



The Gryphon School

Sixth Form

Ancient History

A Level Handbook



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Course outline with key assessment dates

Students take TWO EXAMS: one for Greek History and one for Roman History. Both exams are taken in the summer series (May/June) of Year 13.

GREEK HISTORY

Unit 1: Relations between Greek states and between Greece and non-Greek states 492-404.

The topics you will study for this unit are:

- ☐ The Persian Wars, including the Spartan stand at Thermopylae
- ☐ The growth of Athenian power
- ☐ The Archidamian War
- ☐ The Sicilian Expedition
- ☐ The impact of war on Greece

Prescribed sources include extracts from Herodotus, Plutarch, Thucydides, Xenophon and the plays of Aristophanes and as well as a collection of archaeological remains.

Unit 2: Politics and Society in Ancient Sparta

The topics you will study for this unit are:

- ☐ the social structure of Sparta, including Spartiates, perioikoi and helots;
- ☐ the political structure of Sparta, including kings, gerousia, ephors and assembly;
- ☐ education and values in Sparta, and the roles of men and women;
- ☐ views of Sparta from other states (Athens);
- ☐ the Spartan mirage and the myth of Lycurgus (with reference to Plutarch).

Literary Sources for this unit include extracts from Aristophanes' *Lysistrata*, Diodorus, Herodotus, Plutarch, Thucydides, Xenophon and the poems of Tyrtaeus.



ROMAN HISTORY

Unit 1: The Julio-Claudian Emperors 31BC-AD68

The topics you will study for this unit are:

- ☐ Augustus and the establishment of the Imperial system
- ☐ The rebuilding of Rome
- Tiberius “the tyrant”
- Gaius “the madman”
- Claudius “the fool”
- ☐ Nero and his relationships with his mother and wives

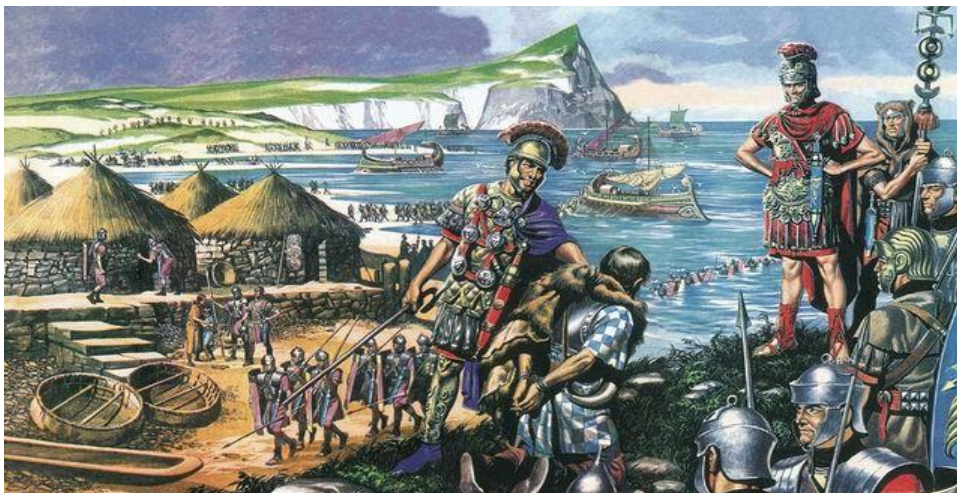
Prescribed sources for this unit include extracts from Tacitus, Suetonius, Dio and the poems of Virgil, Horace and Ovid. There are also archaeological sources from the buildings and statues of Rome.

Unit 2: Roman Britain

The topics you will study for this unit are:

- ☐ Roman military policy towards Britain: the reasons for invading Britain and conquering the British
- Frontier policy: Agricola’s expansion into Scotland, Hadrian’s Wall, the Antonine Wall
- British resistance to the Romans: Boudicca’s Rebellion and its aftermath
- ☐ Roman control: the use of the army, Romanisation, client rulers and collaborators
- ☐ The effects of Roman rule: economic development, the growth of towns, changing art and architecture.

Prescribed sources include extracts from Tacitus, Dio, Strabo and Suetonius, Tacitus’ biography of Agricola and archaeological evidence from towns and military sites.



How the course is assessed

Paper 1: Greek History

2 hours 30 minutes

Section A: Relations between Greek states and between Greece and non-Greek states 492-404

Candidates are required to answer **one** essay question from a choice and **one** question based on an extract containing an interpretation by a historian of a key issue from this unit.

Section B: Sparta

Candidates are required to answer **one** source-based question and answer **one** essay question from a choice of two.

Paper 2: Roman History

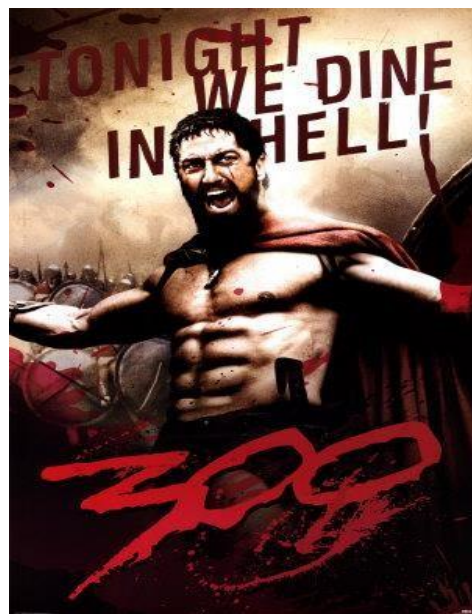
2 hours 30 minutes

Section A: The Julio-Claudian Emperors

Candidates are required to answer **one** essay question from a choice and **one** question based on an extract containing an interpretation by a historian of a key issue from this unit.

Section B: Roman Britain

Candidates are required to answer **one** source-based question and answer **one** essay question from a choice of two.



The full specification

You are strongly recommended to consult the official OCR web page with full details of the specification you are studying. The site has lots of useful information, including past papers, markschemes and detailed reading lists.

<http://www.ocr.org.uk/qualifications/as-a-level-gce-ancient-history-h007-h407-from-2017/>

Access details to VLE, blogs, resources areas etc

There are course textbooks for each unit which you may wish to purchase. A good general text is:

Lane Fox, R. *The Classical World: an epic history* 2006 Penguin

For Greek History:

Bradley, P. *Ancient Greece: using evidence* 2000 Cambridge University Press

Buckley, T. *Aspects of Greek History 750-323 BC* 1996, Routledge.

Cartledge, P. *The Spartan: An Epic History* 2002, Channel 4.

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

Kagan, D. *The Peloponnesian War: Athens and Sparta in Savage Conflict* 2003, Harper Collins.

Todd, S. *Athens and Sparta* 1998, Bristol Classical Press.

Whitby, M. (ed.) *Sparta*, 2002, Edinburgh.

For Roman History:

Alston, R. *Aspects of Roman History AD 14-117* 1998, Taylor and Francis.

Grant, M. *The Twelve Caesars* 2013 Phoenix

Wiedermann, T. *Julio-Claudian Emperors* 1991 Classical World

Breeze, D. J. *Roman Frontiers in Britain* 2007, Duckworth Publishing.

Hill, S. and Ireland, S. *Roman Britain* 1996, Bristol Classical Press.

Scullard H.H. *Roman Britain: Outpost of the Empire* 1979 Thames & Hudson

Second hand copies are usually available via. Amazon.co.uk

There are also resources for students on the school system under Student resources/history.

How the course is delivered

The course is taught through the use of exposition, discussion and group work, leading to written exercises and source analysis. There is a wide range of visual material and

video/DVD which enables students to access stimulating material relevant to these topics. Homework will be set regularly and is an integral part of the course.

Departmental expectations

You will be expected to devote about 3 hours a week to studying this subject outside of lessons. This will require you to organise yourself effectively right from the start of the course. We have the following expectations of you:

- ☐ All work set is completed and handed in on time.
- ☐ Full attendance at all lessons.
- ☐ Where lessons are unavoidably missed, you ensure that your teacher is notified and that all work is caught up as soon as possible.
- ☐ You bring all material, such as work booklets, pens and file paper to lessons.
- ☐ You make the most of lessons by being involved at all times and contributing to class discussions.
- ☐ Ensuring that feedback provided on assessed work is acted upon to ensure continual progress.

You, in turn, should expect your teachers to:

- ☐ Provide lessons that are organised and delivered in a manner that is appropriate to ensuring you are successful on the course.
- ☐ Provide help with specific issues that you do not understand.
- ☐ Mark work and return it within a week.
- ☐ Provide you with clear feedback on what you have done well and how you can improve your work.



Area for recording target grades & modules etc

	<i>Task:</i>	<i>Task:</i>	<i>Task:</i>	<i>Task:</i>	<i>Task:</i>	<i>Task:</i>	<i>Task:</i>	<i>Task:</i>	<i>Task:</i>
<i>My target grade:</i>	<i>Grade:</i>	<i>Grade:</i>	<i>Grade:</i>	<i>Grade:</i>	<i>Grade:</i>	<i>Grade:</i>	<i>Grade:</i>	<i>Grade:</i>	<i>Grade:</i>

A summer holiday key skills task

Key Skill: Research and analysis

Answer the following questions using your research skills:

Ancient Greece

1. Which Greek city state was famous for its democratic system?
2. Which Greek city state had a social system based on militarism?
3. Which empire invaded Greece in 490?
4. Why is the battle of Marathon 490 BC famous?
5. Why is the battle of Thermopylae 480 BC famous?
6. What was the Peloponnesian League?
7. Why was the Delian League formed?
8. Who wrote comedy plays about life in Greece during the 5th BC?
9. What was the Parthenon?
10. What important site was based at Delphi?

Ancient Rome

1. Who, according to legend, founded the city of Rome?
2. What was the top position in the Roman Republic?
3. What was the assembly called in the Roman Republic?
4. Who married both Julius Caesar and Mark Antony?
5. Who defeated Mark Antony at the Battle of Actium?
6. Who was the first emperor of Rome?
7. Who was the mother of the emperor Tiberius?
8. Why was the emperor Gaius called "Caligula"?

9. Which wife of the emperor Claudius is portrayed by the ancient sources as a nymphomaniac?
10. What, according to legend, by the emperor Nero do whilst Rome burnt?

General

1. Go to the OCR website:
<http://www.ocr.org.uk/qualifications/as-a-level-gce-ancient-history-h007-h407-from-2017/>

Find the sample exam papers. Where would you find the markscheme for these sample exams?

2. Where can you find the detailed list of topics you must cover for the exams?
3. What are the three key historical debates you need to study for the unit on Relations between Greece states and non-Greek states?
4. Go to the Amazon uk website: <https://www.amazon.co.uk/>

Search for the book titled The Classical World by Robin Lane Fox.
Look inside this book online. What is the title of Chapter 6?

5. Write a clear and fluent answer to the following question in 300-500 words:
☐ Why is it important to study the Classical World?

Please bring your completed work to your first lesson in September.

If you need any help with this task contact the Head of History at
rob.harris@gryphon.dorset.sch.uk