

TRANSITION MATERIALS FOR A LEVEL CLASSICAL CIVILISATION



Details of the specification can be found here:

<http://www.ocr.org.uk/Images/315133-specification-accredited-a-level-classical-civilisation-h408.pdf>

The World of the Hero – In this mandatory component, you will study Homer's *Iliad*, along with Virgil's *Aeneid*. Through these epic texts, you will develop a sophisticated understanding of the content, composition, and the religious, cultural, and social values of the societies in which they were created. Both texts will receive equal attention in terms of depth of study and teaching time. Homer's poems are considered foundational to Greek culture and the Western literary canon, offering you an opportunity to explore the enduring legacy of the Homeric world and its attitudes and values. The epic narratives, filled with heroes, gods, and captivating stories, have been studied continuously since their creation and remain popular among learners and teachers. In addition, you will appreciate Virgil's *Aeneid*, a significant landmark in Western literature. Drawing inspiration from Homer and his own cultural and political context, Virgil explores the concept of heroism in the Roman world, creating a work that has endured over time. To gain a comprehensive understanding, you should study the prescribed topics, sources, and the associated knowledge, skills, and understanding, taking a thematic and holistic approach. It is important to consider this component within the broader context of the specification-wide knowledge, skills, and understanding outlined in Section 2b, including the use of relevant secondary scholars and academic sources to support analysis and argumentation. Appendix 5d provides examples of such secondary scholars and academic works, serving as guidance and support for students (please check specification).

Links to support you:

<https://www.sparknotes.com/lit/iliad/>

<https://davidbruceblog.files.wordpress.com/2012/07/hom-iliad-dg-pdf.pdf>

<https://www.gutenberg.org/files/6130/old/6130-pdf.pdf>

<https://davidbruceblog.files.wordpress.com/2013/10/aeneid-disc-guide.pdf>

https://people.duke.edu/~wj25/UC_Web_Site/epic/study_guide4.html

Oxford University short talks by academics:

Introducing *The Iliad*, Part I: [The text](#)

Introducing *The Iliad*, Part II: [Who was Homer?](#)

Introducing *The Iliad*, Part III: [The anger of Achilles](#)

Introducing *The Iliad*, Part IV: [War, violence, and death](#)

Introducing *The Iliad*, Part V: [Translating the poem](#)

MASSOLIT lecture on [Homer's *Iliad* and the Homeric Question](#) by Richard Jenkyns

Lectures by Dr Susanna Braund for the Stanford Continuing Studies Programme on the *Aeneid* are available on iTunes [here](#). They are recordings of real classes, so be prepared for interruptions by students!

- Introduction to Virgil and Ancient Epic Poetry
- Analysis of *Aeneid* Books 1-3
- Analysis of *Aeneid* Books 4-6
- Analysis of *Aeneid* Books 7-9
- Analysis of *Aeneid* Books 10-12 and Conclusion

YouTube

- **Professor Stephen Harrison** (Corpus Christi College, University of Oxford)
- These short talks are clear and incisive. They are a very good source of the sorts of ideas you can quote in essays. Showing that you have consulted the works of academics and can include scholarship will gain you marks in the examination.
- [Introduction to Virgil and the *Aeneid*](#)
Virgil and the *Aeneid*, Virgil and the epic genre
- [Key Themes in the *Aeneid*](#)
Cities

Two other videos:

[Virgil's Violent Imagery](#)

[Violence in the *Aeneid*](#)

Culture and the Arts – In this component of the course, you will delve into the dynamic period of the 6th to 4th centuries BC in ancient Greece, which witnessed significant changes and transformations. The focus of study will be on Greek art during this era. You will acquire in-depth knowledge of selected aspects of Greek art, including its various forms such as freestanding sculpture, architectural sculpture, and vase-painting. Alongside examining the artistic creations themselves, you will also explore the historical and social context in which these works were produced. You will gain insights into the influence of religion, society, values, and historical/political factors on Greek art. By engaging with this subject matter, you will not only develop a keen understanding of Greek art but also recognize its profound impact on subsequent artistic periods. This component aims to enhance your visual and analytical skills, foster your ability to provide critical analyses, and encourage you to articulate well-informed personal responses to the artworks under consideration.

Links to support you:

<https://writingaboutart.org/pages/visualdesc.html>

<https://www.khanacademy.org/humanities/ap-art-history/ancient-mediterranean-ap#greece-etruria-rome>

<https://www.metmuseum.org/-/media/files/learn/for-educators/publications-for-educators/greek.pdf>

<https://smarthistory.org/guide-ancient-greek/>

Click [here](#) for an interesting and detailed analysis of the Siphnian Treasury at Delphi that explores different identifications.

Videos

[General Context](#)

[General on Art](#)

[Athenian Acropolis](#)

Museums and Archaeological Sites

In the UK

[The British Museum](#)

[The cast gallery at the Ashmolean Museum in Oxford](#)

[The cast gallery at the Faculty of Classics at Cambridge](#)

In Greece

The Acropolis at Athens

[An overview of the site](#)

[The museum website](#)

[The museum website gallery](#)

[Virtual tour 1](#)

[Virtual tour 2](#)

The National Museum in Athens

[An overview of the Museum](#)

[The museum website](#)

Other Museums

[Delphi and the Archaeological Museum at Delphi](#)

[Olympia and the Archaeological Museum at Olympia](#)

[Eleusis and the Archaeological Museum at Eleusis](#)

In Italy

[Palazzo Massimo alle Terme](#)

[Vatican Galleries](#)

In Germany

[Glyptothek in Munich](#)

Beliefs and Ideas – In this component, you will delve into the significant role of religion in ancient Greek society. You will explore how religion permeated all levels of society and influenced various aspects of daily life, including household rituals, urban and rural life, and even political decision-making. You will gain an understanding of how religion served as a tool for creating local and Panhellenic identities and fuelling competition between Greek city-states. The practicalities of religious rituals and the layout of famous temple complexes will be studied to provide you with a tangible understanding of the centrality of religion in the lives of ordinary people. Furthermore, you will examine the nature of the gods and their relationship with mortals, drawing from depictions found in works by Homer and Hesiod. The study will also include the exploration of Mystery Cults and the tensions arising from the rise of philosophical thinking. By engaging with this topic, you will develop a comprehensive understanding of the multifaceted role religion played in ancient Greek society and its impact on various aspects of life.

Links to support you:

<https://www.history.org.uk/secondary/module/8658/podcast-series-associated-scheme-of-work-an-int>

<https://www.youtube.com/watch?v=XN44e3jmDSA>

<https://www.youtube.com/watch?v=wBnOs8GmYHk>

<https://www.youtube.com/watch?v=CaVa7ESDlCs>

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The National Museum in Athens

[An overview of the museum](#)

[The museum website](#)

Delphi

[An overview of the site](#)

[Information about the museum](#)

[Virtual tour](#)

Olympia

[An overview of the site](#)

[Information about the museum](#)

[Eleusis and the Archaeological Museum at Eleusis](#)

[The Archaeological Museum of Piraeus](#)

Historical Association Podcasts

[An Introduction to Ancient Greek Religion](#)

Although originally designed for KS2 and KS3, the first four podcasts that introduce Greek religion, discuss oracles, sacrifices and incubation relate directly to the A level course, while the last two provide an excellent opportunity for extension.

The podcast on 'Religion in Society' directly relates to 1.3 of the course (Religion in Society), 'Incubation' will be relevant to chapter 1.2 when studying the healing cult of Asclepius, the 'Oracles' podcasts will be useful for both the study of Dodona (1.2) and Delphi (1.4) and 'Sacrifices' relates to Chapter 1.5, Rituals and Priests. These podcasts will complement the course and provide pupils and teachers with short introductions to the topics, with comparisons to the modern world.

The podcasts were developed by Hugh Bowden (King's College, London), Felix Budelmann (University of Oxford), Esther Eidinow (University of Bristol), Olympia Panagiotidou (University of Thessaloniki), Robert Parker (University of Oxford), and Yulia Ustinova (Ben Gurion University, Israel).

Tasks for you to complete during summertime:

1. Read the Iliad and if you can the Aeneid

<https://www.poetryintranslation.com/PITBR/Greek/Illhome.php#highlightiliad>

<https://www.poetryintranslation.com/PITBR/Latin/Virgilhome.php#highlightaeneid>

2. Listen to the following podcasts on the Iliad and Aeneid:

<https://www.bbc.co.uk/sounds/play/b0bh5x1y>

Melvyn Bragg and guests discuss the great epic poem attributed to Homer, telling the story of an intense episode in the Trojan War. It is framed by the wrath of the Greek hero Achilles, insulted by his leader Agamemnon and withdrawing from the battle that continued to rage, only returning when his close friend Patroclus is killed by the Trojan hero Hector. Achilles turns his anger from Agamemnon to Hector and the fated destruction of Troy comes ever closer.

<https://www.bbc.co.uk/sounds/play/p003k9c1>

Melvyn Bragg and guests discuss 'The Aeneid'. Out of the tragedy and destruction of the Trojan wars came a man heading West, his father on his back and his small son holding his hand. This isn't Odysseus, it's Aeneas and in that vision Virgil gives an image of the very first Romans of the Empire. Virgil's Aeneid was the great epic poem that formed a founding narrative of Rome. It made such an impact on its audience that it soon became a standard text in all schools and wiped away the myths that preceded it. It was written in Augustus' reign at the start of the Imperial era and has been called an apologia for Roman domination; it has also been called the greatest work of literature ever written. How much was Virgil's poem influenced by the extraordinary times in which it was written? How does it transcend the political pressures of Imperial patronage and what are the qualities that make it such a universal work? With Edith Hall, Leverhulme Professor of Greek Cultural History, Durham

University; Philip Hardie, Corpus Christi Professor of Latin at the University of Oxford; Catharine Edwards, Senior Lecturer in Classics and Ancient History, Birkbeck College, University of London.

3. Task 2: Define these key words in a way that you can understand: aidos, arete, aristeia, hiera, iconography, ate, polytheism, penthos, timē, anthropomorphism, dactylic hexameter, geras, epithet, chthonic, aegis, acropolis, oracle, lyre, sanctuary, In medias res, colonnade, cella (naos), Ionic frieze, invocation, kleos, Doric frieze, hieres/hiereia, augur, Moira, Nemesis, blood sacrifice, hecatomb, altar. (these words connect with either the Iliad and Greek Religion)
4. Create a presentation on one of the following themes from each category ready for the first week back.

Suitable software: Prezi, PowerPoint, Word etc.

Include images – artefacts NOT clip art

Take care over contrast between text and background – we need to be able to read it

Choose one from each category:

➤ **Literature**

- ❖ The language of the epics including the use of speeches, formulae, similes and other narrative and descriptive techniques.
- ❖ 'Aeneas was a great role model for the ancient Romans'. Discuss
- ❖ The idea of heroism in ancient Greece and Rome. Compare and contrast.

➤ **Greek Art**

- ❖ 'Ancient Greek vase paintings are an excellent source of knowledge of mythology'. Discuss.
- ❖ The development of the Greek free-standing sculpture.
- ❖ Mythical beasts and monsters in Greek art.

➤ **Greek religion**

- ❖ The sanctuary of Delphi and how the location, layout and features of the Sacred Way added on its impressiveness.
- ❖ To what extent were the Olympian gods and goddesses important to the ancient Greeks?
- ❖ To what extent was Greek religious thought linked with morality? Justify your response.

To assist you in completing the three PowerPoints, I kindly request you to create an account on three specific websites: JSTOR, MASSOLIT and Open Library. These platforms offer a wide range of scholarly articles and video lectures that will be valuable for your research. Additionally, you may also utilize Google Scholar as a resource.

JSTOR: a site where you can come across scholarly articles on ancient literature and culture. Please create an account. According to the site, 'to support researchers during this challenging time in which many are unable to get to physical libraries, we have expanded our free read-online access to 100 articles per month'. <https://www.jstor.org>

MASSOLIT: a site where you can come across video lectures. MASSOLIT works with university academics to produce high-quality, curriculum-linked video lectures for GCSE, A Level and IB students and teachers. Please create a free account. <https://www.massolit.io>

Open Library: <https://openlibrary.org/account/create>