INTERNATIONAL BACCALAUREATE ORGANIZATION

Diploma Programme

Guide for

Classical Greek and Roman Studies

Authorized for examinations
from 2010 onwards

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.

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.

Introduction

This report summarizes the proposals for the new course for IB Diploma Classical Greek and Roman Studies **for first teaching in September 2008 and first examinations in 2010**.

CONTENTS

NATURE OF THE SUBJECT

Classical Greek and Roman Studies introduces students to the history and culture of ancient Greece and Rome; to individuals and societies in a wide sense, in that they explore different kinds of evidence for these two cultures – the literary record that has been thought to be representative of the best of their creative and political achievement, as well as an archaeological record that is often suggestive of wider contexts for investigation. Students evaluate these through the filters of modern critical frameworks as well as their own personal viewpoints, both of which will inevitably reflect contemporary outlooks, not to mention their own cultural filters, which they are encouraged to be aware of and examine.

So, in the process of studying primary sources, students are encouraged to reflect on the nature of selection and bias in the recording and survival of evidence, and in its interpretation, so that they can appreciate the challenge of reconstructing a meaningful past, and how the extent of historical and cultural understanding might be shaped by the style and choice of material represented in a range of genres; these genres create powerful epistemic frameworks and were largely invented or substantially developed in ancient Greece and Rome. Their study helps us to interpret those individuals and societies since who have come under their influence. It also 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.

The course, which is taught at standard level, thus recognises and encourages a *rapprochement* between students in their contemporary world and the production of knowledge in the particular past they explore. They study the genres of epic and tragedy and two historical periods, and are evaluated on the understanding they show through their ability to interpret the meanings and motivations generated by the individuals and societies of ancient Greece and Rome as they challenge or are challenged by the social, political and cultural conventions of their time.

In addition, students undertake an individual assignment of in-depth study with a narrower scope by choosing a context which may directly reflect their interests 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.

It is hoped that the diverse cultural perceptions of the international students at IB will aid and enhance the study of CGRS by introducing new preoccupations and questions; and that it 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 IBO mission.

In this respect, the course should help them develop the values that underlie the IB learner profile, in order to become 'internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help create a better and more peaceful world.'

TOK IN CGRS

Group 3 subjects study individuals and societies. More commonly, these subjects are collectively known as the human sciences or social sciences. In essence, Group 3 subjects explore the interactions between humans and their environment in time, space and place.

As with other areas of knowledge, there is a variety of ways of gaining knowledge in Group 3 subjects. Archival evidence, data collection, experimentation and observation, inductive and deductive reasoning for example, can all be used to help explain patterns of behaviour and lead to knowledge claims. Students in Group 3 subjects are required to evaluate these knowledge claims by exploring knowledge issues such as validity, reliability, credibility, certainty, and individual as well as cultural perspectives.

The relationship between Group 3 subjects and TOK is of crucial importance and fundamental to the Diploma programme. Having followed a course of study in Group 3, 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).

During the course a number of issues will arise that highlight the relationship between TOK and CGRS. Teachers should be aware of the following questions and use them implicitly and explicitly in their teaching of the CGRS 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?

AIMS

The aims of all subjects in group 3, individuals and societies are to:

1. enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty.

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

3. 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

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

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

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

The aims of the Diploma Programme CGRS course at standard level are to encourage students to:

*   become involved in interpreting and communicating a range of aspects of Greek and Roman civilisation;

*   examine these aspects in social, political, and cultural contexts;

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

*   develop critical insights on the structure and impact of diverse forms of cultural, social and political expression;

*   foster an awareness of Greek and Roman thought and practice in examining the students' own and other histories and cultures.

ASSESSMENT OBJECTIVES

There are seven assessment objectives for the standard level Diploma Programme CGRS course.

Having followed the CGRS course at standard level, candidates will be expected to:

1. demonstrate understanding in CGRS covering human experience and behaviour through the acquisition, selection and effective use of knowledge

2. comprehend, analyse and evaluate sources relating to Classical Greece and Rome as evidence

3. synthesise and deploy knowledge in an extended response

4. demonstrate an understanding of the importance of social, political, cultural and literary contexts; cause and effect; individual and society

5. evaluate different approaches to, and interpretations of, evidence relating to the areas suggested for study for each prescribed topic

6. present explanations appropriate to the study of CGRS using arguments that are clear, coherent, relevant and well substantiated

7. compare and contrast characteristics of specific social, political and cultural expression across time and space

8. undertake individual research and present results using a formal plan of organization and presentation

CGRS THINKING SKILLS

Throughout the CGRS course students should be encouraged to develop their understanding of the methodology and practice found in historical study in its widest sense of relating to the whole range of fields of inquiry in the study of the past. The skills outlined below help students to achieve goals in learning appropriate to the subject, as well as enriching students' understanding. The skills are linked to the objectives of the CGRS course. It is essential that these skills are covered throughout the syllabus, are introduced appropriately, depending on the context, and are not treated in isolation.

1: The gathering and sorting of historical and literary evidence

Main objective: 1.

Skills include:

• developing research skills of locating and selecting relevant and appropriate evidence, from books, articles, websites, audio-visual resources etc

• recognising the distinctions between different kinds of evidence: primary and secondary, textual, audio-visual, oral, graphic, tabular etc

A student's progress should be characterised by increasing confidence and independence in locating and using a variety of historical materials

2: The evaluation of evidence

Main objectives: 2 and 5

Skills include:

• recognising the tensions between objectivity and subjectivity

- examining of sources for information and interpretations, and for cases where they corroborate, complement or contradict each other

- recognising the value and uses of sources, and reasons to use them cautiously

- recognising why and how opinions and interpretations differ, historiographical and contemporary; appreciating their provisional nature and developing interpretations for oneself

A student's progress should be characterised by increasingly sophisticated and nuanced interaction opinions and interpretations of a broadly historical nature

3: Recognising and understanding social and historical processes and their relationships to human experience, activity and motivation.

Main objectives: 3, 4 and 7

Skills include:

- recognising, explaining and analysing causes and consequences

- recognising, explaining and analysing continuity, change and development over time

- recognising, explaining and analysing similarity and difference

- relating human activities, experiences and motivations in history to a range of cultural and social dimensions

- synthesising material studied across time and space

A student's progress should be characterised by a maturing appreciation of the nature of human experience in a range of contexts

4: Organising and expressing ideas and information relevant to CGRS

Main objectives: 3, 6, 7 and 8

Skills include:

- posing questions and hypotheses and answering or testing them

- handling and synthesising several sources for one enquiry

- selecting and deploying information and ideas

- constructing narratives, with ideas, analysis and exemplification

- arriving at conclusions

A student's progress should be characterised by increasingly sophisticated and effective skills of communication, oral and written.

COMMAND TERMS IN THE DIPLOMA PROGRAMME

Command terms with definitions

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:	Definition Asks candidates to:
Analyse	Break down in order to bring out the essential elements or structure.
Annotate	Add brief notes to a diagram or graph.
Apply	Use an idea, equation, principle, theory or law in relation to a given problem or issue.
Classify	Arrange or order by class or category.
Comment	Give a judgment based on a given statement or result of a calculation.
Compare	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
Compare and contrast	Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.

Construct	Display information in a diagrammatic or logical form.
Contrast	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
Deduce	Reach a conclusion from the information given.
Define	Give the precise meaning of a word, phrase, concept or physical quantity.
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Describe	Give a detailed account.
Design	Produce a plan, simulation or model.
Discuss	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	Make clear the differences between two or more concepts or items.
Estimate	Obtain an approximate value.
Evaluate	Make an appraisal by weighing up the strengths and limitations.
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.

Explain	Give a detailed account including reasons or causes.
Explore	Undertake a systematic process of discovery.
Formulate	Express precisely and systematically the relevant concept(s) or argument(s).
Hence	Use the preceding work to obtain the required result.
Hence or otherwise	It is suggested that the preceding work is used, but other methods could also receive credit.
Identify	Provide an answer from a number of possibilities.
Interpret	Use knowledge and understanding to recognize trends and draw conclusions from given information.
Investigate	Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions.
Justify	Give valid reasons or evidence to support an answer or conclusion.
Label	Add labels to a diagram.
List	Give a sequence of brief answers with no explanation.
Outline	Give a brief account or summary.

Present	Offer for display, observation, examination or consideration.
Sketch	Represent by means of a diagram or graph (labelled as appropriate). The sketch should give a general idea of the required shape or relationship, and should include relevant features.
State	Give a specific name, value or other brief answer without explanation or calculation.
Suggest	Propose a solution, hypothesis or other possible answer.
To what extent	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.

SYLLABUS OUTLINE

Syllabus Outline

The standard level Diploma Programme Classical Studies syllabus consists of four prescribed topics and one individual assignment. Candidates are required to study twotopics based on a literary genre, and two topics based on a historical period of classical Greece and Rome, and complete one individual assignment.

A   Greek and Roman Culture

Topic 1   Greek and Roman epic

Topic 2   Greek and Roman tragedy

B   Greek and Roman politics and society

Topic 3   The Peloponnesian War: Greece in conflict

Topic 4   War to peace in Augustan Rome and Empire

C   Individual Assignment

SYLLABUS DETAILS

Greek and Roman Culture

Topic 1 – Greek and Roman Epic

Homer, *Iliad*

Virgil, *Aeneid*

Homer presented character in relation to a warrior code which placed a high premium on individual distinction to enhance status, reputation and honour; his portrayal of this code in action explored human capabilities from emotional states such as courage, rage, and pity in war, to the conciliatory art of diplomacy. The ambitions of violent killing, capture, conquest, or revenge are deepened by the recognition of loss of life and by personal grievance. The gods' intervention in mortals' affairs and the idea of destiny to shape human motivation further defined the nature and limits of heroic ambition. Virgil adopted many of the literary conventions of Homer but explored them through Roman ideas such as of character, individual, family, race, and state, as well as of Rome's manifest destiny in relation to the emperor Augustus, and to war and peace in Roman history. Comparison of the background in which both epics were composed and of how the language and style of the epics highlight, qualify or obscure human values, may further reveal similarities and differences between the two cultures. Questions will be based on the following general areas for study of the texts:

- presentation and exploration of the heroic ideal

- examination of diverse values, their implications and consequences

- portrayal of varying experience of and attitudes to conflict and adversity

- conventions of epic and their use by each epic poet

Passages for comment will be drawn from sections of the *Iliad* and *Aeneid* selected below. Students are expected to have some knowledge of the general context in which the passages are set, as well as of an outline of the plot. Some questions require a basic

knowledge of content, relevant to the passage, which leads up to or follows the sections outlined below.

Passages for comment may be taken from the following sections of:

Homer, *Iliad*, trans. R. Fagles, Penguin, 1992 ISBN 0140445927

Book 1   1-631 (conflict between Agamemnon and Achilles)

Book 4   257-630 (the Greeks are roused to war)

Book 9   258-524 (Achilles rejects the Greeks' appeal)

Book 16   911-1012 (killing of Patroclus)

Book 18   365-414 (Achilles' vow of revenge),
565-709 (description of Achilles' shield)

Book 21   1-155 (the effect of Achilles' battle rage)

Book 22   1-605 (duel between Achilles and Hector)

Book 24   1-95 (outrage on the body of Hector),
559-730 (Priam supplicates Achilles for the return of his son's body)

Virgil's *Aeneid*, trans. **D. West**, Penguin, 2003 ISBN 0140449329

Book 1   1-50 (Juno's anger),
222-297 (Venus and Jupiter),
657-755 (Venus' plan and its effect)

Book 2   434-805 (destruction of Troy)

Book 4   238-413 (Aeneas faces Dido),
584-705 (Dido resolves to die)

Book 6   427-477 (Aeneas encounters Dido in the Underworld)

Book 8   609-733 (description of Aeneas' shield)

Book 12   1-950 (breaking of the truce, resumption of battle, the death of Turnus)

or

Virgil's *Aeneid*, trans. **R. Fagles**, Penguin, 2007 ISBN 0140455380

Book 1   1-60 (Juno's anger),
264-355 (Venus and Jupiter),
782-908 (Venus' plan and its effect)

Book 2   542-988 (destruction of Troy)

Book 4   298-518 (Aeneas faces Dido),
729-876 (Dido resolves to die)

Book 6   490-553 (Aeneas encounters Dido in the Underworld)

Book 8   716-858 (description of Aeneas' shield)

Book 12   1-1113 (breaking of the truce, resumption of battle, the death of Turnus)

Topic 2 Greek and Roman Tragedy

Euripides, *Electra, Trojan Women*

Seneca, *Phaedra*

Greek tragedy tested the values of its original audience to the limit by exposing it to contemporary dilemmas set inside conflicts within family or between societies of a mythical past. In the plays chosen for study, Euripides' characters suffered terrible reversals of fortune as they sacrificed family obligations in the demand for justice or fully experienced the depredations of war through forces beyond their control. Distinctions between male and female worlds were brought into sharp relief and in ways that suggested a degradation of human values, where the role of the gods as guardians of morality became questionable. Seneca used and adapted the changing conventions of tragedy to explore the power of sexual obsession and new qualities of horror and despair in a manner that has caused critics to question the quality of his tragedies, but which may reveal different expectations and aesthetic standards in a Roman audience. Questions will be based on the following general areas for study of the texts:

- characterisation
- examination of values in their social, political and religious contexts where appropriate for each play
- exploration of personal accountability and causes beyond individual control
- the conventions of tragedy and their use by each playwright

Greek and Roman Politics and Society

Topic 3: The Peloponnesian War: Greece in conflict

In the second half of the fifth century BCE an increasingly uneasy coexistence between two rival powers erupted in open inter-state warfare on a scale that resulted in widespread social and political upheaval, as well as fatality and suffering at an unprecedented level in the Greek world. This is according to the view of our main historical source on the war, Thucydides, whose depiction reveals the aspirations to political advantage between individual citizens, between classes, and between city-states, as they become affected by the war's progress; as well as the circumstances surrounding military and diplomatic success or failure, which affect the perceived protection and violation of a person's or a city-state's rights. Thucydides' interest in examining the relationship between knowledge, motivation and events within a theory of political decision-making makes him perceptive to the complexity of what he records and a pioneer in historiography, although it also lays him open to charges of bias of intent or in historical method. Comparison with other sources helps to put these aspects in perspective. Questions will be based on the following general areas for study:

- The causes and consequences of the outbreak of war

- Political decision-making and political rivalry as they are affected by or affect the war's progress

- Assumptions and practice of inter-state cooperation and hostility, diplomacy and intervention in war and peace

- The social, political and economic impact on city-states, classes and individuals at different stages of the war

- The nature and reliability of the evidence

Passages for comment will be drawn from sections of *The Peloponnesian War* selected below. Students are expected to have some knowledge of the general context in which the passages are set, as well as of an outline of historical events. Some questions require a basic knowledge of content, relevant to the passage, which leads up to or follows the sections outlined below.

Passages for comment may be taken from the following sections of:

Thucydides, *Peloponnesian War*, trans. **Rex Warner**, Penguin, 2008 ISBN 014044811X

1.18-1.23 (Introduction)

1.66 – 1.88 (Debate at Sparta and declaration of war)

1.139-2.17 (Spartan ultimatum and outbreak of war)

2.34-46 (Pericles' Funeral Oration)

2.47-55 (The Plague at Athens)

3.36-50 (The Mytilenian debate)

[3.69-85 & 4.46-48 (Civil war in Corcyra)]

4.26-41 (Capture of Spartans at Pylos)

5.13-24 (Peace of Nicias)

5.84-116 (Melian Dialogue)

Sicilian Expedition:

6.24-32 (Launching of the Sicilian expedition)

6.60 (recall of Alcibiades)

6.88-93 (Alcibiades in Sparta)

7.81-87 (Destruction of the Athenian expedition)

As well as passages from Thucydides, other documents from primary and secondary sources may be used as evidence or offering evaluation. ***No previous knowledge of background or context for these documents is assumed***. Their relevance will be introduced and students should apply their knowledge of the topic to study them and answer questions.

Some useful primary sources to be used selectively are listed below:

Aristophanes, e.g. *Acharnians, Knights, Peace, Lysistrata*

Plutarch, life of Pericles, Nicias, Alcibiades;

Greek oratory;

Pseudo-Xenophon/The Old Oligarch;

Aristotle, *Athenian Constitution*

Useful collections of primary sources, including epigraphic evidence can be found in:

Lactor 1: The Athenian Empire

Lactor 2: The Old Oligarch

Lactor 5: Athenian Radical Democracy

Topic 4: War to peace in Augustan Rome and Empire

The rise and rule of Augustus came at the extraordinary transition in Roman history from a republic to a monarchy that began the first of 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 in his long rule. An assessment of his impact on Rome and its empire may include viewing the reciprocal relationship between governing and the governed through his relations to the Senate, the armed forces, the various classes of Rome and the provinces, the reassessments of his constitutional position, his financial, judicial, religious, social and cultural policies, his policies for imperial expansion and for foreign diplomacy, and his plans for succession. The challenge to reconstructing the Augustan era may be found in

the problem of reliability in the literary sources, the survival of monuments and epigraphic evidence. Questions will be based on the following general areas for study:

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

- His reforms and effect on politics and society at Rome

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

- Roman attitudes to empire; the impact on and reactions of different local elites and peoples in the world affected by Rome from 44 BCE to 14CE

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

Primary sources include:

Augustus, *Res Gestae*

Suetonius, *The twelve Caesars*

Cassius Dio, *History of Rome*

Tacitus. *The Annals*

Strabo, *Geography*

Josephus, *History of the Jews*

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

Lactor 17, Age of Augustus

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

Paper 1 – Topics 2 and 4: learning outcomes

Learning outcomes:

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 topics in the areas suggested for study (objective 1)
- have critically engaged with a range of sources of knowledge relating to the prescribed topics for synthesis into an extended response (objective 3)
- have some knowledge and understanding of the background/context of the prescribed topics (objective 4)
- where appropriate, develop an understanding of different critical viewpoints and deploy them in their own arguments (objective 5)
- where appropriate, compare and contrast social, cultural and literary expression across time and space using integrated narrative and analysis (objective 7)

Paper 2 – topics 1 and 3: learning outcomes

Learning outcomes:

After studying their prescibed 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 topics (objective1)
- have critically engaged with a range of sources of knowledge, related to the prescribed topics in order to comprehend, analyse and evaluate them as evidence related to Classical Greece and Rome (objective 2)

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- analyse different contexts and show awareness of the relation between cause and effect, and between individual and society, (objective 4)

- show an awareness of a number of different approaches to and interpretations of the historical context covering the prescribed topics (objective 5)

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

Individual Assignment

Individual Assignment

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

Sources

The suggested number of sources is **7–12**.

Annotations

The total length of the annotations must be a maximum of **800** words. Source material, footnotes and bibliography are not included in the word count.

The examples below offer a guide only to the wide range of titles 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 BCE to 202 CE?

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

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 BCE?

Individual assignment: Learning outcomes

Learning outcomes: after completing the individual assignment, students are expected to have

- acquired, selected, and effectively used factual knowledge (objective 1)

- critically used, analysed and interpreted a variety of primary and secondary sources (objective 2)

- presented responses logically and coherently (objective 6)

- have undertaken individual research and presented factual information, aims and analysis clearly (objective 8)

ASSESSMENT OUTLINE

For first examinations in 2010:

Paper 1   90 minutes 40%

A paper set on prescribed topics 2 and 4. It is internally assessed and externally moderated.

The examination paper comprises two sections A and B. Each section will consist of two extended response questions on the prescribed topic.

One extended response question from each section should be answered.

The maximum mark for the paper is 40.

Paper 2   90 minutes 40%

A paper set on prescribed topics 1 and 3. It is internally assessed and externally moderated.

The examination paper comprises four sections A-D. Each section consists of up to four documentary sources. Short-answer questions are set on any or some of the documents included. Students are required to answer all the questions in two sections (one section of each topic) - either sections A or B, and, either C or D.

The maximum mark for the paper is 40.

Individual Assignment 20%

The individual assignment is open-choice and subject to the conditions set in the syllabus details and assessment details. It is internally assessed and externally moderated.

The maximum mark of the individual assignment is 20.

ASSESSMENT MODEL

	Paper 1	Paper 2	Individual Assignment
Assessment objectives	1, 3*, 4, 5, 6, 7	1, 2*, 4, 5, 6	1, 2, 5, 8*
Syllabus content	2 prescribed topics	2 prescribed topics	Open
Method	Two extended – response questions	Short-answer questions	coursework assignment
Component time	90 minutes	90 minutes	Approx 20 hours
Assessment weighting	40%	40%	20%

*indicates main assessment objective

ASSESSMENT DETAILS

Method of assessment

1.   The method of assessment used by the International Baccalaureate Organization (IBO) is criterion-referenced, not norm-referenced, that is, the method of assessment judges the candidates' work by their performance in relation to identified assessment criteria and not in relation to the work of other candidates.

2.   Two different methods are used to assess the CGRS examination: detailed markschemes specific to each exam paper; and markband descriptors.

3.   For the individual assignment a number of assessment criteria have been identified. Each assessment criterion has markband descriptors describing specific levels of achievement.

4.   The descriptors concentrate on positive achievement, although for the lower levels failure to achieve may be included in the description

General guide for using the Assessment Criteria

Teachers should judge the internally assessed work against the assessment criteria for the individual assignment.

- For each assessment criterion there are markband descriptors which concentrate on positive achievement.

- The markband descriptors correspond to the objectives and learning outcomes relevant to Paper 1, and are in line with descriptions attached to markbands 1-7 of the general Group 3 grade descriptors.

- The aim is to find, for each criterion, the descriptor which conveys most adequately the level attained by the candidate's work using the best-fit model.

- When assessing a candidate's work, teachers should read the descriptors for each criterion until they reach a descriptor which 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 which more appropriately describes the candidate's work should be chosen.

- Only whole numbers should be recorded: partial marks, fractions and decimals are not acceptable.

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

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

- A candidate who attains a high level of achievement in relation to one criterion will not necessarily attain high levels of achievement in relation to the others. Teachers should not assume that the overall assessment of the candidates will produce any particular distribution of scores.

- It is recommended that the assessment criteria and their descriptors be available to candidates at all times.

Focus of assessment

The focus of study for *Greek and Roman Culture* and for *Greek and Roman Politics and Society* have different emphases, and the focus of assessment should be adjusted accordingly. This means that not all the areas of the assessment environment need apply to every topic.

The focus of study for topics 1 and 2 is primarily *cultural*. The emphasis is on literary genres and their literary content as generators of cultural meanings, which should be explored in the areas suggested for study, and through the students' own knowledge.

The focus of study for topics 3 and 4 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 two prescribed topics by exploring the areas suggested for study, and through the student's own knowledge.

Own knowledge refers to the knowledge the student may bring to the prescribed topics in showing a holistic awareness of a topic by meaningfully relating its different parts under study. It may also include the contextual knowledge that helps students to locate the topic historically in various traditions of interpretation, which may be drawn from the historical context of the genre's production and reception, the archaeological record, knowledge from a secondary source, or the students' own personal or cultural response.

The scope and coverage of the prescribed topics are outlined in the areas suggested for study attached to each prescribed topic in the Syllabus Details.

Assessment environment for Paper 1

Objectives assessed: Paper 1 assesses the following objectives of the CGRS course:

1. demonstrate understanding in CGRS covering human experience and behaviour through the acquisition, selection and effective use of knowledge

3. synthesise and deploy knowledge in an extended response

4. demonstrate an understanding of the importance of social, political, cultural and literary contexts; cause and effect; individual and society

5. evaluate different approaches to, and interpretations of, evidence relating to the areas suggested for study for each prescribed topic

6. present explanations appropriate to the study of CGRS using arguments that are clear, coherent, relevant and well substantiated

7. compare and contrast characteristics of specific social, political and cultural expression across time and space

The questions in Paper 1 require answers in the form of an extended response, although they are not necessarily in the form of a question. Whether the questions invite exploration, comparison or contrast, the responses are expected to contain coverage of both **Greek and Roman** prescribed texts and the assessment incorporates this expectation.

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

Assessment of topics 2 and 4 is made through generic markbands specific to Paper 1. These markbands are used in conjunction with a paper-specific markscheme. Questions, markbands and markscheme relate to the areas for study of each topic, and to the objectives and learning outcomes specific to Paper 1. Not all assessment objectives will be applicable to every question.

The markscheme for Paper 1 relates to the themes described for topic 2 and topic 4. However, its range of possible answers and approaches is not exhaustive. Although it tests a common set of skills, it recognises that their application may demonstrate variation, and the range of appropriate specific knowledge may not be exactly alike, across candidates and schools.

Application of the markbands

Examiners judge the answers using a "best-fit" model, as described in the following paragraph. 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.

In the assessment of extended responses in Paper 1, the following terms included in the Markband descriptors should be considered, as appropriate to the focus of study for each topic (outlined in focus of assessment above):

Specific features   refer to factual knowledge derived from the details of primary sources

Features of genre   refer to genre or the conventions of genre. Candidates are expected to have developed a basic critical vocabulary in these areas, though not all areas may be relevant to the question.

Context   includes the historical, social, political, religious, or cultural knowledge to the extent that each may be used meaningfully to relate specific features (or features of genre) to the context of the society in which they were produced.

Markbands for the extended responses of Paper 1

0   If the answer does not achieve the standard described in markband 1-3, 0 should
        be recorded.

1-3   There is very little understanding of the question or relevant knowledge of the
        ancient Greek and Roman world. Appropriate skills and organisational structure
        are lacking. The answer is no more than a series of generalisations or a few facts
        that bear little relation to the question.

4-5   Little understanding is shown of the question, which is not addressed effectively.
        Although some factual details and comments are present, they are limited, often
        inaccurate and of marginal relevance. There is no clear and coherent argument
        and little evidence of specific features being analysed or related to their context.
        There is no reference to features of genre. Comparison and contrast are not used
        or not used effectively. There is also very little evidence of appropriate skills,
        such as selection and effective use of knowledge, and the structure is basic.

6-7   There is some indication that the question is understood. The question is partially
        addressed, and there is a limited degree of accurate and relevant knowledge of
        the ancient Greek and Roman world. Reference to features of genre is at best
        implicit. There is a limited demonstration of skills, focus (including relating
        specific features to their context) and structure. Skills of comparison and contrast
        are rudimentary.

8-10   The demands of the question are generally understood. The question may be
        answered with a relevant, coherent argument that is supported by limited
        material and/or contains limited reference to specific features and features of
        genre. Alternatively, the answer contains accurate knowledge of the ancient
        Greek and Roman world but is mainly descriptive or narrative in form, with
        implicit analysis or explanatory comments, or is made relevant by its conclusion.
        There has been some attempt to relate specific features to their context and to
        structure an answer. Comparison and contrast are used to some basic effect.

11-13   The demands of the question are effectively and relevantly understood and
        addressed, but not all the implications are considered. Specific features are
        related to their context with some explicit analysis and explanatory comments,
        which are supported by accurate, relevant and adequate knowledge based on
        evidence from the ancient Greek and Roman world. The approach is either
        thematic or analytical or a soundly focused combination of narrative and
        analysis. Use of comparison and contrast is generally effective. Where

appropriate there is a grasp of features of genre, at least in general terms. Where appropriate there is evidence of evaluation and interpretation.

14-16   The demands of the question are effectively and relevantly addressed, usually in a structured framework. Arguments are generally well developed, and clear and coherent. The answer is clearly supported by the effective use of appropriate factual knowledge based on evidence from the ancient Greek and Roman world. It also demonstrates a consistent level of analytical ability and/or a critical approach to specific features under study. Where relevant, features of genre are explained and specific features are related to their context. It makes effective use of comparison and contrast. An awareness of issues of substantiating claims may be demonstrated where appropriate. Where appropriate there is evidence of informed evaluation and considered interpretation drawn from a personal engagement with the subject.

17-20   The question is addressed in a clearly structured and focused essay that indicates a high level of awareness of the demands of the question. Arguments are clear, coherent, relevant and well substantiated. The answer demonstrates an in-depth understanding of the ancient Greek and Roman world through the effective selection and use of evidence. It also demonstrates a high level of analytic ability and/or a sharply critical approach to specific features under study, or which are strongly related to their context with a good grasp of features of genre. It makes highly effective use of comparison and contrast. Where appropriate the answer may draw on or generate wider historical or cultural views from an international perspective.

At the upper end of this markband the answer will further show an independent approach by displaying at least **one** of the following features: a highly developed awareness of contextual issues; the effective use of a wider historical or cultural perspective; a high level of conceptual ability; a successful challenge to the assumptions implied in the question.

Assessment environment for Paper 2

Objectives assessed: Paper 2 assesses the following objectives of the CGRS course:

1. demonstrate understanding in CGRS covering human experience and behaviour through the acquisition, selection and effective use of knowledge

2. comprehend, analyse and evaluate sources relating to Classical Greece and Rome as evidence

4. demonstrate an understanding of the importance of social, political, cultural and literary contexts; cause and effect; individual and society

5. evaluate different approaches to, and interpretations of, evidence relating to the areas suggested for study for each prescribed topic

6. present explanations appropriate to the study of CGRS using arguments that are clear, coherent, relevant and well substantiated

Questions in Paper 2 require answers in the form of short-answer responses to documentary sources.

The maximum mark for each topic is **20**. The maximum mark for Paper 2 is **40**.

1.1 Sources are mainly primary but may include a mixture of primary and secondary (e.g. from the work of modern or contemporary historians); they may be written, pictorial or diagrammatic. Documentary sources in paper 2 cannot be handled with confidence unless candidates have an adequate grasp of the context of the prescribed subject. It is therefore advisable that candidates are directed in part towards authoritative secondary sources which help them provide a perspective from outside the primary sources themselves.

1.2 There is a maximum of four sources for each section in the Paper 2. Some questions are to be answered using only evidence from one or more of the sources as indicated; in other questions candidates are asked to use their own knowledge as well as evidence relating to the sources.

1.3   The purpose of this paper is to give candidates the opportunity to demonstrate the following skills: comprehension, analysis, evaluation and application. Each of the questions in the source-based exercise can be classified as one of four types but questions may be classified as a mixture: comprehension/analysis, comprehension/application, or analysis/evaluation. The wording of each question will indicate the kind of answer required (see Command Terms).

- Comprehension: Marks are awarded according to the extent to which the candidate can put into his or her own words the explicit message of the document or selected parts of it.

- Analysis: Marks are awarded according to the extent to which the candidate can make inferences, perceive internal relationships, compare and contrast documents, and persuasively explain the meaning and significance of a document or a combination of documents.

- Evaluation: Marks are awarded according to the extent to which the candidate can identify and evaluate different interpretations presented in the documents, or can evaluate the source material critically as evidence.

- Application: Marks are awarded according to the extent to which the candidate can achieve understanding of the documents, beyond what is possible from internal analysis alone, by applying relevant knowledge to them, or by placing the documents in a wider historical context.

The assessment of topics 1 and 3 is made through a paper-specific markscheme. Questions and markscheme for Paper 2 incorporate the four skills outlined above, and relate to the suggested areas for study for each topic, and to the objectives and learning outcomes specific to Paper 2. Not all assessment objectives will be applicable to every question.

The markscheme for Paper 2 relates to the areas for study suggested for Topic 1 and Topic 3 and tests the four skills outlined above. However, its range of possible answers is not exhaustive. Although it tests a common set of skills, it recognises that their application may demonstrate variation, and the range of appropriate specific knowledge may not be exactly alike, across candidates and schools.

Assessment environment for Individual Assignment

Objectives assessed: The individual assignment assesses the following objectives of the CGRS course:

1. demonstrate understanding in CGRS covering human experience and behaviour through the acquisition, selection and effective use of knowledge

2. comprehend, analyse and evaluate sources relating to Classical Greece and Rome as evidence

6. present explanations appropriate to the study of CGRS using arguments that are clear, coherent, relevant and well substantiated

8. undertake individual research and present results using a formal plan of organization and presentation

The individual assignment comprises a research dossier which is an annotated collection of primary source materials relating to a topic in Roman or Classical Greek history, literature, religion, mythology, art, archaeology or their later influence. These may be, but are not required to be, related to an aspect of part of the syllabus. A dossier may combine a variety of sources but it must focus on one topic, issue or question.

The dossier should consist of:

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

•   source material interspersed with annotations that justify and explain the choice of sources

•   a conclusion

•   a bibliography giving details for all the source materials included.

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. It is an annotated collection of source materials, not an essay-like extended response.

The dossier should show:

- a clear statement of aims

- considerable factual information

- presentation in a logical, coherent fashion

- critical use of a variety of primary and secondary sources

- analysis and interpretation

- personal response.

The suggested number of sources is **7–12**.

The total length of the annotations must be a maximum of **800** words. Source material, footnotes and bibliography are not included in the word count.

It must be made absolutely clear which parts of the dossier are primary source materials and which are the student's own annotations.

The primary source materials may include quotations from the works of Latin or Classical Greek 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 material such as published historical works and commentaries does not count as primary source material but may be used as part of the annotation.

Where it is appropriate to include 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.

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. Further details of this can be found on the Resources pages.

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.

Markbands for Individual Assignment

A Approach

Achievement level

0   The candidate has not reached level 1.

1   The candidate has approached the research with limited effort and organization.

2   The candidate has approached the research with some effort and has shown some organization in the presentation of the chosen source material.

3   The candidate has approached the research with a satisfactory amount of effort and involvement and has presented the chosen source material in an organized way.

4   The candidate has approached the research in a methodical, industrious and thoughtful manner; has displayed enthusiasm and personal involvement in the research dossier; and has presented the chosen source material in a well-organized way.

5   The candidate has approached the research in a very methodical, industrious and thoughtful manner; has displayed considerable enthusiasm and personal involvement in the research file; and has presented the chosen source material in a highly organized and effective way.

B Knowledge and Understanding

Achievement level

0   The candidate has not reached level 1.

1   The candidate's annotations in the research dossier demonstrate limited knowledge of the topic and limited understanding of the relevance and importance of the chosen sources.

2   The candidate's annotations in the research dossier demonstrate some knowledge of the topic and some understanding of the relevance and importance of the chosen sources.

3   The candidate's annotations in the research dossier demonstrate a satisfactory knowledge of the topic and an adequate understanding of the relevance and importance of the chosen sources.

4   The candidate's annotations in the research dossier demonstrate a wide knowledge of the topic and a good understanding of the relevance and importance of the chosen sources.

5   The candidate's annotations in the research dossier demonstrate a very wide knowledge of the topic and an excellent understanding of the relevance and importance of the chosen sources.

C Coherence and Clarity of Argument

Achievement Level

0   The candidate has not reached level 1.

1   The candidate's annotations in the research dossier show only a little coherence and clarity, and give little justification for the inclusion of the chosen sources.

2   The candidate's annotations in the research dossier show some coherence and clarity, and give some reasons, not always convincing, for the inclusion of the chosen sources.

3   The candidate's annotations in the research dossier show a satisfactory level of coherence and clarity, and give adequate reasons for the inclusion of the chosen sources.

4   The candidate's annotations in the research dossier show a good level of coherence and clarity, and give good reasons for the inclusion of the chosen sources.

5   The candidate's annotations in the research dossier show a high level of coherence and clarity, and give excellent reasons for the inclusion of the chosen sources.

D Quality of sources

Achievement Level

0   The candidate has not reached level 1.

1   The candidate has chosen a small number of source materials, with little variety and significance, for inclusion in the research dossier.

2   The candidate has chosen a limited range of source materials, with limited variety and significance, for inclusion in the research dossier.

3   The candidate has chosen a satisfactory range of source materials, with some variety and significance, for inclusion in the research dossier.

4   The candidate has chosen a wide range of source materials, of both variety and significance, for inclusion in the research dossier.

5   The candidate has chosen an exceptionally varied and significant range of source materials for inclusion in the research dossier.

RESOURCES

Introduction to Resources

The purpose of this resources page is to provide any IB school intending to take up CGRS the means to supply its basic needs for running the course: it includes

- a representative sample of translations of works currently available.
- links to website pages
- 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 CGRS 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 Web

The Web has become a vast global library particularly suited to CGRS 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. Students should be actively steered towards information from authors who have been peer-reviewed or have come out of a particular peer-review culture, except 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.**classics**page.com

Secondary sources

The examples of secondary sources (as well as the internet links) offer information in English. It is recognised that IB students may access information in another language. Indeed a student accessing information in another language may employ other cultures of learning that may offer complementary or different truths to the ones presented in the secondary sources below. However, great care must be taken to ensure these sources are appropriately acknowledged in that references can be checked (see IB Academic Honesty). The examples below have been chosen for their relevance to CGRS as a Group 3 subject, and because they serve the needs of both teachers and students for learning, teaching and assessment needs corresponding to the syllabus.

* indicates a level particularly appropriate for students at IB Standard Level

GREEK AND ROMAN CULTURE

Topic 1 – Greek and Roman Epic

W. S. Anderson, *The Art of the Aeneid*, Duckworth 2007

J. Griffin, *Homer on Life and Death*, OUP 1983

*R. Jenkyns, *Classical Epic: Homer and Virgil*, Duckworth 2007

E. T. Owen, *The story of the Iliad*, Bolchazy-Carducci Publishers 2007

P. Toohey, *Reading Epic*, Routledge 1992

*R. D. Williams, *Aeneas and the Roman hero*, Duckworth 2002

Topic 2 – Greek and Roman Tragedy

Translations of primary sources

Euripides, *Trojan Women*, trans. J. Morwood, in Euripides, *The Trojan women and other plays*, OUP 2001

This edition has an up-to-date translation and introduction that places the play in the social, religious and political context of its production.

Euripides, *The Women of Troy*, trans. P. Vellacott, in Euripides, *The Bacchae and other plays*, Penguin Classics 1954

The language is straightforward and its format gives a sense of the verse.

Euripides, *Electra*, trans. J. Morwood, in Euripides, *Medea and other plays*, OUP 1998

This edition has an up-to-date translation and introduction that places the play in the social, religious and political context of its production.

Euripides, *Electra*, trans. by P. Vellacott, in Euripides, *Medea and other plays*, Penguin Classics 1963

The language is straightforward and its format gives a sense of the verse.

Seneca, *Phaedra*, translated by E. F. Watling, in Seneca, *Four tragedies and Octavia*, Penguin Classics 1966

Secondary and related sources

Aristotle, *Poetics*, trans. M Heath, Penguin Classics 1997

*M. Baldock, *Greek tragedy: an introduction*, Duckworth, 2002

*P. Connolly and H. Dodge, *The ancient city: life in classical Athens and Rome*, OUP 2000

*R. Green and E. Handley, *Images of Greek Theatre*, British Museum Press 1995

R. Just, *Women in Athenian law and life*, Routledge 1991

O. Taplin, *Greek tragedy in action*, Routledge 2002

Greek and Roman Politics and Society

Topic 3: The Peloponnesian War: Greece in conflict

*R. Barrow, *Athenian democracy*, Duckworth 1999

D. Cartwright, *A historical commentary on Thucydides* (companion to Rex Warner's translation), University of Michegan Press 1997

G. Cawkwell, *Thucydides and the Peloponnesian War*, Routledge 1997

*V. D. Hanson, *A war like no other*, Methuen 2007

S. Hornblower, *The Greek world 479-323 BC*, Routledge 2002

S. Hornblower, *Thucydides*, Duckworth 1987

*D. Kagan, *The Peloponnesian War*, Harper Perennial, 2005

C. Orwin, *The humanity of Thucydides*, Princeton University Press 1994

P. Zagorin, *Thucydides: an introduction for the common reader*, Princeton University Press 2005

Topic 4: War to peace in Augustan Rome and Empire

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*, Cambridge University Press 1997

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

*D. Shotter, *Augustus Caesar*, Routledge 1992

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

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

Teaching Practice

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

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

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

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

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

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.