

## WORLD OF THE HERO 40%

IN THIS COMPULSORY COMPONENT LEARNERS WILL STUDY ONE OF EITHER HOMER'S ILIAD OR ODYSSEY, AS WELL AS VIRGIL'S AENEID. LEARNERS WILL DEVELOP AN INCREASINGLY SOPHISTICATED LEVEL OF KNOWLEDGE AND UNDERSTANDING OF THE EPICS THEMSELVES, THE WAY IN WHICH THEY WERE COMPOSED, AND THE RELIGIOUS, CULTURAL AND SOCIAL VALUES AND BELIEFS OF ITS SOCIETY. BOTH TEXTS SHOULD BE STUDIED IN EQUAL LEVELS OF DEPTH AND SHOULD REQUIRE AN EQUAL AMOUNT OF TEACHING ME.

THE POEMS OF HOMER WERE CONSIDERED BY THE GREEKS THEMSELVES TO BE A FOUNDATION OF GREEK CULTURE, STANDING AS THEY DO AT THE BEGINNING OF THE WESTERN LITERARY CANON. THIS COMPONENT PROVIDES LEARNERS WITH THE OPPORTUNITY TO APPRECIATE THE LASTING LEGACY OF THE HOMERIC WORLD AND TO EXPLORE ITS ATTITUDES AND VALUES. THE EPICS OF HOMER, WITH THEIR HEROES, GODS AND EXCITING NARRATIVES, HAVE BEEN IN CONTINUOUS STUDY SINCE THEIR CONCEPTION, AND REMAIN POPULAR WITH LEARNERS AND TEACHERS TODAY.

THIS COMPONENT ALSO PROVIDES LEARNERS WITH THE OPPORTUNITY TO APPRECIATE VIRGIL'S AENEID, A CORNERSTONE AND LANDMARK IN WESTERN LITERATURE. DRAWING INSPIRATION FROM HOMER, AS WELL AS FROM HIS OWN CULTURAL AND POLITICAL CONTEXT, VIRGIL EXPLORED WHAT IT WAS TO BE A HERO IN THE ROMAN WORLD AND CREATED A WORK WHICH HAS PROVEN ENDURINGLY POPULAR.

## INVENTION OF THE BARBARIAN 30%

THIS COMPONENT ALLOWS LEARNERS TO EXPLORE HOW THE GREEKS SAW THEMSELVES AS DISTINCT FROM THEIR 'BARBARIAN' NEIGHBOURS. WITH ISSUES OF RACE AND STEREOTYPES SO PREVALENT IN THE MODERN WORLD, THIS COMPONENT RAISES MATTERS WHICH WILL RESONATE WITH LEARNERS AND ENCOURAGE THEM TO THINK ABOUT THEIR OWN SOCIETY AND BELIEFS.

THE FIRST TOPIC INTRODUCES THE LEARNER TO THE GREEK WORLD AND ASKS HOW UNITED THE GREEKS WERE AS A PEOPLE. THE SECOND EXPLORES THE POSSIBLE LACK OF COHESION OF THE GREEKS DURING THE EVENTS OF THE PERSIAN WARS. LEARNERS WILL THEN LOOK INTO HOW THE IMAGE OF THE BARBARIAN AS BEING DISTINCT FROM, AND INFERIOR TO, THE GREEKS EMERGED AND PERSISTED.

IN THE INNOVATIVE TOPIC FOCUSING ON THE REALITY OF PERSIAN CULTURE, LEARNERS WILL ANALYSE HOW FAR THE GREEK STEREOTYPE OF THE PERSIANS WAS BASED ON FACT OR PREJUDICE. THEY WILL BE ENCOURAGED TO QUESTION ASSUMPTIONS AND THINK CRITICALLY ABOUT PORTRAYALS OF DIFFERENCE AND IDENTITY.

FINALLY, LEARNERS WILL EXAMINE DEPICTIONS OF THE PERSIANS IN THE WORK OF HERODOTUS AND AESCHYLUS, AND THE IDEA OF BARBARIANS IN GREEK MYTH, INCLUDING WHY THE GREEKS WERE FASCINATED BY FEMALE BARBARIANS IN PARTICULAR. THIS CLOSE ANALYSIS OF LITERARY AND ARTISTIC SOURCES GIVES LEARNERS THE OPPORTUNITY TO WORK WITH A VARIETY OF MATERIAL, CREATING AN ENGAGING COURSE OF STUDY.

## POLITICS OF THE LATE ROMAN REPUBLIC 30%

THE LATE ROMAN REPUBLIC WAS A PERIOD OF UPHEAVAL AND CONFLICTING VIEWS ON HOW THE ROMAN STATE SHOULD FUNCTION. THESE CONFLICTS EVENTUALLY LED TO THE DOWNFALL OF THE REPUBLICAN RES PUBLICA (STATE) AND THE RISE OF THE ROMAN EMPERORS.

IN THIS COMPONENT LEARNERS WILL STUDY THE POLITICAL THOUGHT OF THE PERIOD FROM SULLA'S RETIREMENT IN 79 BC TO THE DEATH OF CICERO IN 43 BC, THROUGH EXAMINING MARCUS PORCIUS CATO ('CATO THE YOUNGER'), GAIUS JULIUS CAESAR, AND MARCUS TULLIUS CICERO. THE EXPLORATION OF THE VERY DIFFERENT IDEAS OF THREE CONTEMPORARY POLITICAL FIGURES BRINGS THIS TUMULTUOUS PERIOD TO LIFE

FOR LEARNERS AND MOVES BEYOND SIMPLY STUDYING IDEALS AND ABSTRACTS, AND INTO DISCUSSION OF THE PRACTICAL DIFFICULTIES FAMILIAR TO STATES THROUGHOUT HISTORY. BY EXAMINING THEIR DISTINCTIVE ATTITUDES, POLITICAL BELIEFS, CONDUCT, AND IMPACT, LEARNERS WILL EXPLORE THE WAYS IN WHICH THE LATER REPUBLICAN RES PUBLICA (STATE) DEVELOPED, CHANGED, AND ULTIMATELY FELL.

THE FINAL TWO TOPICS ARE DEVOTED TO AN IN-DEPTH STUDY OF TWO OF CICERO'S MAJOR WORKS: HIS EARLY SPEECH AGAINST VERRÉS, AND A SELECTION OF HIS LETTERS. LEARNERS WILL STUDY THESE WORKS IN STYLISTIC TERMS AS WELL IN ORDER TO SEE CICERO'S IDEAS IN ACTION.

KEY QUESTIONS IN  
CLASSICS

WHAT DOES IT MEAN TO  
BE HUMAN, WHAT DOES IT  
MEAN TO BE A HERO?

WHAT IS THE  
SIGNIFICANCE OF FATE  
AND THE EXTENT OF  
FREEWILL

CHOICE, FREEDOM,  
CONSEQUENCES,  
RESPONSIBILITY

THE RIGHTS OF CITIZENS &  
THE SECURITY OF THE  
STATE

WHO ARE WE - WHO ARE  
THE OUTSIDERS, WHO THE  
BARBARIANS...

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CLASSICAL CIVILISATIONS IS THE  
PERFECT COMPLEMENT TO MANY  
OF THE A LEVELS OFFERED AT  
SDCC AND ATRIUM;  
HISTORY  
ENGLISH LITERATURE  
PHILOSOPHY & ETHICS  
PSYCHOLOGY  
SOCIOLOGY  
MATHS  
ECONOMICS  
THEATRE STUDIES  
ART

CLASSICAL CIVILISATION ALLOWS  
PROGRESSION TO A WIDE RANGE  
OF UNIVERSITY COURSES - 70% OF  
PREVIOUS STUDENTS HAVE GO ON  
TO STUDY CLASSICS OR A RELATED  
COURSE AT UNIVERSITY.

CLASSICS  
HISTORY  
CLASSICS AND ENGLISH  
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