Classical Greek and Roman studies guide

School-based syllabus

First assessment 2017

Diploma Programme

Classical Greek and Roman studies—guide

This school-based syllabus guide was produced in 2013–2015 by Mr I. Grieve and Dr S. Trafford of Dartford Grammar School, Kent, in conjunction with the IB.
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IBO mission statement

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

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IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

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Introduction

Purpose of this document

This publication is intended to guide the planning, teaching and assessment of the subject in schools. Subject teachers are the primary audience, although it is expected that teachers will use the guide to inform students and parents about the subject.

This school-based syllabus guide is not a sales item—copies are made freely available by the IB, on application to IB Answers. Because this is not a formally published document, it has not had the benefit of rigorous editing: presentation therefore may not be as professional as in other IB guides.

It is planned that the guide will be made available on a page dedicated to the school-based syllabuses (SBSs) on the online curriculum centre (OCC) at http://occ.ibo.org, a password-protected IB website designed to support IB teachers.

Additional resources

Please contact IB Answers to enquire about additional resources such as specimen papers and past examination papers and markschemes, student sample work and grade descriptors.

Teachers are encouraged to share resources with other teachers, for example: websites, books, videos, journals or teaching ideas. This is particularly important in SBS subjects, as schools are expected to support each other in the teaching and development of their subject. The "host" school for an SBS is usually able to provide information and contact details of other schools offering the subject. Schools are given contact details of the host school for their SBS in their letter of authorization.

Acknowledgment

The IB wishes to thank the educators and associated schools for generously contributing time and resources to the production of this guide, and, in particular, to the teachers of Classical Greek and Roman studies at Dartford Grammar School.

School-based syllabuses—regulations

Please note:

- school-based syllabuses are only available at standard level.
- school-based syllabuses may only be offered by schools authorized by the IB to do so prior to the commencement of the course.
- a student may not combine an SBS with a pilot programme or another SBS within the same Diploma.

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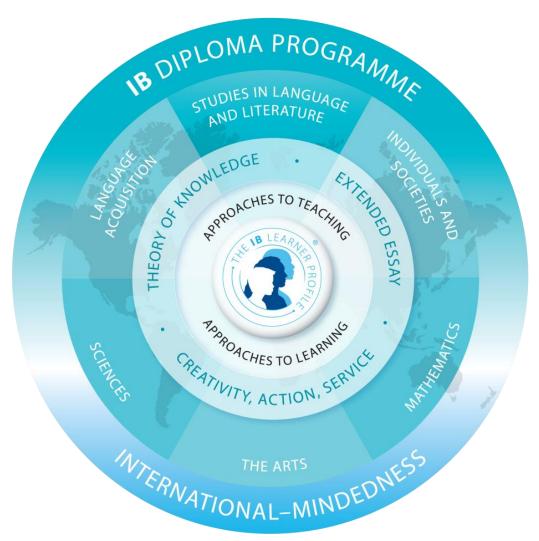Bachillerato Internacional

The Diploma Programme

The Diploma Programme is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

The Diploma Programme model

The course is presented as six academic areas enclosing a central core. It encourages the concurrent study of a broad range of academic areas. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

The Diploma Programme model

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Choosing the right combination

Students are required to choose one subject from each of the six academic areas, although they can, instead of an arts subject, choose two subjects from another area. Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL.

At both levels, many skills are developed, especially those of critical thinking and analysis. At the end of the course, students' abilities are measured by means of external assessment. Many subjects contain some element of coursework assessed by teachers.

The core of the Diploma Programme model

All Diploma Programme students participate in the three elements that make up the core of the model.

Theory of knowledge (TOK) is a course that is fundamentally about critical thinking and inquiry into the process of knowing rather than about learning a specific body of knowledge. The TOK course examines the nature of knowledge and how we know what we claim to know. It does this by encouraging students to analyse knowledge claims and explore questions about the construction of knowledge. The task of TOK is to emphasize connections between areas of shared knowledge and link them to personal knowledge in such a way that an individual becomes more aware of his or her own perspectives and how they might differ from others.

Creativity, Activity, Service (CAS) is at the heart of the Diploma Programme. CAS enables students to live out the IB learner profile in real and practical ways, to grow as unique individuals and to recognise their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provides students opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

The three strands of CAS are:

- Creativity - exploring and extending ideas leading to an original or interpretive product or performance

- Activity - physical exertion contributing to a healthy lifestyle

- Service - collaborative and reciprocal engagement with the community in response to an authentic need

The extended essay, including the world studies extended essay, offers the opportunity for IB students to investigate a topic of special interest, in the form of a 4,000-word piece of independent research. The area of research undertaken is chosen from one of the students' six Diploma Programme subjects, or in the case of the inter-disciplinary World Studies essay, two subjects, and acquaints them with the independent research and writing skills expected at university. This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject or subjects chosen. It is intended to promote high-level research and writing skills, intellectual discovery and creativity.

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An authentic learning experience it provides students with an opportunity to engage in personal research on a topic of choice, under the guidance of a supervisor.

Approaches to teaching and approaches to learning

Approaches to teaching and learning across the Diploma Programme refers to deliberate strategies, skills and attitudes which permeate the teaching and learning environment. These approaches and tools, intrinsically linked with the learner profile attributes, enhance student learning and assist student preparation for the Diploma Programme assessment and beyond. The aims of approaches to teaching and learning in the Diploma Programme are to:

- empower teachers as teachers of learners as well as teachers of content

- empower teachers to create clearer strategies for facilitating learning experiences in which students are more meaningfully engaged in structured inquiry and greater critical and creative thinking

- promote both the aims of individual subjects (making them more than course aspirations) and linking previously isolated knowledge (concurrency of learning)

- encourage students to develop an explicit variety of skills that will equip them to continue to be actively engaged in learning after they leave school, and to help them not only obtain university admission through better grades but also prepare for success during tertiary education and beyond

- enhance further the coherence and relevance of the students' Diploma Programme experience

- allow schools to identify the distinctive nature of an IB Diploma Programme education, with its blend of idealism and practicality.

The five approaches to learning (developing thinking skills, social skills, communication skills, self-management skills and research skills) along with the six approaches to teaching (teaching that is inquiry-based, conceptually focussed, contextualised, collaborative, differentiated and informed by assessment) encompass the key values and principles that underpin IB pedagogy. Additional guidance and support materials relating to approaches to teaching and learning in the Diploma Programme can be found on the OCC.

The IB mission statement and the IB learner profile

The Diploma Programme aims to develop in students the knowledge, skills and attitudes they will need to fulfill the aims of the IB, as expressed in the organization's mission statement and the learner profile. Teaching and learning in the Diploma Programme represent the reality in daily practice of the organization's educational philosophy.

Academic honesty

Academic honesty in the Diploma Programme is a set of values and behaviours informed by the attributes of the learner profile. In teaching, learning and assessment, academic honesty serves to promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

All coursework—including work submitted for assessment—is to be authentic, based on the student's individual and original ideas with the ideas and work of others fully acknowledged. Assessment tasks that require teachers to provide guidance to students or that require students to work collaboratively must be completed in full compliance with the detailed guidelines provided by the IB for the relevant subjects.

For further information on academic honesty in the IB and the Diploma Programme, please consult the IB publications *Academic honesty*, *The Diploma Programme: From principles into practice* and *General regulations: Diploma Programme*. Specific information regarding academic honesty as it pertains to external and internal assessment components of this Diploma Programme subject can be found in this guide.

Learning diversity and learning support requirements

Schools must ensure that equal access arrangements and reasonable adjustments are provided to candidates with learning support requirements that are in line with the IB documents *Candidates with assessment access requirements* and *Learning diversity within the International Baccalaureate programmes/Special educational needs within the International Baccalaureate programmes*.

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Nature of the subject

Classical Greek and Roman Studies is a standard-level subject that introduces students to the history and culture of ancient Greece and Rome, and, through these, to a wider study of individuals and societies. Students explore different kinds of evidence for these two cultures: the literary record, thought to be representative of the best of the creative and political achievements of these societies, as well as an archaeological record that is often suggestive of wider contexts for investigation. Students evaluate these records through the filters of modern critical frameworks as well as through their own personal viewpoints (both of which will inevitably reflect contemporary outlooks) together with their own cultural filters, and they are encouraged to examine and develop an awareness of how judgments on the past may be affected by these factors.

Through studying primary sources, students are encouraged to reflect on the nature of selection and partiality in the recording and survival of evidence - the different value judgements made about what gets recorded and what is allowed to disappear - and in its interpretation. In this way they gain an appreciation of the challenge of reconstructing a coherent and meaningful past, and of the extent to which historical and cultural understanding might be shaped by the style and choice of material represented in a range of genres. These genres create powerful knowledge frameworks, many of which were largely invented, or substantially developed, in ancient Greece and Rome. The study of these frameworks helps us to interpret those individuals and societies who have come under their influence since those times, and allows for rich comparisons and contrasts with very different cultural traditions, past and present, in the global community. Finally, it sharpens the student's awareness of modern persuasive practices in a world of proliferating knowledge claims.

In this way Classical Geek and Roman Studies recognizes and encourages a coming together of students in their contemporary world and the production of knowledge in the particular past they explore. They are assessed on their ability to interpret the meanings and motivations generated by the individuals and societies of ancient Greece and Rome as they challenged or were challenged by the social, political and cultural conventions of their time.

In addition, students undertake an individual assignment in an area of their choice related to Classical Geek and Roman studies, which may directly reflect their own interests and/or cultural background. This assignment enables students to make self-directed choices of selection and independent evaluation of source material based on ancient Greece and Rome.

Classical Greek and Roman studies and international mindedness

It is hoped that students' own particular cultural perceptions will aid and enhance their study of Classical Greek and Roman studies by introducing new preoccupations and questions, and differently focused areas of interest. The study of the history, literature, religion and culture of classical civilization separated from them by time and space, will engage students with different social, moral, ethical, cultural and aesthetic attitudes many of which have shaped much of the thinking of the modern world. Ideally, students will become knowledgeable and develop the critical thinking skills essential for considering issues beyond the classical world, open-mindedness, and an appreciation of multiple perspectives as they question their own values in the light of those of other cultures. It is hoped that through analysing a variety of sources from

the classical world, students will have the opportunity to explore aspects of that world, leading to a greater understanding of the contemporary world and to a greater intercultural understanding. The subject in turn will provide them with a lasting platform for the study of human aims and aspirations, as well as foster in them a wish to become intellectually rigorous, compassionate and active participants in the quest for intercultural understanding that underpins the IB mission.

In this respect, Classical Greek and Roman studies aims to help students develop the values that underpin the IB learner profile, in order that they should become 'internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help create a better and more peaceful world.'

Distinction between SL and HL

School-based syllabus subjects are currently only available at standard level.

Classical Greek and Roman studies and other DP subjects

Teachers are reminded that the same piece of work cannot be submitted to meet the requirements of more than one DP subject, or for both an internal assessment and an extended essay. In particular, please note that:

- students who are studying Classical Greek and Roman studies are not permitted to choose for their Language A: literature written assignment any work originally written in Classical Greek or Latin from the *Prescribed literature in translation list (PTL)* that they are, or will be, studying for Classical Greek and Roman studies. Similarly, students must not replicate in their choices of texts from the PTL for Language A: language and literature part 3 any works they are studying in Classical Greek and Roman studies.

- students who are studying Classical Greek and Roman studies and a Group 2 classical language are not permitted to choose for their internal assessment a topic that is the same or similar, and that would thus allow for the replicating of sources and annotations: where students are taking both Classical Greek and Roman studies and a classical language, it is suggested that students undertake their internal assessments on contrasting civilizations (i.e. focus on a Roman topic for their Latin internal assessment, and on a Greek topic for their Classical Greek and Roman Studies internal assessment, or vice versa if Greek is the classical language taken); or on distinct time periods within the same civilization.

Classical Greek and Roman studies and the core

As with all Diploma Programme courses, Classical Greek and Roman studies should both support and be supported by the three elements of the Diploma Programme course.

Subjects in the individuals and societies group are commonly collectively known as the human sciences or social sciences. In essence, these subjects explore the interactions between humans and their environment in time, space and place.

As with other areas of knowledge, there are a variety of ways of gaining knowledge in the social sciences. For example, experimentation and observation, inductive and deductive reasoning, data and evidence collection, and discussion can all be used to help to understand and explain patterns of human behaviour. Students in individuals and societies subjects are required to

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evaluate the resulting knowledge claims by exploring questions about their validity, reliability, credibility and certainty, as well as individual and cultural perspectives on them. Having followed a course of study in an individuals and societies subject, students should be able to reflect critically on the various ways of knowing and on the methods used in the social sciences, and in so doing become inquiring, knowledgeable and caring young people, as set forth in the IB learner profile. The relationship between Diploma Programme subjects and theory of knowledge (TOK) is of crucial importance and fundamental to the Diploma programme. Having followed a course of study in the individuals and societies group, students should be able to critically reflect on the various ways of knowing and on the methods used in human sciences, and in so doing become "inquiring, knowledgeable and caring young people" (IBO Mission Statement).

Classical Greek and Roman studies and the extended essay

There is no extended essay specifically designed for students of the Classical Greek and Roman studies school-based syllabus. However, the IB extended essay in Classical Greek or Latin provides students with "an opportunity to investigate in depth non-trivial controversies of particular personal interest in the context of the ancient Greek or Roman worlds". Teachers and students are advised to read the requirements of this extended essay carefully in the *Extended Essay guide* (2013) to ensure compliance with the nature of the task described. Care should be taken not to replicate any work done for the Classical Greek and Roman Studies internal assessment in such an extended essay.

Classical Greek and Roman studies and theory of knowledge

During the course a number of issues will arise that highlight the relationship between TOK and Classical Greek and Roman studies. Teachers should be aware of the following questions and use them implicitly and explicitly in their teaching of the Classical Greek and Roman studies syllabus:

- Why study the past? What is the most persuasive description of the past? How far should it take into account the role of great individuals or works and wider historical forces?

- How does the scarcity of source material affect the value of interpretation? To what extent should one rely on evidence from primary sources?

- How far do the works under study map reality or create it? What role does genre play? Do, say, satirical comedy and history writing – as styles of presenting the world – offer incompatible or complementary truths?

- What knowledge about works can be gained by focusing attention on the creator, the work, the reader's response, the social, cultural or historical context?

- How do values underlie the pursuit of truth? In what ways do they affect our interpretations of the history and cultures of the past? Is a study of the past possible without them?

- How may the language used in the descriptions of aspects of the past change the way they are interpreted?

- In looking at cultures of the past is it more important to seek what we have in common or how we are different?

- Does a culture's influence beyond its cultural boundaries help or hinder the process of understanding that culture, and other cultures that adopt its influence?

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Prior learning

The Classical Greek and Roman studies course requires no specific prior learning. No particular background in terms of specific subjects studied for national or international qualifications is expected or required. The specific skills of the Classical Greek and Roman studies course are developed within the context of the course itself.

All texts and textual sources are studied in translations into English of the Latin or classical Greek original texts.

Links to the Middle Years Programme

The concepts of Middle Years Programme (MYP) individuals and societies can provide a useful foundation (though they are not a prerequisite) for students who go on to study Diploma Programme Classical Greek and Roman studies. Understanding of concepts such as change, or time, place and space, developed through the MYP individuals and societies subject-group are developed further within the Classical Greek and Roman studies course. Skills such as analytical and investigative skills that are developed in MYP individuals and societies are also augmented and expanded through the Classical Greek and Roman studies course.

Aims

Individuals and societies aims

The aims of all subjects in the individuals and societies subject group are to:

1. encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions

2. develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society

3. enable the student to collect, describe and analyse data used in studies of society, to test hypotheses, and to interpret complex data and source material

4. promote the appreciation of the way in which learning is relevant both to the culture in which the student lives, and the culture of other societies

5. develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity

6. enable the student to recognize that the content and methodologies of the individuals and societies subjects are contestable and that their study requires the toleration of uncertainty.

Classical Greek and Roman studies aims

The aims of the Classical Greek and Roman studies course at SL are to encourage students to:

7. learn to interpret, and communicate about, a range of aspects of Greek and Roman civilization

8. examine these aspects in social, political, and cultural contexts

9. understand that the nature and diversity of sources may lead to different ways of seeing or experiencing the past

10. develop critical insights into the structure and impact of diverse forms of cultural, social and political expression

11. foster an awareness of Greek and Roman thought, and, in turn, a deeper awareness of their own, and other, histories and cultures.

Assessment objectives

Assessment objective 1: Knowledge and understanding

- Demonstrate knowledge and understanding of human experience and behaviour in the classical Greek and Roman world

- Demonstrate understanding of relevant source material

- Demonstrate an understanding of the importance of social, political, cultural and literary contexts; of cause and effect; and of the relationship between the individual and society

Assessment objective 2: Application and analysis

- Apply knowledge of aspects of Classical Greek and Roman studies

- Analyse and evaluate sources relating to classical Greece and Rome

- Present evidence appropriate to the study of Classical Greek and Roman studies using arguments that are clear, coherent, relevant and well substantiated

Assessment objective 3: Synthesis and evaluation

- Compare, contrast, synthesize and evaluate evidence from sources and background knowledge

- Compare and contrast characteristics of specific social, political and cultural expression across time and space

- Evaluate different approaches to, and interpretations of, evidence relating to the areas suggested for study for each prescribed topic

Assessment objective 4: Use and application of appropriate skills

- Produce well-structured written material that uses appropriate terminology

- Organize material into a clear, logical, coherent and relevant response

- Demonstrate evidence of research skills, organization and referencing by locating and selecting relevant and appropriate evidence from sources such as books, articles, websites, audio-visual resources.

- Recognize the distinctions between different kinds of evidence, such as primary and secondary, textual, audio-visual, oral, graphic, or tabular

- Undertake individual research and present results using a formal plan of organization and presentation.

Syllabus outline

- **Four** topics must be studied, two topics from part A and two topics from part B

- Across the course as a whole at least **one** Greek and **one** Roman topic must be studied.

Syllabus component	Teaching hours SL
Part A **Two topics from the following four options:** Topic 1: Greek epic One epic by Homer: *Iliad* <u>or</u> *Odyssey* - selected sections. Topic 2: Greek tragedy Two plays by Euripides: *Bacchae* <u>and</u> *Hippolytus*. Topic 3: Roman epic One epic: either Virgil: *Aeneid* or Ovid: *Metamorphoses* Topic 4: Roman Religion A selection of relevant primary and secondary sources.	65
Part B **Two topics from the following four options:** Topic 5 Alexander the Great Topic 6: Athenian Vase Painting Topic 7: Roman Architecture Topic 8: Augustan Rome	65
Internal assessment: Individual assignment	20
Total teaching hours	**150**

The recommended teaching time is 150 hours to complete SL courses as stated in the document *General regulations: Diploma Programme* (article 8.2)

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Syllabus content

Introduction

The Classical Greek and Roman studies syllabus consists of eight topics; four topics in part A of the syllabus (topics 1-4) and four topics in part B of the syllabus (topics 5-8).

Two topics must be chosen from part A and **two** topics must be chosen from part B.

The topics listed under Part A (topics 1-4) are assessed by essay questions. The topics listed under part B (topics 5-8) are assessed by short-answer questions, based on textual or visual stimuli.

Across the course as a whole at least **one** Greek and **one** Roman topic must be studied. A candidate may therefore in total study three topics based on Roman culture and one on Greek culture, or three topics based on Greek culture and one on Roman culture, or two topics from each culture.

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Part A

TOPIC 1: Greek Epic

A textual study.

The focus of study for this topic is primarily literary, with social and cultural elements. Candidates will be required to show knowledge and understanding of the specified texts and make evaluative judgements on them. They should also be able to link their knowledge of the Classical world and the context in which these texts were composed or written to their analysis of the texts.

The following are the specified texts for study:

EITHER

- Homer's *Odyssey*, Books 1, 5-12 and 19-23

OR

- Homer's *Iliad*, Books 1, 3-6, 9, 16, 18-19 and 22-24

Because this topic is examined by essay questions, there is no set translation, and candidates are welcome to use any translation they wish, though *Odyssey, trans Rieu, Penguin 1991 (repr 2003)* and *Iliad, trans Hammond, Penguin 1987* are recommended. Candidates are only expected to read the books listed above, though a knowledge of the plot of the whole of the epic will be useful; credit will be given to relevant examples or evidence from other books (not listed above) included in a candidate's answer, but no question will be set which requires knowledge of these non-specified books.

The recommended means of approaching this study is by consideration of the following aspects:

- The plot of the selected books listed above.
- The character of Odysseus / Achilles and the nature of his heroism.
- The characterisation of the other characters within these books.
- Oral composition and the nature of the Odyssey / Iliad as a text.
- Homer's narrative technique.
- The role of the gods and fate.
- Xenia (hospitality) [*Odyssey* only].
- The portrayal of war [*Iliad* only].
- Other cultural and social values and background required to understand the texts.

Recommended Secondary literature:

- Camps, W.A. (1980) *An introduction to Homer*, OUP.
- Edwards, M.W. (repr 1990) *Homer, poet of the Iliad*, Johns Hopkins University Press.
- Fowler, R. [ed] (2004) The Cambridge Companion to Homer, CUP.
- Griffin, J. (1980) Homer, Oxford Paperbacks.
- Griffin, J. (1983) Homer on Life and Death, Clarendon Press.
- Morrison, J (2003) A Companion to Homer's Odyssey, Greenwood Press.
- Rutherford, R [ed] (1996) Homer (New Surveys in the Classics 26), OUP.

Greek Epic

The Homeric epics were a central cultural element of Classical civilization and were read and often learned by schoolchildren throughout the Greco-Roman world. Their characters and themes resonate throughout the ages, and they have been interpreted, analysed and enjoyed by generations of people all over the world.

This topic is intended to give students an introduction to these works, an understanding of their scope and meaning and the ability to draw their own conclusions about the significance of these texts, as well as some ideas about the composition and transmission of the epics. Candidates should be able to discuss narrative technique, character and theme as well as the cultural context in which these epics were composed.

Learning outcomes for Topic 1:

After studying their prescribed topics students will be expected to:

- understand the views and perspectives of a variety of people in different contexts and cultures
- have a sufficient body of knowledge and understanding relating to the prescribed topic
- have critically engaged with a range of sources of knowledge, related to the prescribed topic in order to comprehend, analyse and evaluate them as evidence related to Classical Greece
- analyse different contexts and show awareness of the relation between cause and effect, and between individual and society
- show an awareness of a number of different approaches to and interpretations of the historical context covering the prescribed topic.

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TOPIC 2: Greek Tragedy

A textual study of two extant plays, the *Bacchae* and the *Hippolytus*, by the Greek playwright Euripides. The focus of study for this topic is primarily literary, but considers cultural, religious and philosophical issues within their historical context. The Topic is primarily an introduction to the genre of classical Greek tragedy and by the end of the study students will be expected to respond to and interact with the plays as pieces of literature in their own right and to be able to demonstrate an understanding of the works within their historical context in relation to cultural, religious and philosophical elements.

Students will be expected to demonstrate knowledge, understanding and reasoned evaluation of the following areas:

- The *Bacchae* and the *Hippolytus* of Euripides (in translation).
- The structure of the plots.
- Characterisation and key themes of the tragedies.
- The role of the chorus.
- Free will and fate.
- The role of the gods and their interactions with man.

Recommended Primary Texts:

- For the *Bacchae*: *The Bacchae and Other Plays*, trans. John Davie (Penguin: London, 2005)
- For the *Hippolytus*: *Medea and Other Plays*, trans. John Davie (Penguin: London, 1996)

Recommended Secondary literature:

For the *Bacchae*:

- Mills, S. (2006) Euripides: *Bacchae* (Duckworth Companions to Greek and Roman Tragedy).
- Rosenmeyer, T.G. (1983) 'Tragedy and Religion: The *Bacchae'* in Oxford Readings in Greek Tragedy (ed. Erich Segal).

For the *Hippolytus*:

- Mills, S. (2002) Euripides: *Hippolytus* (Duckworth Companions to Greek & Roman Tragedy)
- Knox, B.M.W (1983) 'The *Hippolytus* of Euripides' in Oxford Readings in Greek Tragedy (ed. Erich Segal).

For Greek Tragedy in general, religion and tragedy, Euripides and the plays:

- Easterling, P. (ed.) The Cambridge Companion to Greek Tragedy (Cambridge).
- Hall, E. (2010) Greek Tragedy: Suffering Under the Sun (Oxford).
- Lesky, A. (1965) Greek Tragedy (London).
- Mikalson, J.D. (1991) Honor Thy Gods: Popular Religion in Greek Tragedy (Chapel Hill).
- Scodel , R. (2010) *An Introduction to Greek Tragedy* (Cambridge).
- Sourvinou-Inwood, C. (2003) *Tragedy and Athenian Religion*.
- Storey, I.C. and Allan, A. (2006) *A Guide to Ancient Drama* (Blackwell).

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Greek Tragedy

During the classical age of Greece there was arguably no more popular form of entertainment than Greek tragedy. The plays were written and performed to be entertaining, accessible and thought-provoking for every member of society. The plays would take a common myth which would be known to everyone watching, but each playwright would reinterpret the myth, give it a new focus, something poignant and telling to their audience, to their own time. In these two plays, the central concerns are religious, particularly human hubris in the face of divine will, the power of the gods to punish and how one should honour the gods. The two plays offer students the opportunity to explore two connected but contrasting plays, and then to discuss and evaluate how these two plays use the medium of tragedy to raise questions about the gods and about the role of religion in the lives of men.

Learning outcomes for Topic 2:

After studying the prescribed subjects students are expected to:

- understand the views and perspectives of a variety of people in different contexts and cultures.

- have sufficient knowledge and understanding of all aspects of the prescribed topic in the areas suggested for study

- have critically engaged with a range of sources of knowledge relating to the prescribed topic for synthesis into an extended response

- analyse different contexts and show awareness of the relation between cause and effect, and between individual and society

- have some knowledge and understanding of the background/context of the prescribed topic (objective 4) where appropriate, develop an understanding of different critical viewpoints and deploy them in their own arguments

- where appropriate, compare and contrast social, cultural and literary expression using integrated narrative and analysis.

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A textual study.

The focus of study for this topic is both literary and socio-historical. Candidates will be required to show knowledge and understanding of the specified texts and make evaluative judgements on them. They should also be able to link their knowledge of the Classical world and the context in which these texts were composed or written to their analysis of the texts.

The following are the specified texts for study:

EITHER

- Virgil's *Aeneid*, Books 1-2, 4, 6, 7-8, 10 and 12

OR

- Ovid's *Metamorphoses*, Books 1-3, 7-8, 10-11 and 15

As this topic is examined by essay questions, there is no set translation, and candidates are welcome to use any translation they wish, though *Aeneid, trans West, Penguin 2003* and *Metamorphoses, trans Innes Penguin 1955* are recommended. Candidates are only expected to read the books listed above, though a knowledge of the plot of the whole of the epic will be useful; credit will be given to relevant examples or evidence from other books (not listed above) included in a candidate's answer, but no question will be set which requires knowledge of these non-specified books.

The recommended means of approaching this study is by consideration of the following aspects:

AENEID

- The plot of the selected books listed above.
- The character of Aeneas and the nature of his heroism.
- The portrayal and characterisation of other characters, including Aeneas' enemies.
- The role of the gods, fate and women, and relationships between fathers and sons.
- The literary context of the Aeneid and its debt to Homer.
- Virgil's narrative technique.
- The political & historical context in which the Aeneid was written, and the regime of Augustus.

METAMORPHOSES

- The plot of the selected books listed above.
- The literary context of the Metamorphoses and its nature as an epic.
- The portrayal of the main characters in the prescribed books.
- The role of the gods, and the relationship between gods and mortals.
- Ovid's narrative technique, including links between stories and the role of transformation.
- Themes such as love, punishment and reward, loyalty and betrayal, the power of art.
- The political & historical context in which the Metamorphoses was written.

Recommended Secondary literature:

- Brown S.A. (2005) Ovid: *Myth and Metamorphoses*, BCP.

- Camps, W.A. (1969) *An Introduction to Virgil's Aeneid*, OUP.

- Fantham E. (2004) *Ovid's Metamorphoses*, OUP USA

- Griffin, J. (2001) *Virgil*, BCP.

- Gransden, K.W. (2nd ed 2003) *Virgil: The Aeneid*, CUP

- Wallace-Hadrill, A. (1998) *Augustan Rome* BCP/Duckworth.

- Williams, R.D. (1998) *Aeneas and the Roman Hero* BCP/Duckworth

Roman Epic

- These two secondary epics are, in different ways, crucially important texts; they will give students a deeper understanding of the Augustan age in which they were written, they have had a huge impact on a large amount European literature since, and they are brilliant literary works in themselves.

- This topic is intended to give students an introduction to these works, an understanding of their scope and meaning and the ability to draw their own conclusions about the significance of these texts. Candidates should be able to discuss narrative technique, character and theme as well as the historical, cultural and literary context in which these epics were written.

Learning outcomes for Topic 3:

After studying their prescribed topics students will be expected to:

- understand the views and perspectives of a variety of people in different contexts and cultures.

- have a sufficient body of knowledge and understanding relating to the prescribed topic

- have critically engaged with a range of sources of knowledge, related to the prescribed topic in order to comprehend, analyse and evaluate them as evidence related to ancient Rome

- analyse different contexts and show awareness of the relation between cause and effect, and between individual and society

- show an awareness of a number of different approaches to and interpretations of the historical context covering the prescribed topic

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TOPIC 4:   Roman Religion

A partial study of extant sources, selected by the teacher.

The focus of study for this topic is primarily social. The emphasis is on using a variety of sources as historical evidence to help candidates develop in-depth knowledge and broad understanding about religious beliefs, traditions and practices in the Roman world. By evaluating and investigating, candidates will develop the ability to think independently, reason critically and to make informed judgements on the reliability of sources.

The following are the specified areas for study:

An evidence-based study of religious beliefs and practices in Rome in the **first century BC** and the **first century AD**.

The two main aspects to be studied are:

- public and private religious ideas and practices

- the interaction of religion, personal morality and identity.

The recommended means of approaching this study is by consideration of the following aspects:

- contact with the gods

- state religion

- domestic religion

- cults and mystery religions

- the afterlife.

There are a number of sourcebooks which have collated appropriate epigraphic, archaeological, and literary evidence. It is advised that teachers choose selectively from these:

- Beard, M., North, J. and Price, S. (1998) *Religions of Rome Volume 2: a sourcebook*, Cambridge University Press.

- Kraemer, R.S. (2004) *Women's religions in the Graeco-Roman world: a sourcebook*, Oxford University Press.

- Warrior, V.M. (2001) *Roman religion: a sourcebook*, Focus Publishing.

Recommended Secondary literature:

- Dowden, K. (1992) *Religion and the Romans*, Bristol Classical Press.

- Ogilvie, R.M. (2000) *The Romans and their gods*, Pimlico.

- Scheid, J. (2003) *An introduction to Roman Religion*, Indiana University Press.

- Turcan, R. (2000) *The gods of Ancient Rome: Religion in everyday life from Archaic to Imperial times,* Edinburgh University Press.

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Roman Religion

The religious beliefs and practices of the Romans have long intrigued students and scholars of the Classical world. The extent to which they had any real faith in their deities, or simply were careful to be seen 'doing the right things at the right time' to maintain a relationship resembling an 'insurance policy', is the subject of ongoing debate. With a great deal of extant historical material describing religious practices and festivals, it is possible to build a vibrant and dynamic picture of the important role religion played in the daily lives of the Romans, across the Empire.

This course examines what religion meant to the Romans and includes study of how they contacted their gods, through priests and oracles. Religion in the home and religion in the countryside are examined including an analysis of the role of women in Roman religion. State religion played a vital role in the functioning of the Roman Republic and Empire; a selection of its festivals and practices are chosen for study and comparison with modern world religions. As the Empire expanded, the Romans encountered tribes with alternative religious beliefs and practices; the acculturation of religion and the treatment of mystery religions and cults form an important part of Roman religious transformation and change. Beliefs in the afterlife varied in Ancient Rome, as they do now, and the consideration of competing beliefs allows for the analysis of philosophical texts as well as ongoing discussion about the nature of the human condition.

Learning outcomes for Topic 4:

- After studying the prescribed subjects students are expected to:
- understand the views and perspectives of a variety of people in different contexts and cultures.
- have sufficient knowledge and understanding of all aspects of the prescribed topic in the areas suggested for study
- have critically engaged with a range of sources of knowledge, related to the prescribed topic in order to comprehend, analyse and evaluate them as evidence related to ancient Rome
- have critically engaged with a range of sources of knowledge relating to the prescribed topic for synthesis into an extended response
- have some knowledge and understanding of the background/context of the prescribed topic where appropriate, develop an understanding of different critical viewpoints and deploy them in their own arguments
- show proficiency in practice document exercises, testing the range of skills outlined in the skills section of the guide.

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Part B

TOPIC 5:   Alexander the Great

A partial study of extant sources, selected by the teacher.

The focus of study for this topic is primarily historical. The emphasis is on using a variety of sources as historical documents in order to understand social and political aspects of the topic by exploring the areas suggested for study, and through the students' own knowledge.

The following are the specified areas for study of the texts:

- Alexander's youth and upbringing 356-336 BCE.

- Alexander's strategies for assuming and consolidating power from 336-323 BCE.

- A 'Global Community' or 'Disaffection, conspiracy and mutiny?'; the incorporation of various cultures into the Greek world that led to significant changes in Greek culture and politics and the policies and practice of administrating different parts of his empire.

- Alexander's military campaigns in Europe (Chaeronea, Theban Revolt, the Northern campaigns), Persian Empire (Granicus, Issus, Gaugamela) and Asia (the war with Porus).

- Challenges of reconstructing the time of Alexander through the available evidence.

It is recommended that extant sources include:

- Arrian (Selincourt A.D., trans.) *The Campaigns of Alexander* (London: Penguin,1971)

- Diodorus Siculus (Bradford Welles, C., trans.) *Library of History Volume VIII, Books XVI.66 – XVII* (Loeb Classical Library No. 422, Harvard University Press: Cambridge, Massachusetts, 2003)

- Plutarch (Scott-Kilvert, I., trans.) *The Age of Alexander* (Penguin Books: London, 1973)

- Quintus Curtius Rufus (J. Yardley, trans. with notes by W. Heckel) *The History of Alexander* (London: Penguin, 1984)

Recommended Secondary literature:

Useful collections of primary material, including epigraphic, archaeological, and literary evidence, can be found in:

- Heckel, W and Yardley, J.C., *Historical Sources in Translation: Alexander the Great* (Blackwell Publishing Ltd: Oxford, 2004)

- Romm, J (Mensch, P., trans.) *Alexander the Great: Selections from Arrian, Diodorus, Plutarch, and Quintus Curtius* (Hackett: Indianapolis/Cambridge, 2005)

The Age of Alexander

No one in history has captured the imagination quite like Alexander the Great (356-323 BC). Before his thirty-third birthday, he had become in turn king of Macedonia; hegemon of the Greek world; commander-in-chief of a Pan-Hellenic campaign sworn to destroy the Persian

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empire; pharaoh of Egypt and thus by tradition a god-king; founder and namesake of a new city, Alexandria; king of kings of the Persian empire; overlord of Indian potentates; and ultimately a god to be worshipped by the Greeks.

A brilliant general, charismatic but reckless to a fault, he remains an enigma to scholars then and now. Alexander the Great has many faces, and the ancient sources only add to the confusion. One thing is certain: the world after Alexander was radically different from that of his father, Philip II, and has earned the right to its own name, Hellenistic. This world stretched from the Balkans to India and carried Hellenic culture in the wake of the Macedonian armies. Alexandria of Egypt becomes the greatest metropolis of the era, attracting the finest poets, artists, astronomers, mathematicians and others to its fabulous library.

Alexander's incredible career marks the division between two historical periods; it is both end and beginning. By a close reading of the extant sources and the integration of the rich archaeological, artistic, and architectural evidence, this topic will trace the career of Alexander and highlight the critical issues of his times.

Learning outcomes for Topic 5:

After studying their prescribed topics students will be expected to:

- understand the views and perspectives of a variety of people in different contexts and cultures

- have a sufficient body of knowledge and understanding relating to the prescribed topic

- have critically engaged with a range of sources of knowledge, related to the prescribed topic in order to comprehend, analyse and evaluate them as evidence related to Classical Greece and Rome

- analyse different contexts and show awareness of the relation between cause and effect, and between individual and society

- show an awareness of a number of different approaches to and interpretations of the historical context covering the prescribed topic (

- show proficiency in practice document exercises, testing the range of skills outlined in the skills section of the guide.

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TOPIC 6:   Athenian Vase Painting

A chronological study of a range of extant Greek vases created by painters named in the specification below, examined by stimulus based questions.

The focus of study for this topic is primarily thematic. The emphasis is on using a range of extant Greek vases in order to understand social and cultural aspects of the topic by exploring the areas suggested for study, and through the students' own knowledge.

The following are the specified areas for study:

The beginnings:

- The beginnings of Greek art: the geometric style.

- Narration on Attic vases.

- The beginning of black-figure technique: vase painting in Corinth.

Attic black-figure vase painting:

- How Greek vases were used.

- Attic black-figure vase painting at the beginning of the 6th century BC.

- Vase painting with figures on a large scale.

- Design and decoration of a *tondo.*

Early red-figure vase painting

- The invention of red-figure: bilingual vases.

- Further developments in red-figure and black-figure.

- Panathenaic amphorae.

- Innovations in the rendering of anatomy and foreshortening.

- Red-figure vase painting in the early 5th century BC.

- The use of old themes to embody new ideas.

Early Classical painting and vase painting

- The depiction of space.

- Vase painting in the early classical period; the white-ground technique.

The High Classical period

- Art in the last quarter of the 5th century BC.

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The Attic vases chosen for examination will be taken from the works of:

All examples are from Woodford unless otherwise stated.

- The Achilles Painter
- The Amasis Painter
- The Andokides Painter
- The Berlin Painter
- The Brygos Painter
- Epiktetos
- The Eretria Painter
- The Euphiletos Painter
- Euphronios
- Euthymides
- Exekias
- The Kleophon Painter
- The Kleophrades Painter
- Lykaon Painter
- The Lysippides Painter
- The Meidias Painter
- The Niobid Painter
- The Orpheus Painter
- The Pan Painter
- Phintias
- The Phrynos Painter
- The Painter of Tarquinia
- The Phiale Painter
- The Pistoxenos Painter
- Sophilos

Recommended core text:

- Woodford, S. *An Introduction to Greek Art* (Duckworth: London, 2001)

Recommended Secondary literature:

- Boardman, J. *The History of Greek Vases* (Thames & Hudson Ltd: London, 2001)
- Boardman, J. *Athenian Red Figure Vases: The Classical Period* (Thames & Hudson: London, 1989)
- Boardman, J. *Athenian Red Figure Vases: The Archaic Period* (Thames & Hudson: London, 1975)
- Boardman, J. *Athenian Black Figure Vases* (Thames & Hudson: London, 1974)
- Clark, A.J. *Understanding Greek Vases: A guide to terms, styles, and techniques* (J. Paul Getty Museum)
- Rasmussen, T. and Spivey, N. *Looking at Greek Vases* (Cambridge University Press: Cambridge, 2005)
- Sparkes, B.A. *The Red and the Black: Studies in Greek Pottery* (Routledge: London, 1996)
- Sparkes, B.A. *Greek Pottery: An Introduction* (Manchester University Press: Manchester, 1991)

Attic vase painting

As a consequence of its relative durability, pottery comprises a large part of the archaeological record of Ancient Greece, and since there is so much of it (some 100,000 vases are recorded in the *Corpus vasorum antiquorum*), it has exerted a disproportionately large influence on our understanding of Greek society.

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Little survives, for example, of ancient Greek painting except what is found on the earthenware in everyday use, so we must trace the development of Greek art through its vestiges on a derivative art form. Nevertheless the shards of pots discarded or buried in the 1st millennium BC are still the best guide we have to the customary life and mind of the ancient Greeks.

In order to come to an appropriate understanding students will examine the purposes and functions of major vase shapes; the development of the black-figure, red-figure and white-ground techniques; the contribution of the above prescribed painters to developments in composition, style and visual effect; mythological and other subject-matter and its visual interpretation; and what the works studied imply about Greek religious and cultural priorities and assumptions.

Learning outcomes for Topic 6:

After studying the prescribed subjects students are expected to:

- understand the views and perspectives of a variety of people in different contexts and cultures.

- have sufficient knowledge and understanding of all aspects of the prescribed topic in the areas suggested for study

- have critically engaged with a range of sources of knowledge, related to the prescribed topic in order to comprehend, analyse and evaluate them as evidence related to Classical Greece

- have critically engaged with a range of sources of knowledge relating to the prescribed topic for synthesis into an extended response

- have some knowledge and understanding of the background/context of the prescribed topic where appropriate, develop an understanding of different critical viewpoints and deploy them in their own arguments

- show proficiency in practice document exercises, testing the range of skills outlined in the skills section of the guide.

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A study of the architecture of the Romans in their religious, political, aesthetic, cultural and social context, examined by stimulus based questions.

The topic requires study of:

- Architecture.
- Society and values.

In order to give the Topic a clear focus, we will be studying the towns of Pompeii (and Herculaneum for houses), Rome and Ostia.

Candidates will be required to demonstrate knowledge and understanding, and the ability to make a reasoned evaluation of the following:

- the layout, construction, decoration and function of the following building types and buildings.
  - **forum and basilica:** Pompeii (including the buildings that surround it); Ostia; Rome, Forum of Augustus; Rome, Forum of Trajan (including its associated structures and Trajan's Markets).
  - **temples:** Pompeii, Capitolium, Temple of Apollo; Ostia, Capitolium; Rome, Temples of Mars the Avenger, Pantheon, Vesta (in Forum Romanum).
  - **baths and water supply:** Pompeii, Stabian Baths; Ostia, Forum Baths; Rome, Baths of Caracalla; water supply to these baths and to the cities of Pompeii and Rome.
  - **theatres and amphitheatres:** Pompeii, Large Theatre (including Gladiatorial Barracks), Small/Covered Theatre, Amphitheatre; Rome, Theatre of Marcellus, Colosseum.
  - **housing: domus:** Pompeii, House of the Faun, House of Loreius Tiburtinus/Octavius Quartio, House of the Menander, House of Sallust, House of the Tragic Poet, House of the Vettii; Herculaneum, House of the Mosaic Atrium, House of the Stags; insulae: Ostia, House of Amor and Psyche, Cassette-tipo, Garden Houses, House of Diana, and Horrea Epagathiana.
- the use of stone, brick and concrete (including *opus incertum*, *opus reticulatum*, *opus testaceum*).
- the use of the post and lintel method of construction and of arches, vaults and domes.
- the religious, political, social, cultural and aesthetic importance of the buildings within the historical context.

Detailed knowledge of particular wall-paintings, mosaics and statues will **not** be required.

Recommended Secondary literature

Useful collections of primary material, including epigraphic, archaeological, and literary evidence, can be found in:

- Thorpe, M. (1998) *Roman Architecture* (BCP/Duckworth).
- Wallace-Hadrill, A. (1996) *Houses and Society in Pompeii and Herculaneum* (Princeton University Press)
- Claridge, A., Toms, J., & Cubberley, T. (1998) *Rome* (Oxford Archaeological Guides) Oxford Paperbacks.
- Wilson- Jones, M. (2003) *Principles of Roman Architecture* (Yale University Press).

- Berry, J. (2013) *The Complete Pompeii* (Thames and Hudson Ltd).

It is suggested that teachers use other books on specific buildings (*i.e.* Colosseum, Pantheon) for further reading.

Roman Architecture

One of the most easily recognisable aspects of the Roman civilization is the architecture. From the Colosseum to the temples seen throughout Italy and the former empire, as well as the towns of Pompeii and Herculaneum which have been preserved like a time-capsule – a permanent monument of life in a Roman town.

This Topic does more than just look at the structures of the Roman empire and some of their most important and easily recognisable buildings, it also examines what the buildings were for and how they contributed to the religious, political, aesthetic, cultural and social context. This Topic takes a broad cross-section of different buildings, from domestic and public life to give the students as detailed an understanding of Roman architecture as possible within the constraints of the course as a whole.

Learning outcomes for Topic 7:

After studying the prescribed subjects students are expected to:

- understand the views and perspectives of a variety of people in different contexts and cultures.

- have sufficient knowledge and understanding of all aspects of the prescribed topic in the areas suggested for study

- have critically engaged with a range of sources of knowledge, related to the prescribed topic in order to comprehend, analyse and evaluate them as evidence related to ancient Rome

- have critically engaged with a range of sources of knowledge relating to the prescribed topic for synthesis into an extended response

- have some knowledge and understanding of the background/context of the prescribed topic where appropriate, develop an understanding of different critical viewpoints and deploy them in their own arguments

- show proficiency in practice document exercises, testing the range of skills outlined in the skills section of the guide.

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TOPIC 8: Augustan Rome

The focus of study for this topic is primarily historical. The emphasis is on using a variety of ancient sources as historical documents alongside selected secondary sources in order to understand social and political aspects of the topic. This should be achieved by exploring the areas suggested for study and through the students' own knowledge.

The following are the specified areas for study:

- Augustus' strategies for assuming and consolidating power from 44-12 BCE

- His reforms and their effects on politics and society

- His policies and practice of administration of different parts of empire

- Challenges of reconstructing the time of Augustus through the available evidence.

Ancient sources include:

- Augustus, Res Gestae

- Suetonius, The Twelve Caesars

- Cassius Dio, History of Rome

- Tacitus. The Annals

- Plutarch, Lives

- Appian, Appian's Roman History

- Valleius Paterculus, Compendium of Roman History

- Strabo, Geography

Recommended Secondary literature:

- Lactor 17, Age of Augustus

- R.K. Sherk, The Roman Empire: Augustus to Hadrian, CUP 1994, pp2-52

- Studies in Ancient Rome, edited by Dianne Hennessy, Nelson 1990, pp102-147

- P. Bradley, Ancient Rome using Evidence, Arnold, pp394-485

- W. Eck, The Age of Augustus, Blackwell, 2003

- A.H.M. Jones, Augustus, W. W. Norton and Company 1971

- K. Galinsky, Augustan Culture: An Interpretive Introduction, Princeton University Press 1996

- P. Jones and K. Sidwell, The World of Rome: an introduction to Roman culture, CUP 1997

- A. Lintott, Imperium Romanum: politics and administration, Routledge 1993

- A. Wallace-Hadrill, Augustan Rome, Duckworth 2002

- P. Zanker, The Power of Images in the Age of Augustus, University of Michegan press 1989

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The Augustan Era

The rise and rule of Augustus came at Rome's extraordinary transition from a republic to a monarchy and began a long line of emperors.

This is usually understood as a remarkable achievement in that the transition marked the end of a bloody civil war and the beginning of a long and prosperous peace. But his rule is not without controversy, from his alleged use of political violence and propaganda in his early career to some of his methods of administrative, social and military control throughout his long rule.

This topic is intended to give students an understanding of the political, social and cultural climate of the era, the roles played by the key historical figures of the time and the challenges faced and strategies used by Augustus throughout his political life. Students should be able to draw their own conclusions about Augustus the politician and his impact on Rome and its empire. Candidates should also be able to evaluate the reliability of the primary evidence which can be used to reconstruct the Augustan era.

Learning outcomes for Topic 8:

After studying the prescribed subjects students are expected to:

- understand the views and perspectives of a variety of people in different contexts and cultures.

- have sufficient knowledge and understanding of all aspects of the prescribed topic in the areas suggested for study

- have critically engaged with a range of sources of knowledge, related to the prescribed topic in order to comprehend, analyse and evaluate them as evidence related to Augustan Rome

- have critically engaged with a range of sources of knowledge relating to the prescribed topic for synthesis into an extended response

- have some knowledge and understanding of the background/context of the prescribed topic where appropriate, develop an understanding of different critical viewpoints and deploy them in their own arguments

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Assessment in the Diploma Programme

General

Assessment is an integral part of teaching and learning. The most important aims of assessment in the Diploma Programme (DP) are that it should support curricular goals and encourage appropriate student learning. Both external and internal assessments are used in the DP. IB examiners mark work produced for external assessment, while work produced for internal assessment is marked by teachers and externally moderated by the IB.

There are two types of assessment identified by the IB.

- Formative assessment informs both teaching and learning. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place, and the nature of students' strengths and weaknesses, in order to help develop students' understanding and capabilities. Formative assessment can also help to improve teaching quality, as it can provide information to monitor progress towards meeting the course aims and objectives.
- Summative assessment gives an overview of previous learning and is concerned with measuring student achievement.

The DP primarily focuses on summative assessment designed to record student achievement at, or towards the end of, the course of study. However, many of the assessment instruments can also be used formatively during the course of teaching and learning, and teachers are encouraged to do this. A comprehensive assessment plan is viewed as being integral with teaching, learning and course organization. For further information, see the IB *Programme standards and practices* document.

The approach to assessment used by the IB is criterion-related, not norm-referenced. This approach to assessment judges students' work by their performance in relation to identified levels of attainment, and not in relation to the work of other students. For further information on assessment within the DP, please refer to the publication *Diploma Programme assessment: Principles and practice*.

Additional resources such as specimen papers and markschemes, past examination papers and their markschemes grade descriptors and, eventually, sample marked student work for this revised course, can be obtained on application to IB Answers.

Methods of assessment

Assessment criteria

Assessment criteria are used when the assessment task is open-ended. Each criterion concentrates on a particular skill that students are expected to demonstrate. An assessment objective describes what students should be able to do, and assessment criteria describe how well they should be able to do it. Using assessment criteria allows discrimination between different answers and encourages a variety of responses. Each criterion comprises a set of hierarchically ordered level descriptors. Each level descriptor is worth one or more marks. Each criterion is applied independently using a best-fit model. The maximum marks for each criterion may differ according to the criterion's importance. The marks awarded for each criterion are added together to give the total mark for the piece of work.

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Markbands

Markbands are a comprehensive statement of expected performance against which responses are judged. They represent a single holistic criterion divided into level descriptors. Each level descriptor corresponds to a range of marks to differentiate student performance. A best-fit approach is used to ascertain which particular mark to use from the possible range for each level descriptor.

Markschemes

Markschemes are prepared for those examination questions that expect a particular kind of response and/or a given final answer from students. They give detailed instructions to examiners on how to break down the total mark for each question for different parts of the response.

Marking notes

Marking notes are provided for some assessment components marked using assessment criteria. Marking notes give guidance on how to apply assessment criteria to the particular requirements of a question.

Inclusive assessment arrangements

Inclusive assessment arrangements are available for candidates with assessment access requirements. These arrangements enable candidates with diverse needs to access the examinations and demonstrate their knowledge and understanding of the constructs being assessed.

The IB document Candidates with assessment access requirements provides details on all the inclusive assessment arrangements available to candidates with learning support requirements. The IB document Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes outlines the position of the IB with regard to candidates with diverse learning needs in the IB programmes. For candidates affected by adverse circumstances, the IB documents General regulations: Diploma Programme and the Handbook of procedures for the Diploma Programme provide details on access consideration.

The school is required to ensure that equal access arrangements and reasonable adjustments are provided to candidates with learning support requirements that are in line with the IB documents Candidates with assessment access requirements and Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes.

Acknowledging the ideas or work of another person

Coordinators and teachers are reminded that candidates must acknowledge all sources used in work submitted for assessment. The following is intended as a clarification of this requirement.

DP candidates submit work for assessment in a variety of media that may include audio-visual material, text, graphs, images and/or data published in print or electronic sources. If a candidate uses the work or ideas of another person, the candidate must acknowledge the source using a standard style of referencing in a consistent manner. A candidate's failure to acknowledge a source will be investigated by the IB as a potential breach of regulations that may result in a penalty imposed by the IB final award committee.

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The IB does not prescribe which style(s) of referencing or in-text citation should be used by candidates; this is left to the discretion of appropriate faculty/staff in the candidate's school. The wide range of subjects, three response languages and the diversity of referencing styles make it impractical and restrictive to insist on particular styles. In practice, certain styles may prove most commonly used, but schools are free to choose a style that is appropriate for the subject concerned and the language in which candidates' work is written. Regardless of the reference style adopted by the school for a given subject, it is expected that the minimum information given includes: name of author, date of publication, title of source and page numbers, as applicable.

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Assessment outline—SL

<table>
<tr><td colspan="2" align="center">First assessment 2017</td></tr>
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Assessment component	Weighting
External assessment (3 hours)	*80%*
Paper 1 (1 hour 30 minutes)	*40%*
Extended response (essay) paper based on part A (topics 1-4).	
Topic 1 **Greek Epic**	
Topic 2 **Greek Tragedy**	
Topic 3 **Roman Epic**	
Topic 4 **Roman Religion**	
Students answer two questions, each from a different topic. Students choose from two questions per topic except for topic 1 (Greek Epic) and topic 3 (Roman Epic) which each offer a total of four questions in total, two questions on each epic. Each question is worth a total of 20 marks.	
(40 marks)	
Paper 2 (1 hour 30 minutes)	*40%*
Stimulus-based paper based on part B (topics 5-8)	
Topic 5 **Alexander the Great**;	
Topic 6 **Athenian Vase Painting**;	
Topic 7 **Roman Architecture**;	
Topic 8 **Augustan Rome**.	
Students answer **two** questions, each from a different topic.	
Each question is sub-divided into five short-answer/structured parts. Each question is worth a total of 20 marks.	
(40 marks)	
Internal assessment (20 hours)	*20%*
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Individual Assignment	
Students compile a research dossier on an aspect of classical literature or civilization, annotated with no more than 1500 words.	
(20 marks)	

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External assessment

Two different methods are used to assess work produced by students.

- Markbands

- Detailed markschemes specific to each examination paper

For paper 1, there are markbands and a markscheme. The markbands for paper 1 are published in this guide.

For paper 2, there is a markscheme.

The markbands are related to the assessment objectives established for the Classical Greek and Roman studies course and the individuals and societies grade descriptors. The markschemes are specific to each examination.

External assessment details—SL

Paper 1

Duration: 1 hour 30 minutes

Weighting: 40%

Paper 1 is an extended-response paper based on the topics in part A of the syllabus: Topic 1 **Greek Epic**; Topic 2 **Greek Tragedy**; Topic 3 **Roman Epic**; Topic 4 **Roman Religion**.

The paper is divided into the four topic areas and each section comprises two questions on each of the topics. In the case of Greek Epic and Roman Epic there are four questions, two for each epic. Students are expected to answer **two** questions, one from each of the two topics studied.

The maximum mark for each question is **20**. The maximum mark for this paper is **40**.

Paper 1 is assessed by means of generic markbands in conjunction with a paper-specific markscheme.

Markbands are applied using a "best-fit" model. When assessing a candidate's work, the descriptors for each markband should be read until a descriptor is reached that most appropriately describes the level of the work being assessed. If a piece of work seems to fall between two descriptors, both descriptors should be read again and the one that more appropriately describes the candidate's work chosen. Where there are several marks available within a markband, the upper marks should be awarded if the candidate's work demonstrates most or all of the qualities described. The lower marks should be awarded if the candidate's work demonstrates few of the qualities described. A response that meets most of the requirements of a particular markband, but not necessarily all, can still be awarded marks in that markband.

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Paper 1 markbands

Marks	Level descriptor
1-4	The response is poorly structured or, where there is a recognizable essay structure, there is minimal focus on the task
	The response demonstrates very limited knowledge and understanding of the ancient Greek and/or Roman world
	The response demonstrates little or no understanding of context or, where relevant, of features of genre
	The response contains little or no critical analysis. It consists mostly of generalizations and poorly substantiated assertions.
5-8	The response lacks clarity and coherence, with frequent structural issues significantly impeding understanding
	The response demonstrates limited knowledge and understanding of the ancient Greek and/or Roman world
	The response demonstrates a superficial understanding of context and, where relevant, of features of genre
	There is some limited analysis but the response is primarily descriptive in nature.
9-12	The response is satisfactorily structured. There may be minor structural issues, but these do not significantly impede understanding
	The response demonstrates some knowledge and understanding of the ancient Greek and/or Roman world, although this may lack accuracy and precision
	The response demonstrates some understanding of context and, where relevant, of features of genre
	The response moves beyond description to include some analysis, but this is not sustained.
13-16	The response is generally well structured and organised, although there may be some minor repetition or lack of clarity in places
	The response demonstrates good knowledge and understanding of the ancient Greek and/or Roman world through the selection and use of appropriate evidence
	The response demonstrates good understanding of context and, where relevant, features of genre.
	The response contains critical analysis. Arguments are mainly clear and coherent.
17-20	The response is clearly structured and organised and indicates a high level of awareness of the demands of the question
	The response demonstrates in-depth knowledge and understanding of the ancient Greek and/ or Roman world through the effective selection and use of appropriate evidence
	The response demonstrates clear understanding of context and, where relevant, features of genre. Where appropriate the candidate may draw on wider historical or cultural views from an international perspective
	The response contains well-developed critical analysis. Arguments are clear, coherent, relevant and well substantiated.

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Paper 2

Duration: 1 hour 30 minutes

Weighting: 40%

Paper 2 is a short-answer paper based on documentary sources relating to part B of the syllabus: Topic 5 **Alexander the Great**; Topic 6 **Athenian Vase Painting**; Topic 7 **Roman Architecture**; Topic 8 **Augustan Rome**.

There are **two** sets of stimulus response questions per topic. Each question is sub-divided into five short-answer parts. The questions are based on textual sources, or plates for the pictorial images, one source or plate for each question

	Marks per question	Assessment objective addressed	Examples of command terms
Parts A and B	2 marks per question–4 marks in total	Assessment objective 1: knowledge and understanding	Identify; State; Describe; Outline
Parts C and D	4 marks per question–8 marks in total	Assessment objective 2: application and analysis	Explain; Suggest
Part E	8 marks	Assessment objective 3: synthesis and evaluation	Evaluate; Examine; Discuss; To what extent

Some questions are to be answered using only evidence from the source or plate as indicated; in other questions candidates are expected to use their own knowledge as well as evidence relating to the source or plate. Students' own knowledge can demonstrate a holistic awareness of a topic by meaningfully relating the different parts that have been studied. "Own knowledge" may also demonstrate contextual knowledge that helps locate the topic historically in various traditions of interpretation; it may be drawn from the historical context of the genre's production and reception; from the archaeological record; from knowledge from a secondary source, or from the student's own personal or cultural response.

Paper 2 is assessed by means of a paper-specific markscheme.

The maximum mark for each question is 20 (divided between the five sub-sections of each question). The maximum mark for Paper 2 is **40**.

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Internal assessment

Purpose of internal assessment

Internal assessment is an integral part of the course and is compulsory for students. It enables students to demonstrate the application of skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations. The internal assessment should, as far as possible, be woven into normal classroom teaching and not be a separate activity conducted after a course has been taught.

All students complete an individual assignment based on a Classical Greek and Roman studies topic of their choice. The internal assessment allows flexibility for students to select a topic of personal interest. The topic need not be directly related to the syllabus content and students should be encouraged to use their own initiative when deciding on a topic. The free choice of topic means that the individual assignment provides a particularly good opportunity for students to engage with topics that are of personal interest.

Please note: Each individual student must complete an individual assignment—group work may not be undertaken.

Time allocation

Internal assessment contributes 20% to the final assessment of the Classical Greek and Roman studies course This weighting should be reflected in the time that is allocated to teaching the skills and understanding required to undertake the work, as well as the total time allocated to carry out the work.

It is recommended that a total of approximately 20 hours of teaching time should be allocated to the work. This should include:

- time for the teacher to explain to students the requirements of the internal assessment

- class time for students to work on the internal assessment component and ask questions

- time for consultation between the teacher and each student

- time to review and monitor progress, and to check authenticity.

Guidance and authenticity

The individual assignment submitted for internal assessment must be the student's own work. However, it is not the intention that students should decide upon a title or topic and be left to work on the internal assessment component without any further support from the teacher. The teacher should play an important role during both the planning stage and the period when the student is working on the internally assessed work. It is the responsibility of the teacher to ensure that students are familiar with:

- the requirements of the type of work to be internally assessed

- the assessment criteria; students must understand that the work submitted for assessment must address these criteria effectively.

Teachers and students must discuss the internally assessed work. Students should be encouraged to initiate discussions with the teacher to obtain advice and information, and

students must not be penalized for seeking guidance. As part of the learning process, teachers should read and give advice to students on one draft of the work. The teacher should provide oral or written advice on how the work could be improved, but should not edit the draft. The next version handed to the teacher must be the final version for submission.

It is the responsibility of teachers to ensure that all students understand the basic meaning and significance of concepts that relate to academic honesty, especially authenticity and intellectual property. Teachers must ensure that all student work for assessment is prepared according to the requirements and must explain clearly to students that the internally assessed work must be entirely their own. All work submitted to the IB for moderation or assessment must be authenticated by a teacher, and must not include any known instances of suspected or confirmed academic misconduct. Each student must confirm that the work is his or her authentic work and constitutes the final version of that work. Once a student has officially submitted the final version of the work it cannot be retracted. The requirement to confirm the authenticity of work applies to the work of all students, not just the sample work that will be submitted to the IB for the purpose of moderation. For further details, refer to the IB publication *Academic honesty in the IB educational context, The Diploma Programme: From principles into practice* and the relevant articles in *General regulations: Diploma Programme*.

Authenticity may be checked by discussion with the student on the content of the work, and scrutiny of one or more of the following.

- The student's initial proposal
- The first draft of the written work
- The references cited
- The style of writing compared with work known to be that of the student
- The analysis of the work by a web-based plagiarism-detection service

Please note: the same piece of work cannot be submitted to meet the requirements of both the internal assessment and an extended essay. There is no extended essay available for Classical Greek and Roman Studies, so this would refer to an extended essay in a related subject, in particular, Classical Languages.

Teachers are also reminded that students who are studying Classical Greek and Roman studies and a Group 2 classical language are not permitted to choose for their internal assessment a topic that is the same or similar, and that would thus allow for the replicating of sources and annotations: where students are taking both Classical Greek and Roman studies and a classical language, it is suggested that students undertake their internal assessments on contrasting civilizations (i.e. Roman for Latin and Greek for Classical Greek and Roman studies, or vice versa if Greek is the classical language); or on distinct time periods.

Group work

Group activities, e.g. fieldtrips, may be undertaken by students. However, each student must individually write up his or her own individual assignment. The presentation, analysis and annotation of data must always be undertaken on an individual basis. If two or more students choose the same aspect for the research dossier, they are required to work independently of each other.

Internal assessment details

Individual Assignment

Duration: 20 hours
Weighting: 20%

Requirements and recommendations

The Classical Greek and Roman studies individual assignment is designed to offer students an opportunity to examine in some depth an aspect of classical literature or civilization that is of particular interest to the student. Students are required to put together a research dossier of primary source materials, annotated by themselves, relating to a topic in Roman or Classical Greek history, literature, religion, mythology, art, archaeology or their later influence. This may be, but is not required to be, related to an aspect of the syllabus. A dossier may combine a variety of sources but it must focus on one research question.

The examples below offer a guide only to the wide range of research questions that may be chosen:

- What can inscriptions tell us about political life in Pompeii?

- How were domestic slaves treated in Ancient Rome?

- How did the Roman view of Cleopatra change from 44 BC to 202 AD?

- What can Greek vase paintings tell us about how women were perceived in the fifth century BC?

- How did the ancient Athenians understand the role of religion?

- How important were non-Athenians residing in the city-state of Athens in the second half of the fifth century BC?

The chosen topic should deal with literary, artistic, archaeological, historical, religious, mythological, social or economic aspects of the Roman or Greek world, and may include the influence of the classical world in later times. Students should be encouraged, where appropriate, to make maximum use of locally available resources. However, students may make the most of the archaeological record as it is more readily accessible at a global level. The archaeological record is the sum of evidence of social, political, economic, religious and cultural expression such as architecture, housing, art and artefacts, epigraphic evidence etc. This can be sourced variously through on-site visits, museums, and library resources including the Internet (see Bibliography, page 48).

Sources

The suggested number of sources is **8-10**.

Word count and annotations

The total length of the annotations must be a maximum of **1500** words. If the word limit is exceeded, the teacher's assessment of the work must be based on the first 1500 words. Work that significantly falls beneath the stated range of the word count of the task is likely to receive low marks.

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Primary source material, secondary source material, footnotes and bibliography are **not** included in the word count. Where secondary source material is quoted, the material quoted should be included as a footnote.

It must be made absolutely clear which parts of the dossier are taken directly from primary or secondary source materials and which are the student's own annotations. Failure to do so could be regarded as an academic honesty issue and could result in investigation by the IB.

Structure of the individual assignment dossier

The dossier should consist of:

- a suitable research question, discussed with the teacher

- an introduction that justifies and explains the choice of question or topic

- primary source material interspersed with candidate's annotations that include explanation and justification of the choice of sources

- analysis and evaluation, leading to a clear conclusion

- a bibliography giving details for all the source materials included, both primary and, where appropriate, secondary.

Footnotes (or endnotes) may be used to cite references, or to provide additional explanatory information.

Students should establish clear and realistic limits for the research dossier. Although the dossier is an annotated collection of source materials, not an essay-like response, a clear link should be discernible between each of the sources and the initial research question. Similarly, the analysis and evaluation of the sources should be done in light of the research question, and lead to a clear, relevant conclusion that addresses this.

The primary source materials may include quotations from works of Latin or Classical Greek origin, and/or visual material such as maps, pictures, diagrams and photographs. Extracts from texts should each be no longer than 10 lines of verse or 150 words of prose. Students should not rely on a small number of lengthy quotations.

Secondary source materials such as published historical works and commentaries may be referred to within the annotations. Where secondary source material is quoted from, however, this should be done sparingly, and should be included as footnotes, and not included in the word count. It **must** be made clear that these quoted extracts are not the student's own words: failure to acknowledge this would constitute plagiarism.

Where it is appropriate to include primary source passages or inscriptions as part of the annotations, these should be provided as footnotes or appendices and not included in the word count. Translations may be taken from standard sources.

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Using assessment criteria for internal assessment

A number of assessment criteria have been identified for the internal assessment task. Each assessment criterion has level descriptors describing specific achievement levels, together with an appropriate range of marks. The level descriptors concentrate on positive achievement, although for the lower levels failure to achieve may be included in the description.

Teachers must judge the internally assessed work against the criteria using the level descriptors.

- The aim is to find, for each criterion, the descriptor that conveys most accurately the level attained by the student, using the best-fit model. A best-fit approach means that compensation should be made when a piece of work matches different aspects of a criterion at different levels. The mark awarded should be one that most fairly reflects the balance of achievement against the criterion. It is not necessary for every single aspect of a level descriptor to be met for that mark to be awarded.

- When assessing a student's work, teachers should read the level descriptors for each criterion until they reach a descriptor that most appropriately describes the level of the work being assessed. If a piece of work seems to fall between two descriptors, both descriptors should be read again and the one that more appropriately describes the student's work should be chosen.

- Where there are two or more marks available within a level, teachers should award the upper marks if the student's work demonstrates the qualities described to a great extent; the work may be close to achieving marks in the level above. Teachers should award the lower marks if the student's work demonstrates the qualities described to a lesser extent; the work may be close to achieving marks in the level below.

- Only whole numbers should be recorded; partial marks (fractions and decimals) are not acceptable.

- Teachers should not think in terms of a pass or fail boundary, but should concentrate on identifying the appropriate descriptor for each assessment criterion.

- The highest level descriptors do not imply faultless performance but should be achievable by a student. Teachers should not hesitate to use the extremes if they are appropriate descriptions of the work being assessed.

- A student who attains a high achievement level in relation to one criterion will not necessarily attain high achievement levels in relation to the other criteria. Similarly, a student who attains a low achievement level for one criterion will not necessarily attain low achievement levels for the other criteria. Teachers should not assume that the overall assessment of the students will produce any particular distribution of marks.

- It is recommended that the assessment criteria be made available to students.

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Internal assessment criteria

Individual Assignment

The internal assessment task is assessed against four criteria.

- Criterion A: Presentation (4 marks)
- Criterion B: Knowledge and understanding (4 marks)
- Criterion C: Selection and justification of relevant source material (6 marks)
- Criterion D: Analysis and evaluation (6 marks)

20 marks in total

Criterion A: Presentation (4 marks)

Marks	Level descriptor
1-2	A research question has been stated
	The presentation of the research dossier lacks clarity and coherence. The organization of the chosen source material makes the research dossier difficult to follow
3-4	An appropriate research question has been clearly stated
	The research dossier is clearly and effectively presented, with the chosen source material presented in a well-organized and effective way

Criterion B: Knowledge and understanding (4 marks)

Marks	Level descriptor
1-2	The candidate demonstrates some knowledge and understanding of the topic
	The candidate demonstrates some understanding of the chosen sources
3-4	The candidate demonstrates very good knowledge and understanding of the topic
	The candidate demonstrates a clear understanding of the chosen sources

Criterion C: Selection and justification of relevant source material (6 marks)

Marks	Level descriptor
1-2	The candidate has selected a limited range of sources for inclusion in the research dossier
	The candidate provides little or no justification of the reasons for the inclusion of the chosen sources

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3-4	The candidate has selected a satisfactory range of sources for inclusion in the research dossier
	The candidate provides some justification of the reasons for the inclusion of the chosen sources
5-6	The candidate has selected a wide range of sources for inclusion in the research dossier
	The candidate provides clear justification of the reasons for the inclusion of the chosen sources

Criterion D: Analysis and evaluation (6 marks)

Marks	Level descriptor
1-2	There is little or no evaluation of the relevance and importance of the chosen sources
	The analysis lacks clarity and coherence. There is no conclusion, or the conclusion is not consistent with the argument and evidence presented
3-4	There is some evaluation of the relevance and importance of the chosen sources
	There is some analysis, although this may lack clarity, and this leads to a reasoned conclusion
5-6	There is clear evaluation of the relevance and importance of the chosen sources
	The analysis is clear and coherent, and leads to a reasoned conclusion

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Glossary of command terms

Command terms for Classical Greek and Roman studies

Students should be familiar with the following key terms and phrases used in examination questions, which are to be understood as described below. Although these terms will be used frequently in examination questions, other terms may be used to direct students to present an argument in a specific way.

Command term	Assessment objective level	Definition
Analyse	AO2	Break down in order to bring out the essential elements or structure.
Comment	AO2	Give a judgment based on a given statement or result of a calculation.
Compare	AO3	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
Compare and contrast	AO3	Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Contrast	AO3	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
Define	AO1	Give the precise meaning of a word, phrase, concept or physical quantity.
Demonstrate	AO2	Make clear by reasoning or evidence, illustrating with examples or practical application.
Describe	AO1	Give a detailed account.
Discuss	AO3	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Distinguish	AO2	Make clear the differences between two or more concepts or items.
Evaluate	AO3	Make an appraisal by weighing up the strengths and limitations.
Examine	AO3	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.

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Explain	AO2	Give a detailed account including reasons or causes.
Identify	AO1	Provide an answer from a number of possibilities.
Justify	AO3	Give valid reasons or evidence to support an answer or conclusion.
Outline	AO1	Give a brief account or summary.
Suggest	AO2	Propose a solution, hypothesis or other possible answer.
To what extent	AO3	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.

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Bibliography

The purpose of this bibliography is to provide any IB school intending to take up Classical Greek and Roman studies the means to supply its basic needs for running the course. However, teachers and students have a limited amount of time at their disposal, and it is emphasized that it is not by any means essential to refer to all the texts or resources listed below. It is not an exhaustive list and does not include all the literature available: judicious selection was made in order to better advise and guide teachers. It includes:

- a representative sample of translations of works currently available.
- Internet links
- example(s) of secondary literature relevant to each topic

Translation of Greek and Latin sources

It is recognised that in the nature of the International Baccalaureate students undertaking the Classical Greek and Roman studies course may have different levels of competence in English. The suggestions for translations take this into account where possible. Translations must be directly from the original and not be adaptations.

Information from the Internet

The Internet has become a vast global library particularly suited to Classical Greek and Roman studies purposes, offering ready access to an ever increasing amount of material evidence for ancient Greek and Roman society and culture, as well as informed views of the past under study in contemporary thinking practices. However, some discretion is needed when sifting through this information, and students should be actively steered towards information from authors who have been peer-reviewed or have come out of a particular peer-review culture. The exception to this is where independent selection of evidence on the part of the student may form a criterion for assessment. As with other kinds of source material, information used from the Internet should be acknowledged appropriately. The sites below supply information which is in the public domain.

www.perseus.tufts.edu

www.classicspage.com

Secondary sources

Each topic overview in the guide offers suggested secondary reading as well as prescribed reading for the unit.

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Teaching Practice

Teachers may also be interested in the following, though, as before, it should be stressed that these are not essential reading for the course:

Morwood J (ed.), 2003, *The teaching of Classics*, Cambridge University Press

- suggests much teaching practice which has been part of the IBO educational philosophy for some time, but is useful nevertheless.

Goff B (ed.), 2005, *Classics and Colonialism*, Duckworth

- shows how Classics was appropriated for colonial rule as well as by the colonised to frame ways of resistance.

Manguel A, 2007, *Homer's the Iliad and the Odyssey: a biography*, Douglas & Mcintyre Ltd

- Alberto Manguel, an Argentinian, takes reception studies of Classics to a truly international level with a survey of international perspectives on Homer's works – past and present.

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