Classical studies – Complementary course – S6-S7

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Entry into force on 1 September 2019 for S6
on 1 September 2020 for S7

Higher education and the professional world take more and more account of the particular nature of training pathways.

To follow the course of **Classical Studies: Myth and Society** is a sign of taking an independent step: a sign of autonomy, originality and creativity, reaching beyond fashion and conformity, and far from a utilitarian view of education. Knowledge of the ancient world contributes in a decisive and original manner to the development of the key competences for education and for a life-long education.

The teaching of the humanities permits us to understand better the contemporary world: it brings unequalled insights, puts our society and those of the ancient world in perspective and provides the key insights to understanding economics, law, religion, political and social life and all cultural aspects of modern life. A European Reference Framework[1].

Europe today maintains relations of both cultural difference from, and identity with the ancient world: Greek and Latin culture, therefore, contributes to the development of this sense of respect for others, both of identity and of difference in the collective life of a more complex society.

Such knowledge enables the pupils to define more precisely the points of conflict in the contemporary world: this excursion to antiquity permits them to put the present into perspective, to relativize, and to free themselves from the tyranny of the present. It is a training in critical thinking

1. **General Objectives of the European Schools**

The European Schools have the two objectives of providing formal education and of encouraging pupils' personal development in a wider social and cultural context. Formal education involves the acquisition of competences – knowledge, skills and attitudes across a range of domains. Personal development takes place in a variety of spiritual, moral, social and cultural contexts. It involves an awareness of appropriate behaviour, an understanding of the environment in which pupils live, and a development of their individual identity.

These two objectives are nurtured in the context of an enhanced awareness of the richness of European culture. Awareness and experience of a shared European life should lead pupils towards a greater respect for the traditions of each individual country and region in Europe, while developing and preserving their own national identities.

The pupils of the European Schools are future citizens of Europe and the world. As such, they need a range of competences if they are to meet the challenges of a rapidly-changing world. In 2006 the European Council and European Parliament adopted a European Framework for Key Competences for Lifelong Learning. It identifies eight key competences which all individuals need for personal fulfilment and development, for active citizenship, for social inclusion and for employment:

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1. These *Key Competences* make up the annex of a recommendation of the European Parliament and Council of 18th December 2006 on the key competences for education and life-long learning, published in the Official Journal of the European Union of 30th December 2006 JO L 394. (http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:001 8:FR:PDF). The recommendation is one of the outcomes of the joint activities of the European Commission and the Member States in the context of the working programme Education and Training 2010. This working programme is the global framework for political cooperation in the domain of education and training; it rests upon objectives, indicators and reference criteria agreed in common, learning between equals and exchange of good practice. For more information see:
http://ec.europa.eu/education/index_fr.html et http://www.eure-k.eu/files/Document_Europe_Competences_cles.pdf

1. *communication in the mother tongue*
2. *communication in foreign languages*
3. *mathematical competence and basic competences in science and technology*
4. *digital competence*
5. *learning to learn*
6. *social and civic competences*
7. *sense of initiative and entrepreneurship*
8. *cultural awareness and expression*

The European Schools' syllabuses seek to develop all of these key competences in the pupils.

2. Didactic Principles

The following didactic principles will guide the teaching and learning of the complementary course: **Classical Studies: Myth and Society** in S6 and S7.

General Principles

- Give pupils access to up-to-date knowledge of the ancient world.
- Make pupils aware of the inheritance of the Greco-Roman world in contemporary culture and to open them up to a reflection on this heritage.
- Initiate the pupils to the multiple range of sources on the ancient world and their reception
- Encourage a cross-cultural and linguistic approach to European civilisation through, for example, key words and notions.

➢ **See Annex:** *6.3. Didactic Principles: Teaching methodology in S6 and S7*

3. Learning Objectives of the 3rd cycle (S6/S7)

Mastery of competences will be acquired progressively and be fully integrated in the study of the programme over the two years of the 3rd cycle (S6/S7). At the end of the course the pupil will have mastered the following competences:

Competence: reading and understanding

- Consult different sources (archaeology, epigraphy, literary and non-literary texts, images) respecting the different nature of each one.
- Recognise and use in a critical way available resources for the ancient world, including digital resources.

Competence: linguistic and cultural competences

- Develop the relations between the ancient languages and other modern languages
- Put in perspective with nuance and precision the heritage and reception of Antiquity in its different manifestations and modes of expression
- Make use of classical culture to gain understanding of the contemporary world.

Competence: writing, listening/speaking

- Write a brief, structured essay presenting arguments on documents discussing their literary, philosophical, and historical aspects with an emphasis on intercultural dimensions.
- Draw up an account of a piece of research or a lesson.
- Listen to recorded texts (artistic and theatrical presentations or readings).
- Read aloud a text, original or personal, in an expressive manner.
- Present a research project or analysis giving a personal point of view.

4. Content

The course of **Classical Studies: Myths and Societies** will take place over a period of two years. Each programme should be covered in the year concerned (S6 and S7). All the topics should be covered but the teacher may:

a) decide on the way they will be treated
b) decide the order in which the topics are covered.

➢ *See Annex: 6.4. Content: Topics and Key Words in S6 and S7*

5. Assessment

Formative assessment (A mark)

Formative assessment is based on the pedagogical approaches outlined in the learning objectives presented in part 3 but will also take into account:
• regular attendance, diligence and punctuality
• the efforts made by the student to progress
• various exercises and tests: portfolio/assignments/observations in class.

Summative assessment (B mark)

For the two years, the B mark is the average of two semester tests, each lasting 45 minutes, with an annual total of four tests. These tests must be based on documents and assess the competences presented in the assessment objectives.

It is also possible to substitute a compulsory personal research task for one of the semester tests.

➢ *See Annex: 6.5. Assessment: Assessment Objectives in S6 and S7*

5.1. Attainment Descriptors

Mark	Performance	Alphabetical Mark	Competences	Cycle 3
9.0-10 Mark	**Excellent**	**A**	**Listening/speaking**	The pupil shows an **excellent** ability to: • Listen to recorded texts (artistic presentations or readings). • Give an oral account of them.
			Reading	The pupil shows an **excellent** ability to: • Read aloud a text, original or personal, in an expressive manner.
			Writing	The pupil shows an **excellent** ability to: • Give a written account of set texts (recorded or read). • Write a brief structured essay presenting arguments on documents (epigraphic, iconographic, literary or non-literary) discussing their literary, philosophical, cultural and historical aspects. • Present a research project or analysis (artistic or creative) giving a personal point of view.
			Cultural understanding	The pupil shows an **excellent** ability to: • Make use of different sources (archaeology, epigraphy, literary and non-literary texts, images). • Identify and respect the different nature of each one. • Make use of available resources for the ancient world, including digital resources in a critical way.
			Linguistic and cultural competences	The pupil shows an **excellent** ability to: • Develop the relations between the ancient languages and other modern languages. • Put in perspective with nuance and precision the heritage and reception of Antiquity in its different manifestations. • Make use of classical culture to gain understanding of the contemporary world.
8.0 – 8.9	**Very Good**	**B**	**Listening/speaking**	The pupil shows a **very good** ability to: • Listen to recorded texts (artistic presentations or readings). • Give an oral account of them.
			Reading	The pupil shows a **very good** ability to: • Read aloud a text, original or personal, in an expressive manner.
			Writing	The pupil shows a **very good** ability to: • Give a written account of set texts (recorded or read).

Mark	Performance	Alphabetical Mark	Competences	Cycle 3
				• Write a brief structured essay presenting arguments on documents (epigraphic, iconographic, literary or non-literary) discussing their literary, philosophical, cultural and historical aspects. • Present a research project or analysis (artistic or creative) giving a personal point of view.
			Cultural understanding	The pupil shows a **very good** ability to: • Make use of different sources (archaeology, epigraphy, literary and non-literary texts, images). • Identify and respect the different nature of each one. • Make use of available resources for the ancient world, including digital resources in a critical way.
			Linguistic and cultural competences	The pupil shows a **very good** ability to: • Develop the relations between the ancient languages and other modern languages. • Put in perspective with nuance and precision the heritage and reception of Antiquity in its different manifestations. • Make use of classical culture to gain understanding of the contemporary world.
7.0 – 7.9	Good	C	**Listening/speaking**	The pupil shows a **good** ability to: • Listen to recorded texts (artistic presentations or readings). • Give an oral account of them.
			Reading	The pupil shows a **good** ability to: • Read aloud a text, original or personal, in an expressive manner.
			Writing	The pupil shows a **good** ability to: • Give a written account of set texts (recorded or read). • Write a brief structured essay presenting arguments on documents (epigraphic, iconographic, literary or non-literary) discussing their literary, philosophical, cultural and historical aspects. • Present a research project or analysis (artistic or creative) giving a personal point of view.
			Cultural understanding	The pupil shows a **good** ability to: • Make use of different sources (archaeology, epigraphy, literary and non-literary texts, images). • Identify and respect the different nature of each one.

Mark	Performance	Alphabetical Mark	Competences	Cycle 3
				• Make use of available resources for the ancient world, including digital resources in a critical way.
			Linguistic and cultural competences	The pupil shows a **good** ability to: • Develop the relations between the ancient languages and other modern languages. • Put in perspective with nuance and precision the heritage and reception of Antiquity in its different manifestations. • Make use of classical culture to gain understanding of the contemporary world.
6.0 - 6.9	Satisfactory	D	Listening/speaking	The pupil shows a **satisfactory** ability to: • Listen to recorded texts (artistic presentations or readings). • Give an oral account of them.
			Reading	The pupil shows a **satisfactory** ability to: • Read aloud a text, original or personal, in an expressive manner.
			Writing	The pupil shows a **satisfactory** ability to: • Give a written account of set texts (recorded or read). • Write a brief structured essay presenting arguments on documents (epigraphic, iconographic, literary or non-literary) discussing their literary, philosophical, cultural and historical aspects. • Present a research project or analysis (artistic or creative) giving a personal point of view.
			Cultural understanding	The pupil shows a **satisfactory** ability to: • Make use of different sources (archaeology, epigraphy, literary and non-literary texts, images). • Identify and respect the different nature of each one. • Make use of available resources for the ancient world, including digital resources in a critical way.
			Linguistic and cultural competences	The pupil shows a **satisfactory** ability to: • Develop the relations between the ancient languages and other modern languages. • Put in perspective with nuance and precision the heritage and reception of Antiquity in its different manifestations. • Make use of classical culture to gain understanding of the contemporary world.

Mark	Performance	Alphabetical Mark	Competences	Cycle 3
5.0 – 5.9	**Sufficient**	E	**Listening/speaking**	The pupil shows a **sufficient** ability to: • Listen to recorded texts (artistic presentations or readings). • Give an oral account of them.
			Reading	The pupil shows a **sufficient** ability to: • Read aloud a text, original or personal, in an expressive manner.
			Writing	The pupil shows a **sufficient** ability to: • Give a written account of set texts (recorded or read). • Write a brief structured essay presenting arguments on documents (epigraphic, iconographic, literary or non-literary) discussing their literary, philosophical, cultural and historical aspects. • Present a research project or analysis (artistic or creative) giving a personal point of view.
			Cultural understanding	The pupil shows a **sufficient** ability to: • Make use of different sources (archaeology, epigraphy, literary and non-literary texts, images). • Identify and respect the different nature of each one. • Make use of available resources for the ancient world, including digital resources in a critical way.
			Linguistic and cultural competences	The pupil shows a **sufficient** ability to: • Develop the relations between the ancient languages and other modern languages. • Put in perspective with nuance and precision the heritage and reception of Antiquity in its different manifestations. • Make use of classical culture to gain understanding of the contemporary world.
3.0 – 4.9	**Insufficient (failure)**	F	**Listening/speaking**	The pupil shows an **insufficient** ability to: • Listen to recorded texts (artistic presentations or readings). • Give an oral account of them.
			Reading	The pupil shows an **insufficient** ability to: • Read aloud a text, original or personal, in an expressive manner.
			Writing	The pupil shows an **insufficient** ability to: • Give a written account of set texts (recorded or read).

Mark	Performance	Alphabetical Mark	Competences	Cycle 3
				• Write a brief structured essay presenting arguments on documents (epigraphic, iconographic, literary or non-literary) discussing their literary, philosophical, cultural and historical aspects. • Present a research project or analysis (artistic or creative) giving a personal point of view.
			Cultural understanding	The pupil shows an **insufficient** ability to: • Make use of different sources (archaeology, epigraphy, literary and non-literary texts, images). • Identify and respect the different nature of each one. • Make use of available resources for the ancient world, including digital resources in a critical way.
			Linguistic and cultural competences	The pupil shows an **insufficient** ability to: • Develop the relations between the ancient languages and other modern languages. • Put in perspective with nuance and precision the heritage and reception of Antiquity in its different manifestations. • Make use of classical culture to gain understanding of the contemporary world.
0 – 2.9	**Very insufficient (failure)**	**FX**	**Listening/speaking**	The pupil shows a **very insufficient** ability to: • Listen to recorded texts (artistic presentations or readings). • Give an oral account of them.
			Reading	The pupil shows a **very insufficient** ability to: • Read aloud a text, original or personal, in an expressive manner.
			Writing	The pupil shows a **very insufficient** ability to: • Give a written account of set texts (recorded or read). • Write a brief structured essay presenting arguments on documents (epigraphic, iconographic, literary or non-literary) discussing their literary, philosophical, cultural and historical aspects. • Present a research project or analysis (artistic or creative) giving a personal point of view.
			Cultural understanding	The pupil shows a **very insufficient** ability to: • Make use of different sources (archaeology, epigraphy, literary and non-literary texts, images). • Identify and respect the different nature of each one.

Mark	Performance	Alphabetical Mark	Competences	Cycle 3
				• Make use of available resources for the ancient world, including digital resources in a critical way.
			Linguistic and cultural competences	The pupil shows a **very insufficient** ability to: • Develop the relations between the ancient languages and other modern languages. • Put in perspective with nuance and precision the heritage and reception of Antiquity in its different manifestations. • Make use of classical culture to gain understanding of the contemporary world.

6. Annexes

6.1. Bibliography

6.2. Sitography

These two points will be communicated by the beginning of the school year 2019.

6.3. Didactic Principles: Teaching methodology in S6 and S7

Teachers have available a large variety of didactic methods to transmit the concepts and key ideas of the programme, keeping the need for differentiation in mind all the time.
The following list is neither exhaustive nor prioritised.
Written work presented throughout the year:

- o Essays
- o Critical analysis of documents
- o Presentations of research projects, especially in digital form.

Oral Presentations throughout the year

Debates, talks in the style of Greek and Roman orators, expressive readings of poetic and dramatic texts …

Individual or group presentations

Comparisons of translations of ancient texts (Greek and Latin) in several modern languages.

The course will profit by making use of local cultural resources (opera, film, theatre, museum, cinema, architecture,) and of contemporary events taking place (exhibitions, archaeological sites …).

6.4. Content: Topics and Key Words in S6 and S7

The key words and ideas are not exhaustive. The selection can made by the teacher at the time of the organisation of their teaching plan. The depth of treatment will depend on the choice of the teacher in relation to the nature of the class, the chosen methodology and the resources available in the school.

S6 Topics	Key Words
Men and Gods: psychological journeys	
The pupils will become familiar with these ideas (see the list of key words, which is neither indicative nor exhaustive). They will make a precise study of these terms together with their etymology. They will explore the reception, history and later influence of these ideas, themes and characters in literary and epigraphical texts, artistic images (ancient, modern and contemporary), and their interpretation in other fields (anthropology, sociology, psychology).	• *Katabasis Anabasis* • *Hell* • *Epitaph* • *Hades* • *Hermes Psychopompos* • *Mysteries* • *nostos* • *oracle* • *Psyche*
Masculine/feminine: sex and desire	

S6 Topics	Key Words
The pupils will become familiar with these ideas (see the list of key words, which is neither indicative nor exhaustive). They will make a precise study of these terms together with their etymology. They will explore the reception, history and later influence of these ideas, themes and characters in literary and epigraphical texts, artistic images (ancient, modern and contemporary), and their interpretation in other fields (anthropology, sociology, psychology).	*Aphrodite* *Erastes/eromenos* *Eros* *Fides* *hetaira, hetairoi ἑταῖρα ἑταῖροι* *lupanar* *Metamorphoses* *phallus* *raptus* *Satyrs* *Cross-dressing*
The Mediterranean: travel, exploration, discovery	
The pupils will become familiar with these ideas (see the list of key words, which is neither indicative nor exhaustive). They will make a precise study of these terms together with their etymology. They will explore the reception, history and later influence of these ideas, themes and characters in literary and epigraphical texts, artistic images (ancient, modern and contemporary), and their interpretation in other fields (anthropology, sociology, psychology).	*wandering, exile, asylum* *historia* *hospitality (xenia, philoxenia)* *Mare Nostrum, Thalassocracy* *nostos* *The voyage, migrations, diaspora*

S7 Topics	Key Words
The gods in the city: religion and belief	
The pupils will become familiar with these ideas (see the list of key words, which is neither indicative nor exhaustive). They will make a precise study of these terms together with their etymology. They will explore the reception, history and later influence of these ideas, themes and characters in literary and epigraphical texts, artistic images (ancient, modern and contemporary), and their interpretation in other fields (anthropology, sociology, psychology).	*augurium, augustus* *cultus* *dikè δίκη[ῐ], ἡ* *ex-voto τό ἀνάθημα, -ατος, (ἀνατίθημι)* *fanus/profanum μιᾰρός, -ά, -όν (μιαίνω) μίασμα* *fas/nefas* *Hybris, Némésis, Tisis, catharsis* *pietas τό δέος* *religio ἡ λατρεία, (λατρεύω)* *sacer/sacrifices ὁ ἱερεύς, ἡ ἱέρεια* *templum. ὁ νεώ* *thuô (τό θεῖον, θύω*
The Tragic Family	
The pupils will become familiar with these ideas (see the list of key words, which is neither indicative nor exhaustive). They will make a precise study of these terms together with their etymology. They will explore the reception,	*Aeneas* *Electra and Orestes* *Medea* *Oedipus/ Antigone/ Eteocles and Polynices* *Phaedra*

S7 Topics	Key Words
history and later influence of these ideas, themes and characters in literary and epigraphical texts, artistic images (ancient, modern and contemporary), and their interpretation in other fields (anthropology, sociology, psychology).	• *Romulus and Remus* • *Thyestes*

The Mediterranean : conflicts, influences and exchanges

The pupils will become familiar with these ideas (see the list of key words, which is neither indicative not exhaustive). They will make a precise study of these terms together with their etymology. They will explore the reception, history and later influence of these ideas, themes and characters in literary and epigraphical texts, artistic images (ancient, modern and contemporary), and their interpretation in other fields (anthropology, sociology, psychology).	• *Academies, schools, ἡ σχολή/otium, agora (ἡ ἀγορά), sects* • *The barbarian* • *Φίλος/φιλία, ἕτερος/philo-, heterus* • *Hestia/ hestia* • *Eris/ ἡ Ἔρις/ἔρις* • *Carthage* • *Colonisation ἡ ἀποικία, ὁ ἄποικος* • *Commerce τό ἐμπόριον/emporium* • *Magna Graecia* • *Hellenistic* • *limes* • *Sailing and piracy ἡ ναῦς / navis* • *orientalism* • *syncretism*

6.5. Assessment: Assessment Objectives in S6 and S7

The Assessment Objectives are based on the Learning Objectives outlines in 3.

Competence : reading and understanding

- Consult different sources (archaeology, epigraphy, literary and non-literary texts, images) respecting the different nature of each one.
- Recognise and use in a critical way available resources for the ancient world, including digital resources.

Competence: linguistic and cultural competences

- Develop the relations between the ancient languages and other modern languages
- Put in perspective with nuance and precision the heritage and reception of Antiquity in its different manifestations
- Make use of classical culture to gain understanding of the contemporary world.

Competence: writing, listening/speaking

- Write a brief structured essay presenting arguments on documents discussing their literary, philosophical, cultural and historical aspects.
- Draw up an account of a piece of research or a lesson.
- Listen to recorded texts (artistic presentations or readings).

- Read aloud a text[2], original or personal, in an expressive manner.
- Present (individually or in groups) a research project or analysis (artistic or creative) giving a personal point of view.

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2. Reading a text in Ancient Greek: the academic pronunciation of Ancient Greek also matches that of Modern Greek.