

GENERAL CERTIFICATE OF EDUCATION  
(ADVANCED LEVEL)

Grades 12 and 13

**GREEK AND ROMAN CIVILIZATION**

**SYLLABUS**

(EFFECTIVE FROM 2009)



Faculty of Languages, Humanities and Social Sciences  
National Institute of Education  
Maharagama

## **1.0 INTRODUCTION**

This syllabus intends to introduce students to Greek and Roman Civilization through a study of prescribed works of Greek and Roman Authors (in translation) and the chosen periods in Greek and Roman History.

This syllabus has been designed to develop skills such as critical analysis, evaluation and appreciation of Greek and Roman Literature and History, which will enable the student to understand better their own culture and civilization.

The Syllabus consists of Greek and Roman Literature, and Greek and Roman History. Literature based on prescribed Greek and Roman literary works. With regard to Greek and Roman history the period to be studied includes following dates. Greek History from the 8<sup>th</sup> century to the death of Alexander in 323 BC and Roman History, from the beginning to the death of Augustus Caesar in AD 14.

Students are expected to study the Greek and Roman literary texts over the two years. It is recommended that Greek History be studied in Grade 12 followed by Roman History in Grade 13. The competencies and competency levels put down for Literature should be applied to all prescribed texts and the competencies and competency levels put down for History should be applied for all history topics. In accordance with this the scheme of work and the allocated periods have been arranged.

## **2.0 AIMS AND OBJECTIVES:**

### **AIMS**

- 1 To introduce the student to the study of Greek and Roman Civilization.
- 2 To expose students to the works of leading Greek and Roman authors through prescribed texts.
- 3 To lay foundations of further study in Greek and Roman Civilization through instruction in Greek and Roman history.

### **OBJECTIVES**

- 1 To identify extracts from prescribed texts and to comment on their significance.
- 2 To evaluate the prescribed works as literature.
- 3 To examine these texts in the light of their historical, sociological and mythological backgrounds.
- 4 Understand the present through the knowledge gained by studying the past.
- 5 Be knowledgeable on the common characteristics that run through the society by studying the development of civilization based in time and space.

**Proposed term-wise breakdown of the syllabus**

<b>Grade</b>	<b>Term</b>	<b>Scheme of Work</b>	<b>Periods</b>
12	1	1.1 2.1	40 60
	2	1.2 2.2 2.3	40 30 30
	3	1.3 2.4 2.5	40 30 30
13	1	1.4 1.5 2.6	40 40 20
	2	1.6 2.7 2.8 2.9	30 20 20 30
	3	1.7 2.10 2.11	50 20 30

## SYLLABUS - GREEK AND ROMAN CIVILIZATION

### 3.1 - Grade 12

Competency	Competency Level	Subject Content	Period
<b>1.0</b> <b>Identifies themes and literary techniques in the prescribed works.</b>	1.1 Understands the concept of theme and comprehends the different literary techniques related to different genres.	1.1 Hesiod ‘Works and Days’ from <i>Hesiod and Theognis</i> tr. Dorothea Wenders (Penguin Classics).	40
	1.2 Recognizes literary techniques in the prescribed texts.	1.2 Euripides ‘Alcestis’ from <i>Euripides: Alcestis and Other Plays</i> tr. Philip Vellacott (Penguin Classics).	40
	1.3. Analyzes themes in the selected context and relates techniques to the development of the themes.	1.3 Sophocles ‘Philoctetes’ from <i>Sophocles: The Electra and Other Plays</i> tr. E. F. Watling (Penguin Classics).	40
	1.4 Examines how the themes are developed in the structure of the texts selected for study.	1.2 Euripides ‘Alcestis’ from <i>Euripides: Alcestis and Other Plays</i> tr. Philip Vellacott (Penguin Classics). (See Competency Level 1.2, page 04)	
<b>2.0</b> <b>Obtains insight into the contemporary Greek and Roman society through the prescribed texts</b>	2.1. Understands the importance of literature in studying Greek civilization.	1.1 Hesiod ‘Works and Days’ from <i>Hesiod and Theognis</i> tr. Dorothea Wenders (Penguin Classics). (See Competency Level 1.1, page 04)	
		1.3 Sophocles ‘Philoctetes’ from <i>Sophocles: The Electra and Other Plays</i> tr. E. F. Watling (Penguin Classics). (See Competency Level 1.3, page 04)	

Competency	Competency Level	Subject Content	Period
<b>3.0</b> <b>Understands the use of sources in the construction of historical narrative.</b>	2.2 Understands the importance of literature in studying Roman Civilization.	1.5 Terence ‘Mother-in-law’ from <i>Terence: Brothers and other Plays</i> tr. Betty Radice (Penguin Classics) (To be taught in Gr. 13 Term I see Competency Level 6.2, page 08).	60
	3.1 Elucidate the usefulness of literary sources in the development of Greek and Roman history.	2.1 Greece in the 8 <sup>th</sup> century B. C. 2.1.1 Early colonization and the reasons for it. 2.1.2 Sparta before Lycurgus. 2.1.3 Reforms of Lycurgus and their effects. 2.1.4 Constitution of Athens before Solon. 2.1.5 Reforms of Solon. 2.1.6 Rise of Tyrannies. 2.1.7 Peisistratus’ seizure of power in Athens. 2.1.7.1 Reforms and works of Peisistratus 2.1.8. Cleisthenes and his constitutional reforms.	
	3.2 Examines the contribution of Archaeological sources in the development of Greek history.	2.2 Persian Wars and the Delian League. 2.2.1 Outline study of the Persian Wars. 2.2.2 Formation of the Delian League. 2.2.2.1. Roles of Aristides, Themistocles, Cimon. 2.2. 3. Growth of Athenian power. 2.2.4. Transformation of Delian League to Athenian Empire. 2.2.4.1. Causes.	30

Competency	Competency Level	Subject Content	Period
<p><b>4.0</b>  <b>Understands the impact of geographical conditions in deciding the course of history.</b></p>	<p>3.3 Examines the contribution of Archaeological sources in the development of Roman history</p> <p>4.1 Analyses the manner in which the geographical factors influence the development of Greek Civilization.</p> <p>4.2 Analyses the manner in which the geographical factors influence the development of Roman Civilization.</p>	<p>2.6. Early history of Rome  2.6.1 Kings of Rome.  2.6.2 The early Republic.  2.6.3 The Struggle of the Orders.  2.6.4 The Punic Wars, causes, main events, outcome  2.6.4.1 Hannibal.  (To be taught in Gr. 13 Term I see Competency Level 9.1, page 10).</p> <p>2.3 The Golden Age in Athens.  2.3.1. Pericles, his domestic and foreign policies.  2.3.2. The Golden Age of Athens.  2.3.3 Cold war between Athens and Sparta.</p> <p>2.6. Early history of Rome  2.6.1 Kings of Rome.  2.6.2 The early Republic.  2.6.3 The Struggle of the Orders.  2.6.4 The Punic Wars, causes, main events, Outcome.  2.6.4.1 Hannibal.  (To be taught in Gr. 13 Term I see Competency Level 9.1, page 10).</p>	<p>30</p>





### 3.2 - Grade 13

Competency	Competency Level	Subject Content	Period
<p><b>6.0</b> Recognizes the basic characteristics of different literary genres.</p> <p><b>7.0</b> Responds to and engage with the texts in relation to imagery, ideas, emotions, attitudes, contexts etc.</p>	6.1 Understands the different genres and recognizes their main features.	1.4 Aristophanes ‘Wasps’ from <i>Aristophanes: the Poet and the Women and Other Plays</i> tr. Betty Radice (Penguin Classics).	40
	6.2 Traces these features in the context selected for the study.	1.5 Terence ‘Mother-in-law’ from <i>Terence: Brothers and other Plays</i> tr. Betty Radice (Penguin Classics).	40
	6.3. Examines unique features in the particular text in relation to the genre.	1.6 <b>EITHER</b> Plato <i>Symposium</i> tr. W. Hamilton (Penguin Classics). <b>OR</b> Cicero ‘On Old Age’ From <i>Cicero Selected Works</i> tr. M. Grant (Penguin Classics).	30
	6.4. Examines how the ‘unique’ features of genre enrich the text.	1.7 Apollonius of Rhodes <i>The Voyage of Argo</i> tr. E. V. Rieu, (Penguin Classics).	50
	7.1. Understands the concept of imagery.	1.4 Aristophanes ‘Wasps’ from <i>Aristophanes: the Poet and the Women and Other Plays</i> tr. Betty Radice (Penguin Classics). (see Competency Level 6.1, page 08).	
		1.7 Apollonius of Rhodes <i>The Voyage of Argo</i> tr. E. V. Rieu, (Penguin Classics). (see Competency Level 6.4, page 08).	

Competency	Competency Level	Subject Content	Period
<p><b>8.0</b> <b>Obtains insight into the individual traits of authors of prescribed texts.</b></p>	<p>7.2 Comprehends the terminology and recognizes different kinds of imagery such as sensory (: e.g. visual, auditory, olfactory, gustatory, tactile) and literary devices (e.g. simile, metaphor, symbol).</p> <p>8.1. Gathers information on the life of each author.</p> <p>8.2. Understands main features of his composition.</p>	<p>1.7 Apollonius of Rhodes <i>The Voyage of Argo</i> tr. E. V. Rieu, (Penguin Classics). (see Competency Level 6.4, page 08).</p> <p>1.6 <b>EITHER</b> Plato <i>Symposium</i> tr. W. Hamilton (Penguin Classics). <b>OR</b> Cicero ‘On Old Age’ From <i>Cicero Selected Works</i> tr. M. Grant (Penguin Classics). (see Competency Level 6.3, page 08).</p> <p>1.5 Terence ‘Mother-in-law’ from <i>Terence: Brothers and other Plays</i> tr. Betty Radice (Penguin Classics). (see Competency Level 6.2, page 08).</p>	<p>40</p>

Competency	Competency Level	Subject Content	Period
<b>9.0</b> <b>Gains an insight into the experiences of the Greeks and Romans in antiquity.</b>	9.1 Appreciates political and social achievements of the Greeks as a background to Western Civilization.	2.5. The Post-Peloponnesian War Period. 2.5.1 The Thirty Tyrants. 2.5.2. Restoration of Democracy in Athens. 2.5.3. Rise and Fall of the Spartan Empire. 2.5.4. Rise and Fall of Thebes. 2.5.4.1. Epaminondas. 2.5.5. Philip and the rise of Macedonian Power. 2.5.5.1. Alexander the Great with special Reference to his conquests in the East. (see Competency Level 5.1, page 07).  2.6 Early history of Rome 2.6.1 Kings of Rome. 2.6.2 The early Republic. 2.6.3 The Struggle of the Orders. 2.6.4 The Punic Wars, causes, main events, Outcome. 2.6.4.1 Hannibal.	20
	9.2 Traces and critically evaluates the rich and varied historical experiences of the Romans.	2.7 From the Gracchi to Sulla 2.7.1 Rome after the Punic Wars. 2.7.2 Reforms of Tiberius and Gaius Gracchus. 2.7.3 Marius and the Military Reforms. 2.7.4 The clash between Marius and Sulla. 2.7.5 Sulla and the Restoration of Senatorial Power. 2.7.6 The Social War.	20
		2.8 Power struggle in Rome 2.8.1 The political careers of Cicero, Pompey, Julius Caesar, Crassus. 2.8.2 First and Second Triumvirates.	20

Competency	Competency Level	Subject Content	Period
<b>10.0</b> <b>Analyzes the value of looking at Greek and Roman history to understand the modern social developments and changes.</b>	9.3 Understands the evolution of political ideals and institutions that are fundamental to modern Civilization.	2.9 From Julius Caesar to Augustus Caesar. 2.9.1 The Dictatorship and Reforms of Julius Caesar. 2.9.2 The Murder of Julius Caesar. 2.9.3. Events following the Murder. 2.9.4 Augustus, his Imperial Rule and Reforms. 2.9.5 Domestic and Foreign Policy of Augustus. 2.9.6 The Golden Age of Rome.	30
	9.4 Comprehends the role and importance of War in Greek and Roman History.	2.10 Violence in Roman Politics 2.10.1 Violence in Politics from the Gracchi to Julius Caesar. 2.10.2 Reasons for violence in Roman Politics. 2.10.3. Insurgency under Spartacus and its suppression. 2.10.4 The Conspiracy of Catiline and its suppression.  2.4. The Peloponnesian War. 2.4.1 Causes, “true’ and immediate. 2.4.2 Main events of the war. 2.4.3 Causes for the defeat of Athens. (see Competency Level 5.1, page 07).	20
	10.1 Evaluates the background that led to social changes in Greece and Rome.	2.11 Rome and Provincial Administration. 2.11.1 The magistracies – Consuls, Praetors, Quaestors, Tribunes etc. 2.11.1.1 Duties and Powers. 2.11.2 Administration of Rome under the Republic. 2.11.3 Provincial Administration under Augustus.	30

#### **4.0 TEACHING LEARNING PROCESS**

Approach to “Teaching Learning Process” not only varies according to the genres but it also varies according to the nature of the learner and the individuality of the teacher. The teacher should not try to impose his/her views on the students. Teaching methods used should foster sensitivity to literary texts, institution, imagination, feeling, spontaneity and naturalness in children. There should be a departure from teaching through lectures and giving notes. Lessons should be more interactive, employing a variety of techniques such as small group work, discussions, role-plays etc.

#### **5.0 SCHOOL POLICY AND PROGRAMMES**

The study of a culture and civilization cannot be mastered within the limited opportunities provided by the class timetable only. Both the teachers and the classroom must create the necessary environment. This should include activities for interactive learning as well as self-learning. This will be made possible by providing a resource room where learners will have easy access to reading material and technology like tape recorders/ TV etc. Although libraries are available in most schools they are not utilized. Some activities requiring library reading must be made part of the teaching / learning process.

#### **6.0 ASSESSMENT AND EVALUATION**

It is intended to implement this syllabus in schools with the School Based Assessment (SBA) process. Teachers will prepare creative teaching-learning instruments on the basis of school terms.

The First Examination Under this syllabus will be held in 2011.

The details together with the format and the nature of the questions will be introduced by the Department of Examinations.