 years, so a large percentage of ancient texts are written in Greek! It is trickier than Latin, because it involves a completely different alphabet. Below, I have included a diagram which tells you which symbol in Greek translates to which English letter.

'*Transliteration*' is a technique we use to read Ancient Greek. It means that we translate each letter individually, rather than trying to translate it as a word straight away.

1. Use the alphabet key below to transliterate the following Greek words into English letters. I have completed the first row as an example. The text is enlarged so you can see the letters more clearly.
 - a. Note: if a Greek word begins with a vowel (a, e, i, o, u...) then it comes with a "breathing", which looks like a little "c" above the first letter. If the "c" is backwards, it is silent. If the "c" is the right way around, you write the letter with an "h" in front of it. E.g. ἔλλο = **hello** (not a Greek word, just an example!)
 - b. When the letter 's' is on the end of the word, it looks like 'ς', not 'σ'.

The Greek Alphabet

Form	Name	Latin	Sound
A α	alpha	A a	drama
B β	beta	B b	bible
Γ γ	gamma	G g, ng	ganglion
Δ δ	delta	D d	decalog
E ε	epsilon	E e	epic
Z ζ	zeta	Z z	adze
H η	eta	E e	they
Θ θ	theta	Th th	atheist
I ι	iota	I i	intrigue
K κ	kappa	K k, C c	crisis
Λ λ	lambda	L l	logic
M μ	mu	M m	meter
N ν	nu	N n	anti
Ξ ξ	xi	X x	axiom
O ο	omicron	O o	obey
Π π	pi	P p	poet
Ρ ρ	rho	Rh rh, r	catarrh
Σ σ ς	sigma	S s	spore
T τ	tau	T t	tone
Υ υ	upsilon	Y y, u	abyss
Φ φ	phi	Ph ph	Philip
Χ χ	chi	Ch ch	character
Ψ ψ	psi	Ps ps	apse
Ω ω	omega	O o	ocean

Ancient Greek word	Transliteration
ίδεια	Idea
κινημα	
χαρακτηρ	
ήλεκτρον	
κομμα	
χαος	
διαγνωσις	
κρατηρ	
κριτηριον	
πανθηρ	
Ήρακλης	
Άθηνη	
Ήρα	
Περσεφονη	
Κυκλωψ	
Διονυσος	
καταστροφη	
μητροπολις	
Μαραθον	
Νοσταλγια	

Activity 3 – Portraiture

One of the amazing things about the ancient world is how well we can connect to the people within it through their appearance! Portraiture in the form of statues and busts became more desirable as time went on and marble carving techniques advanced.

In ancient Greece, there was a very definite sense of what a “beautiful” or “important” person looked like, and so a lot of ancient Greek busts look the same, and probably not much like the real person behind the statue.

In Rome however, it was socially preferred if people had busts that closely resembled the individual in question, an idea called *verism*. That way, we can get a much clearer idea of what the Romans *actually looked like* through an analysis of their busts!

1. Use your skills of deduction to try and match the 11 descriptions below with a bust (see next three pages). Do not use the internet!
2. When matched, go online and research more about each person. Fill out the below ID Card for each figure:
 1. **Cicero:** Older gentleman, with a balding head and flowing philosopher’s robes.
 2. **Augustus:** Handsome, with prominent ears and a strong jaw, short hair and a shaven face.
 3. **Nero:** Neck beard. Rather ugly, wide-faced and strong chin.
 4. **Livia:** Classic Roman woman, hair in a neat and demure style. Thin lips, round face.
 5. **Constantine:** Square jawed, piercing eyes. Helmet hair.
 6. **Hadrian:** Bearded, handsome face with strong features. Stocky in build.
 7. **Trajan:** Low brows and thin lips, flat head and haircut.
 8. **Socrates:** Rounded bulbous face with characteristic huge beard.
 9. **Epicurus:** Long-faced and scraggly-looking.
 10. **Cleopatra:** Young in face, with a wide nose and plain features. Hair attempting to mimic a demure Roman style.

Ancient ID Card

Full name:

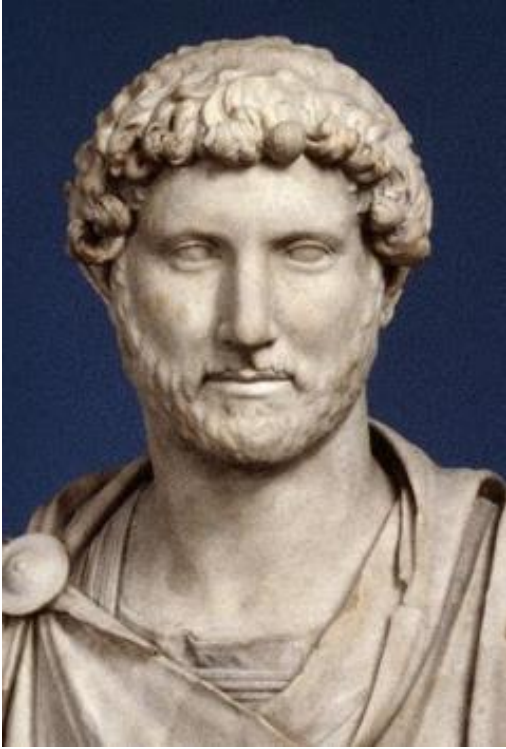
Date of Birth:

Date of Death:

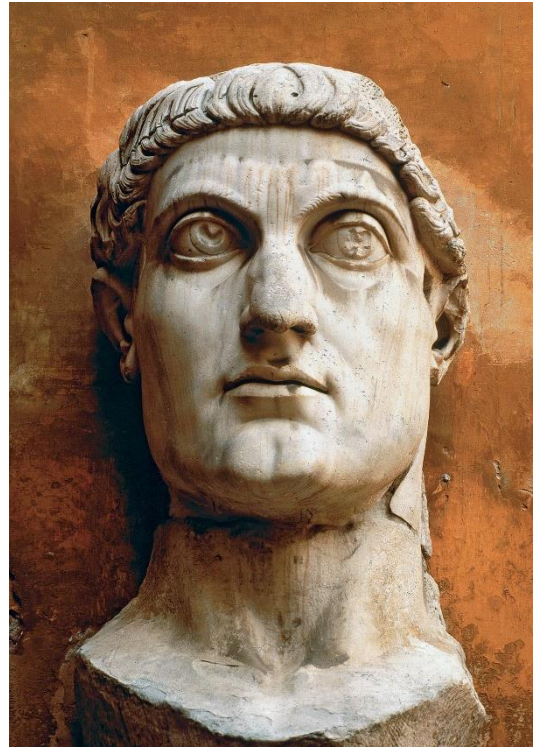
Importance in the ancient world:

Fun fact about them:

A



B



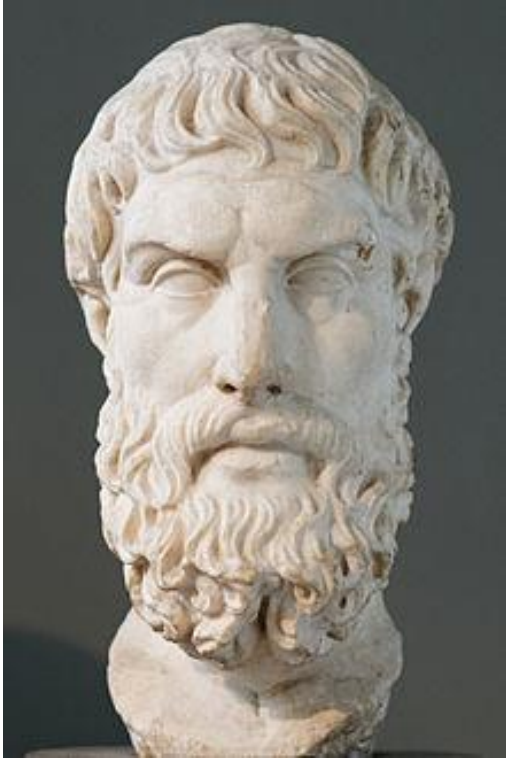
C



D



E



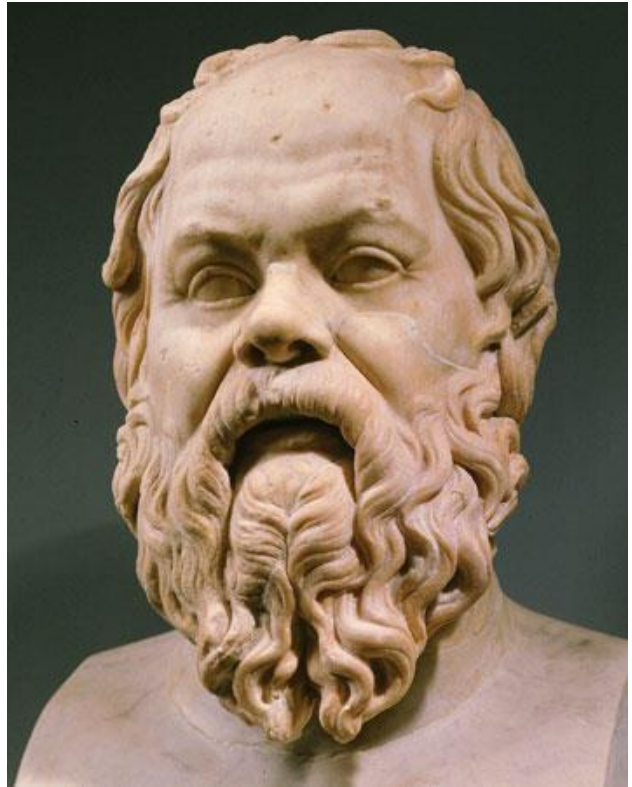
F



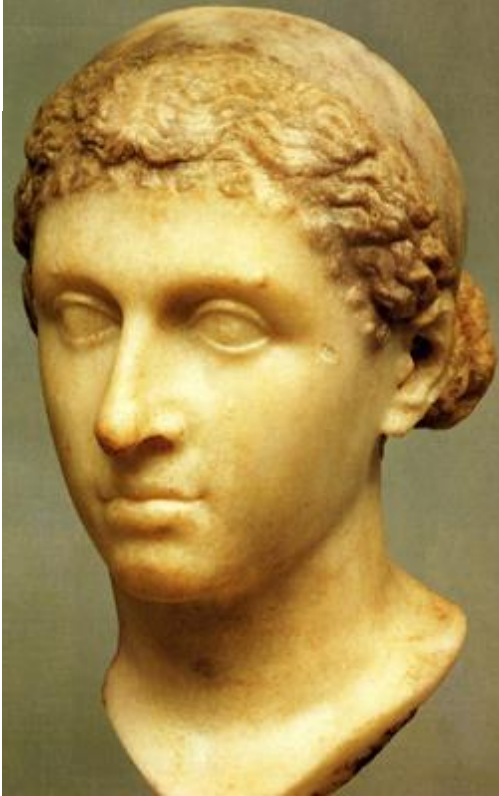
G



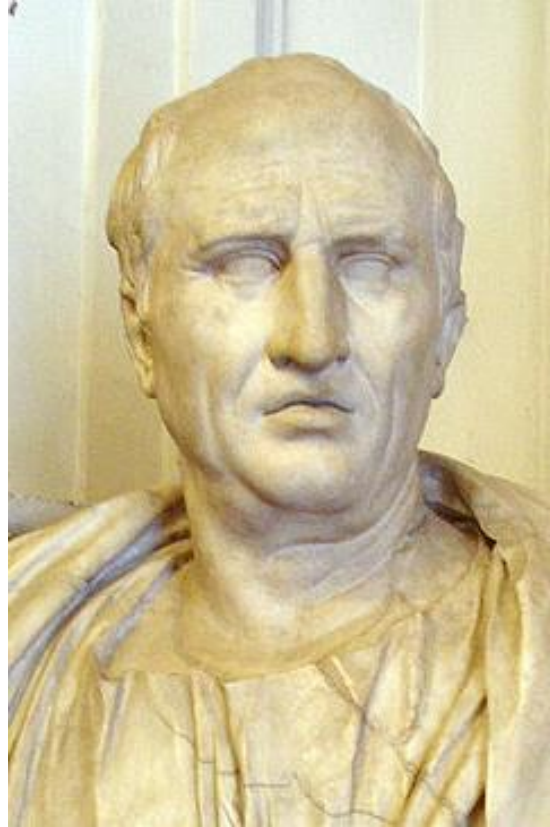
H



I



J



The marks for the first three activities are:

Activity 1 you got ___ / 20 correct!

Activity 2 you got ___ / 20 correct!

Activity 3 you got ___ / 10 correct!

Total: ___ / 50

Then move on to Activity 4!

Activity 4 – Research and Analysis

One of the key differences between GCSE and A-Level is that there is a much greater weight on independent research and analysis. But this can be exciting, as it sometimes means you get to follow your personal interests and involve them in your studies!

1. Pick a figure from Greek or Roman mythology. They can be a god, a hero, or a mortal: try to be original, do some research online to find one you really like!
2. Write notes about your chosen figure, on the things detailed in the list below. Note: try to use ancient sources and modern scholarship for your information, and quote where you got information from. To search for scholarly articles, try putting key words into *Google Scholar*.
 - a. Their mythology / origin story (and where that comes from).
 - b. How they are portrayed in the ancient world (in sculpture, on buildings, on coins, in theatre and literature, etc).
 - c. What do they look like?
 - d. What were their personality traits? How do they act around other people?
 - e. Are they worshipped? If so, where, how, why and by whom? If not, why not?

Marks: 15

3. Write a creative piece about what a day might look like for them if they were to live on Earth in the modern day. This can be a story, a poem, a script/ screenplay, a diary entry, a story board, a painting or comic strip: anything you like! It must portray them living on Earth in the modern day (minus the pandemic!) and how they go about their lives. You may wish to think about their friends, family, jobs, homes, diet, clothes, attitude to others, etc. and incorporate them into the creative project. Perhaps something unusual happens to them on this particular day: how might they react?

Marks: 20

4. Write a short essay explaining why you wrote/drew/created the character in the way that you did. What were the links between your creative piece and your research? Where did you have to use your “creative licence” to fill in character gaps, and why do you think you made the right choice with what you decided?

Marks: 15

Total marks: 50

Total marks for the booklet: _____/100