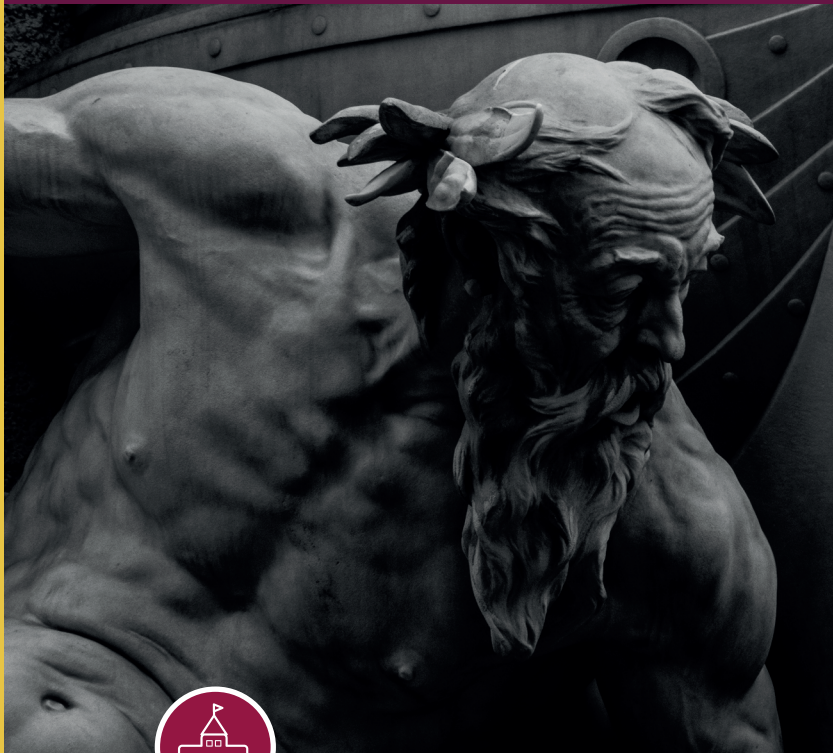


OCR Specification: 2021

Classical Civilisation

A Level **Classical Civilisation** is designed to provide students with a broad, coherent and rewarding study of the literature and culture of the classical world.

It offers students the opportunity to study elements of the literature, visual/material culture and thought of the classical world, and acquire an understanding of their social, historical and cultural contexts.



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This will encourage students to:

- acquire a sophisticated level of knowledge and understanding of the literature and culture of the classical world through studying a diverse range of ancient material and making connections and comparisons between them.
- understand classical literature, thought and material culture in its context; including how issues and values relevant to the society in which they were created are reflected in ancient sources and materials.
- further develop skills of critical analysis and evaluation and apply these to the range of source materials studied in order to gain insight into aspects of the classical world.
- articulate an informed response to the material studied, using a range of appropriate evidence to formulate coherent arguments with substantiated evidence-based judgements.
- acquire a sound basis for further study of the classical world.

There are three components to be taught over the two years of the course.

1. The World of the Hero (40%)

This is a compulsory component where we will study Homer's 'Odyssey' and Virgil's 'Aeneid'. Students will develop an increasingly sophisticated level of knowledge and understanding of the epics themselves, the way in which they were composed, and the religious, cultural and social values and beliefs of its society.

Principal features of our study will be:

- literary techniques and composition
- the heroic world
- characterisation and themes
- the social, cultural and religious context
- and for the Aeneid, its historical and political background

2. Culture and the Arts (30%): Greek Art

Learners will have the opportunity to explore and engage with a range of the visual arts produced by the Greeks in 6th–4th centuries BC, including free-standing sculpture, architectural sculpture and vase-painting, giving students an appreciation of the profound effect Greek art has had on the art of later periods. This component will hone learners' visual and analytical skills, develop their ability to offer critical analyses, and enable them to articulate an informed personal response to the works under consideration.

Principal features of our study will be:

- Function
- Materials
- Technique
- Stylistic features and development
- Composition
- Subject matter

3. Greek Religion (30%)

Religion was an essential part of ancient Greek identity, permeating all strata of society and all aspects of an individual's daily life. Religion could be connected to the household, to life in the city or life in the countryside; moreover, politics and religion were intertwined to the extent that political decisions were sometimes made on the basis of divine oracular intervention. Religion was also an important tool for the creation of local and Panhellenic identities, as well as of competition between the Greek city-states. Studying the practicalities of religious ritual, and the role it played in society, alongside the functions and layout of famous temple complexes, will make this component tangible for students and help develop their sense of the central role religion played in the life of everyday people. They will also explore the nature of the gods and their relationship with mortals. Also included are the very different role of Mystery Cults, and the tensions caused by the rise of philosophical thinking.

Principal features of our study will be:

- The nature of the Olympian gods
- Religion and society
- Places of worship
- Rituals and priests
- Religion and philosophy

In all of these, students will be required to show knowledge and understanding of:

- the development of thought and ideas; how and why they emerged and how this was influenced by their broader cultural context;
- the influence of thought and ideas on the social, political, religious and cultural context of the classical world;
- ways in which these ideas and concepts can be interpreted, both in an ancient and modern context.

And be able to:

- respond critically to the ideas and concepts studied, considering how they reflect the social, historical, political, religious and cultural context;
- apply their knowledge of cultural contexts to support, substantiate and inform their