

Research-Based Curricula



The Psychology Behind Mythology

Key Stage 5

Classics, Latin and
Psychology

2022

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About this Pack

Who is this pack for?



- This pack was created for all students, regardless if this is your best subject or your worst.
- It's not graded or marked by your teacher. It's a chance to explore the subject and learn in a new way that's different to the classroom.
- Each pack is written by a student at the University of Cambridge who is researching this topic and has special knowledge on the subject. When they were your age they knew nothing about it either!
- By completing their mini-course, you will find out why it's interesting and you will build your skills that help you improve at school.

So... why complete this pack?



- Learn new cool areas of a subject that you won't cover in the classroom
- Sharpen your academic skills, like short essay writing and interpreting data
- Experience what it's like to explore a subject freely
- Better understand what you enjoy and don't – it will help you make decisions about your future studies and career choices!

What's in this booklet?



Your RBC booklet is a pack of resources containing:

- ✓ More about how and why study this subject
- ✓ Six 'resources' each as a lesson with activities
- ✓ A final assignment to gauge learning
- ✓ Extra guidance throughout about the university skills you are building
- ✓ End notes on extra resources and where to find more information

Meet the Author



Name Emily Rushton

Area of Study and Degree PhD in Education

University University of Cambridge

Where I am from

I grew up on a council estate south-east London and went to school in Kent. Despite having stayed around the world (Edinburgh, Paris, LA to name a few), I still came back to south-east London where I live now.

I think my subject is awesome because...

Classics is an eclectic combination of the arts and humanities. You learn about sociology, psychology, philosophy, history, geography, art, drama and literature as well as fantasy elements like mythology. You learn things in Classics that you never expect to learn in school: there are conversations we had in our classes that you never expect to be having at school, but their fundamental to its understanding.

At school I studied...

Music, Art, English and Latin. I was one of those students who spent most of their life in either the music or the art block as it's where I felt most calm. My subjects meshed well together – I was inspired by the imagery in the Latin stories which I could then show in my art work or compare to modern literature.

A resource that inspires me...

At school, my English teacher gave me a copy of 'Girl Meets Boy' by Ali Smith, which is a modern retelling of the Iphis and Ianthe myth. It was the first time I had ever read about gender fluidity and I read the whole book in one evening and cried when I finished it. I am not a big reader – I have a visual impairment so I find reading quite difficult, but it made me fall back in love with stories. I think about that book everyday!

One person I really admire is...

I'd find it really hard to pick one but there are lots of artists I really admire...

Building Your Skills

Research-Based Curricula packs challenge you to build your skills in this subject but also to be used across any of your schoolwork.



Any time you see a badge, look out for a skill you'll be building!

These skills are the type of skills that teachers and universities look for as you progress, so see how many you know below.

Skills you may see and use in this pack

Research *your ability to work on your own and find answers online or in other books*

Creativity *your ability to create something original and express your ideas*

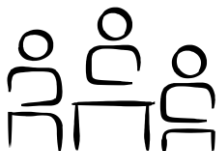
Problem solving *your ability to apply what you know to new problems*

Source analysis *your ability to evaluate sources (e.g. for bias, origin, purpose)*

Data analysis *your ability to discuss the implications of what the numbers show*

Active reading *your ability to engage with what you are reading by highlighting and annotating*

Critical thinking *your ability to think logically to build an argument clearly*

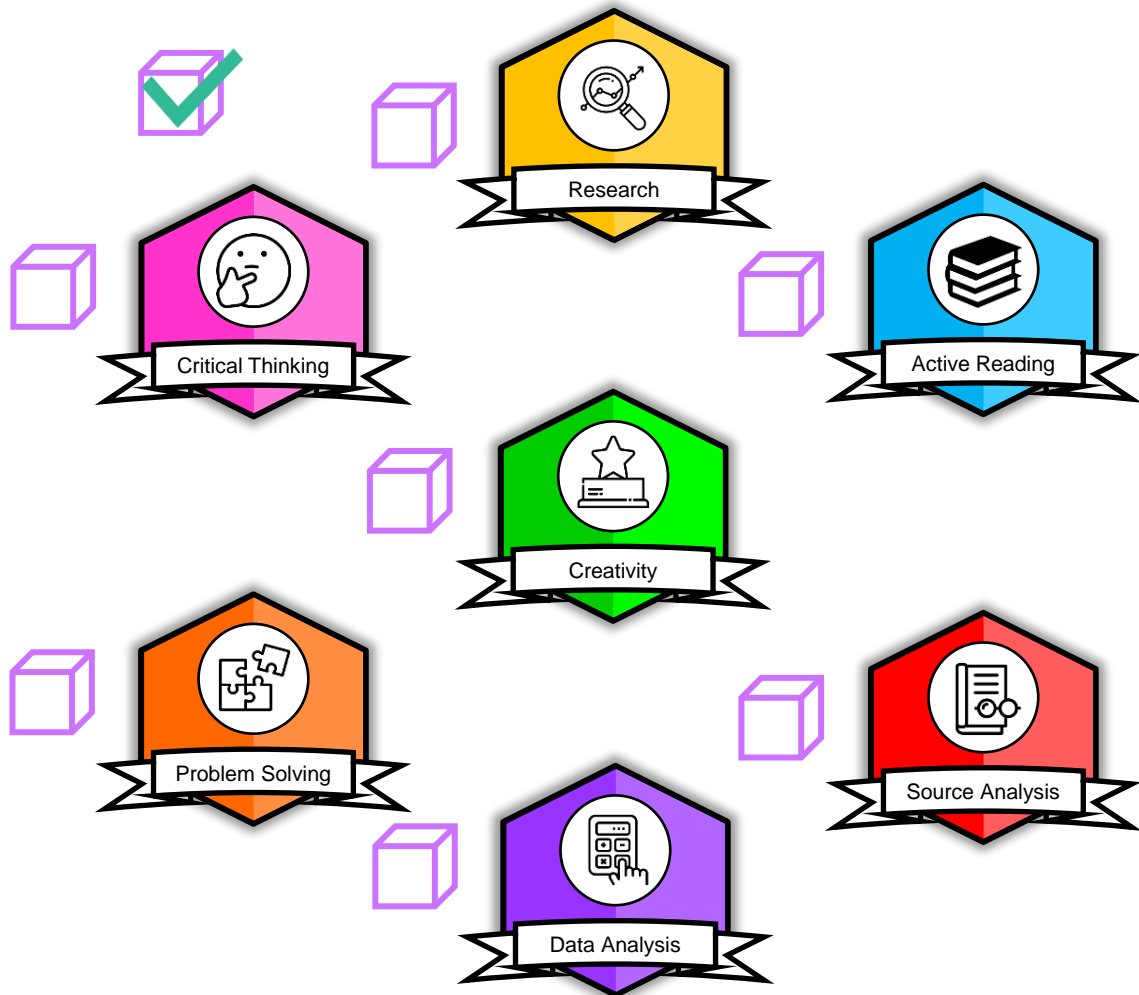


Psst! You can learn more about these skills in the Academic Study Skills section.

Your Skills Badges

As you work through this booklet, you'll have the chance to build the skills you have read on the previous page.

Make sure to revisit this page once you have mastered each skill. Tick off each skills badge below once completed!



Look out for these badges in the Data Source, Activities and Further Reading sections of each Resource. If you complete a skill more than once, write the number of times you completed it next to the badge.

When you've earned all seven skills badges, you can discuss with your teacher how to further build your skills!

Vocabulary

Be sure to use this section as you go through your booklet. If you see an emboldened word, you can find the definition here. If you are still unsure about the meaning or use of the word, we encourage you to use a dictionary or ask a teacher. See page 10 to add your own words.



Term	Definition
Senate	A council of people in the ancient world who acted as a governing body.
Princeps	The first man or leader.
Pax Romana	Roman peace.
Pastoral	In the context of Roman literature, topics that talk about the countryside.
Patron	Someone who financially supports someone else.
Propaganda	Information that is specifically biased or misleading to persuade people of an idea.
Epic Poetry	A very long poem that discusses extraordinary topics.
Dactylic Hexameter	A specific rhythm that poetry can be written in, created by considering how many syllables can fit into each line.
Metamorphosis	Another word for change.
Perspective	Point of view.

Vocabulary

Term	Definition
Self-Actualisation	The ability for someone to reach their individual best potential in life.
Schema	Shortcuts for our brains to interpret information.
Congruent	When how somebody believes they are acting matches up with the way they are acting.
Incongruent	When a behaviour does not match up with the way somebody thinks they are acting.
Prevalent	Widely known or accepted.
Debilitating	Makes it very difficult for somebody to do something.
Reoccurrence	Something happening over and over again.
Figurative	When something represents something else.
Commentary	Writing or commenting about a specific topic.

Vocabulary

When you find words, you don't recognise in a lesson, be sure to look up their definition. Use this page to write them down and make a note of their definition!

Term	Definition

Introduction to Subject

Psychological explorations of Ovid's Metamorphoses

The topics within this pack will include:

“We should all totally just stab Caesar!

Virgil and Ovid: sex, death and epic poetry

Behaviourism: psychology behind the Metamorphoses

Case study 1: Narcissus and Echo

Case study 2: Pyramus and Thisbe

Case study 3: Iphis and Ianthe

People love mythology for the fantastical stories and the limitless possibility of its characters. However, when we delve into the individual experiences within these tales, we can learn more about how these ancient stories influence our modern lives.

Ovid was a poet who wrote predominantly love poetry over 2,000 years ago. However, he also wrote the Metamorphoses which tells a story from the creation of the universe and contains over 250 myths intertwined into one long narrative.

For a long time, people have tried to analyse the poem by discussing how it was written, individual moments within the stories or compared the characters have been portrayed in other narratives throughout history.

By using ideas from modern psychology and sociology, we can find new perspectives on these characters and their motivations within the narrative. As critical and modern readers, we can take our own ideas and experiences and use them to inform to explore how these mythical characters behaved and learn more about how humans act today and have acted throughout history.



Resource **One**

Overview

Topic "We should all just totally stab Caesar!"

Key Stage 5 'The World of the Hero': Virgil's Aeneid
Subject Area 'Culture and the Arts': Imperial Image

Objectives By completing this resource, you will be able to:

- ✓ Demonstrate understanding of the historical and political background to Ovid's *Metamorphoses*.
- ✓ Examine how the historical and political context may influence art and literature created at the time.

Instructions

1. Read the data source
2. Complete the activities
3. Explore the further reading
4. Move on to the Resource Two



Resource One

Data Source

Section A

The Roman Republic: The breakup

Before the Roman Empire was established, there was a period known as the 'Roman Republic' (509 – 27BC) in which the state of Rome began to gain further control over the rest of the Mediterranean. The Republic saw Roman people from more prominent social status join together to lead as part of the **senate**.

Towards the end of the Republic, Julius Caesar (100BC – 44BC) took control as dictator of Rome in 49BC. However, his decisions as leader were unpopular amongst many Romans and prominent statesmen, leading to his famous assassination in the senate in 44BC. Two of the main conspirators – Brutus and Cassius – decided to lead an army to gain control of the Republic. This was contested by one of Caesar's friends, Mark Antony.

Figure 1

The Ides of March by William Holmes Sullivan (1888)



However, whilst Mark Antony was planning his attack against Brutus and Cassius, another Roman was secretly planning his rise to power. Octavian, who was adopted by Julius Caesar before his death, realised how unstable his position would now be following the death of this adopted father. Therefore, he began to consider how he could secure his position and the title he longed for – emperor of Rome.

Resource One

Data Source

Section B

The Roman Empire: The make up

Mark Antony and Octavian decided to join forces against Brutus and Cassius, who were eventually defeated in the battle of Phillipi in 42BC. After this victory, Mark Antony journeyed to Egypt to form an alliance with the famous queen Cleopatra. However, the alliance between the pair quickly became greater than a political move, with Antony eventually falling in love with Cleopatra. They married and had 3 children, which angered Octavian and other Roman officials.

This eventually led to a naval battle between Octavian and Mark Antony, supported by Cleopatra called the Battle of Actium (31BC). At first, Mark Antony and Cleopatra believed they were unbeatable, with Cleopatra's vast armies and resources. However, Octavian eventually overpowered the rival armies, leading Mark Antony and Cleopatra to commit suicide.

Figure 2

*Sophie Okonedo and
Ralph Fiennes in
Antony and Cleopatra
at the National Theatre
(2018)*



Resource One

Data Source

Octavian then spent 4 years appearing to the Roman people as if he was not seeking sole power and influenced important officials to gain his status. In 27BC, Octavian was given the title *Augustus*, which – translated from Latin – means "*the majestic one*" however, Octavian viewed this as being old-fashioned. Although he took the name Augustus on an official level, he began using the title **princeps** which means "*the first*" or "*most distinguished*" man.

It was upon this ideal of him being the "*first man*" rather than the dictators of Roman past that he began to build his empire.



Figure 3

*The Augustus prima
porta statue (1st
century BCE)*

Resource One

Data Source

Section C

Pax Romana



As Augustus began to establish his power, he realised that the easiest way for him to win over the people was to show them that he would be a stable ruler that could establish peace after many years of civil unrest. Therefore, Augustus made different political moves which established that both now and, in the future, he would be remembered as the person who solidified the beginning of the Roman empire.

Augustus' reign marked the beginning of the period known as **pax Romana** meaning 'Roman peace'. Augustus passed many laws that celebrated the importance of family and the benefits of marriage to demonstrate his interest in prosperity and the long-term staying power of his reign. He portrayed this in *his ara pacis* sculpture that he commissioned in 13BC.

Figure 4

The ara pacis (the altar of peace) commissioned by Augustus in 13BC



The art and literature of the time was also influenced by the historical and political landscape. Augustus wrote the *Res Gestae Divi Augustus* meaning 'the things done by the divine Augustus'. This lengthy work outlines Augustus' various achievements in throughout his reign, from his military campaigns to his favourable personality traits. The work – which was seen on huge inscriptions throughout the Roman Empire – claimed to have been written only briefly before Augustus' death, but in reality, much of the work is thought to have been composed by Augustus himself throughout his reign.

Resource One

Activities

- Activity 1** Explain 5 key events that helped Octavian secure his place as emperor of Rome.
- Activity 2** Why do you think the marriage of Cleopatra and Mark Antony angered prominent Romans?
- Activity 3** To what extent do you think the civil unrest, including the continual civil wars in Rome, affected the Roman people?
- Activity 4** Below is an image of the *ara pacis* that Augustus had created as part of his bid to secure his leadership. Name 3 parts of Augustus' plan to secure his prosperity as an emperor.



- Activity 5** Create your own drawing of the *ara pacis* that presents the ideals that are important to you. What would you most like to be remembered for and why?

Resource One

Further Reading

- Explore**
- *Antony and Cleopatra* by William Shakespeare.
 - [“We should all totally just stab Caesar!”](#) – clip from *Mean Girls* (2004).
 - [Res Gestae Divi Augustus](#) – translation in English.
 - [Assassination of Julius Caesar](#) - HistoryPod podcast.

- References**
- Suetonius *Lives of the Twelve Caesars*.
 - Cassius Dio *Roman History*.
 - Plutarch *Mark Antony*.
 - Appian *Civil Wars*.
 - [OCR prescribed sources for Cleopatra Rome and Egypt](#).

- Image Sources**
- “The Ides of March” by William Holmes Sullivan (1888) – Royal Shakespeare Company collection.
 - Sophie Okonedo and Ralph Fiennes in *Antony and Cleopatra* at the National Theatre (2018) – National Theatre website.
 - Augustus Prima Porta statue – Vatican Museum website.
 - Relief from the *ara pacis* – Rome Museum website.

Resource **Two**

Overview

Topic Virgil and Ovid: sex, death and epic poetry

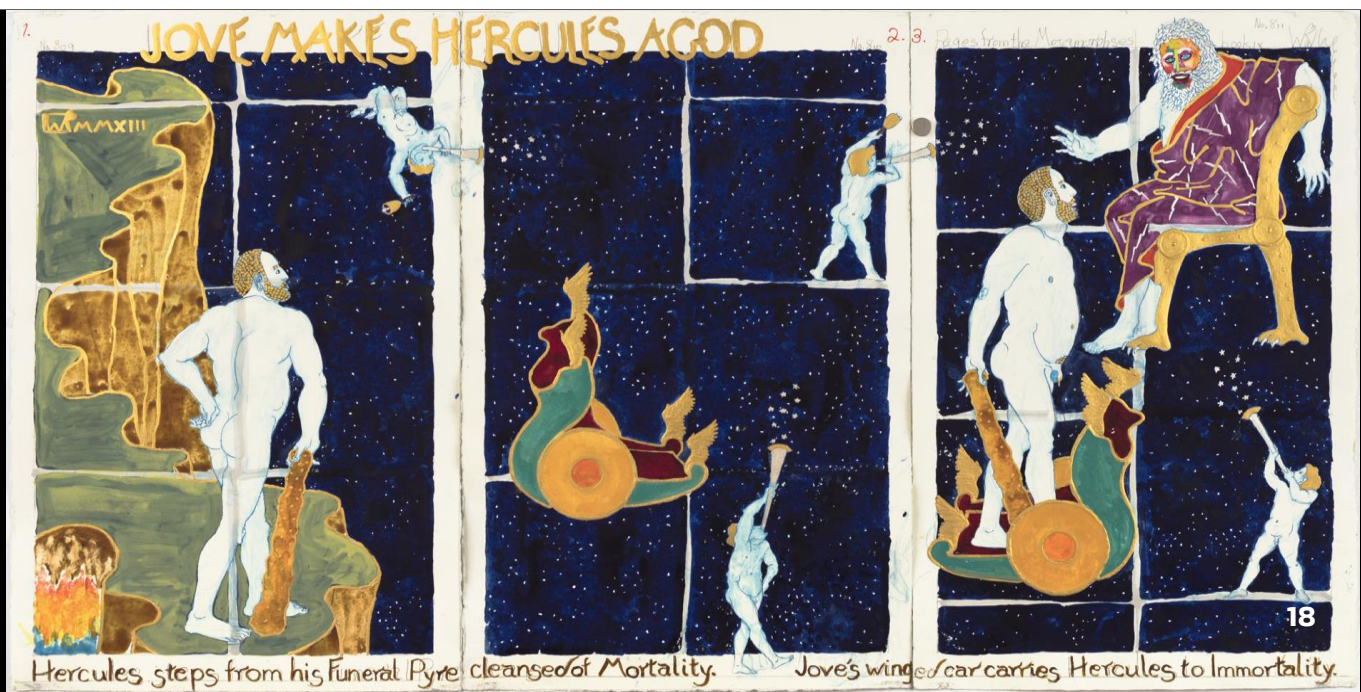
Key Stage 5 'The World of the Hero': Virgil's Aeneid
Subject Area 'Beliefs and Ideas': Love and Relationships

Objectives By completing this resource, you will be able to:

- ✓ Examine the inspirations and influences behind Ovid's Metamorphoses.
- ✓ Evaluate how literature was used as an influential tool for the Roman empire.

Instructions

1. Read the data source
2. Complete the activities
3. Explore the further reading
4. Move on to the Resource Three

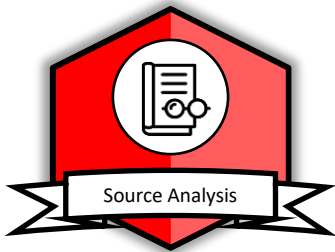


Resource Two

Data Source

Section A

Virgil's Aeneid



Virgil was a poet writing before and during the time of Augustus' reign. Before he wrote the *Aeneid*, he predominantly wrote poetry based on **Pastoral** themes. He wrote the *Eclogues* (37BC) which were a collection of pastoral tales and poems about living in the countryside. He later wrote the *Georgics* (29BC) all about the agriculture of Italy.

Through the 20s BC (the time in which Augustus was establishing his power) he began writing the *Aeneid*. The lengthy poem was intended to be an imitation of two, famous Greek works – the *Iliad* and the *Odyssey* – which had been written by a poet called Homer.

First lines of Homer's <i>Odyssey</i>	First lines of Virgil's <i>Aeneid</i>
Tell me, Muse, of the man of many ways, who was driven far journeys, after he had sacked Troy's secret citadel. Many were they whose cities he saw, whose minds he learned of, many the pains he suffered on his spirit on the wide sea, struggling for his own life and the homecoming of his companions.	I sing of arms and the man, he who, exiled by fate, first came from the coast of Troy to Italy, and to Lavinian shores – hurled about endlessly by land and sea, by the will of the gods, by cruel Juno's remorseless anger, long suffering also in war, until he founded a city.

Resource **Two**

Data Source

Augustus has been a **Patron** of Virgil's for many years, meaning he supported him financially whilst he was writing. Virgil himself came from a very wealthy family, so was continually supported in his writing. In 19BC, Virgil journeyed to Greece to meet Augustus whilst he was still revising the *Aeneid*.

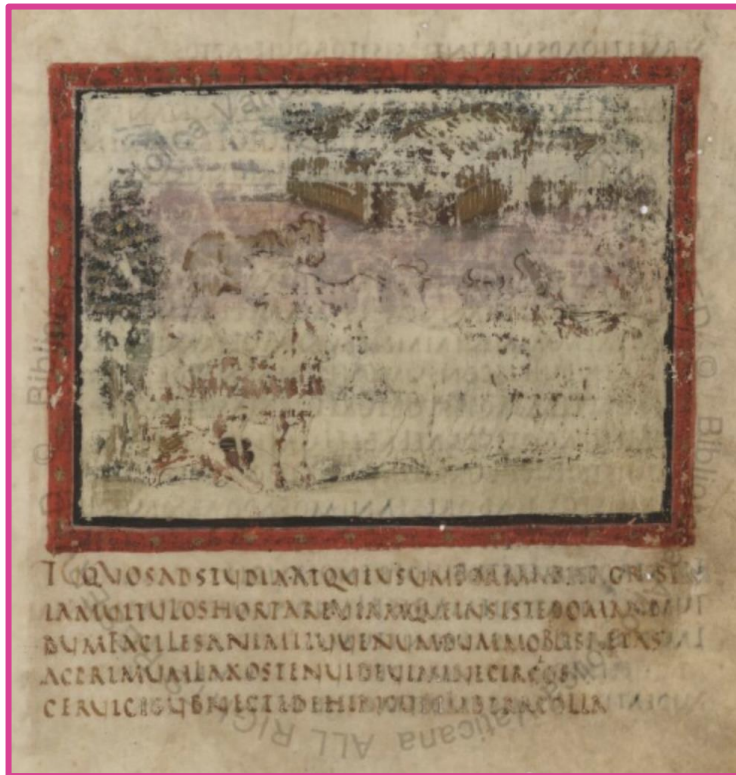


Figure 5

*Manuscript of Virgil's
Aeneid held by the
Vatican*

Rumour has it that he asked his friends to burn the working draft of the *Aeneid* if he was to die when it was still unfinished. When Virgil did in fact die on a journey back from Greece, Augustus took the decision to finish the manuscript and publish the work posthumously.

Resource **Two**

Data Source

The *Aeneid* is a long poem comprising of 12 'books' – which are like shorter chapters. The poem is widely believed to be split into 2 sections: books 1-6 are thought to be based on Homer's *Odyssey*, whilst books 7-12 are thought to be based on Homer's *Iliad*.

The first 6 books see *Aeneas* – the central character – trying to make his escape from the Trojan war. On his way, he travels with the intention of landing in Italy – meeting different people on the way, most notably Dido, queen of Carthage, with whom he enters a brief love affair before abandoning her in seeking his fate.

Figure 6

'The meeting of Dido and Aeneas' by Nathaniel Dance Holland (1766)



The last 6 books tell the story of how Aeneas – on behalf of the Trojan people – eventually conquered the Latin people to establish the race of Romans. The narrative ends by neatly tying Augustus to the foundation of the Roman people, as an ancestor of its founding father.

Resource Two

Data Source

Section B

Ovid's Metamorphoses

Ovid was born only a year after the death of Julius Caesar, meaning that - in comparison to Virgil, he grew up in a period of relative peace. He came from a wealthy family, meaning he was able to write full time from a young age. His father sent him to Rome with the hope that he would become a politician, but this dream was short-lived as Ovid only had interest in writing poetry.

*"I am the poet of the poor, because I was poor when I loved;
since I could not give gifts, I gave words"*

(Ovid *Ars Amatoria*, lines 165-166)



Ovid had success early on as a poet and wrote on varying topics and themes. His first great work was a collection of poems about love called the *Amores* (the Latin word *amor* means love) – however, not the sort of love poetry you would expect. This, alongside later works called the *ars amatoria* (the art of loving) and the *remedia amatoria* (remedies for love) were scandalous poems about how to seduce a woman, how to sustain her interest and Ovid's own advice from his sexual exploits.

Ovid's most famous work was the *Metamorphoses* which he finished in around 8AD, around 25-30 years after the *Aeneid*. Although discussing a completely different topic to the *Aeneid* – that of the gods and the beginning of the world - it is argued that the work may have been a 'reaction' to the *Aeneid* and its role as a piece of imperial **Propaganda**.

Resource Two

Data Source

Firstly, the work is written in exactly the same form as the *Aeneid*. Much as poetry today can take different set forms and be written in different metres, both the *Aeneid* and the *Metamorphoses* were written in a form called **Dactylic Hexameter**. This rhythm was most commonly associated with **Epic Poetry**, which were much more serious in tone to Ovid's *Metamorphoses*. This means that the poem always used the following rhythm:

In English

*dum-di di / dum-di di / dum-di di /dum-di di /
dum-di di / dum-dum*

In Latin

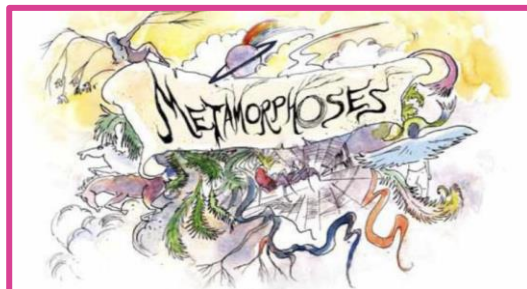
arma vi|rumque ca|nō, Trō|iae quī| p̄m̄us a|b ōrīs

I sing of arms and the man, who first from the shores of Troy..."

Secondly, whereas the *Aeneid* begins writing about the foundation of Rome, starting from the Trojan war, the *Metamorphoses* starts even further back at beginning of time in the establishment of the cosmos. By taking his narrative back to the ultimate beginning of time, could Ovid again be inviting further comparison to the *Aeneid*? Whereas Virgil could only take the reader back as far as the beginning of the Trojan war, Ovid could take them back to the chaos at the beginning of the world.

Figure 7

*Illustration of the
Metamorphoses by
Soham De in Lorna
Robinson's Telling
Tales (2013)*



Resource **Two**

Activities

- Activity 1** What do you think may have motivated Virgil to write the *Aeneid*?
- Activity 2** Research Homer's *Iliad* and Homer's *Odyssey* using the further reading. Why do you think Virgil wanted to imitate Homer?
- Activity 3** **Discussion** - Both Virgil and Ovid came from wealthy, Roman backgrounds. What should we consider when exploring their interpretation of the world? Do you feel this is representative of all Romans?
- Activity 4** Watch this clip: [What is dactylic hexameter?](#) a discussion between Akala and Katherine Earnshaw. Lots of poets and hip-hop artists now use specific metres in their work to give it a certain tone. Find an example of lyrics from hip hop or from a poem and analyse how the rhythm of the words affect it's meaning. For example, a rock song.
- Activity 5** Compare the opening lines of Virgil's *Aeneid* and Ovid's *Metamorphoses*. How do poet's use language to make the start of the 'epic' engaging?

First lines of Virgil's <i>Aeneid</i>	First lines of Ovid's <i>Metamorphoses</i>
I sing of arms and the man, he who, exiled by fate, first came from the coast of Troy to Italy, and to Lavinian shores – hurled about endlessly by land and sea, by the will of the gods, by cruel Juno's remorseless anger, long suffering also in war, until he founded a city.	I want to speak about bodies changed into new forms. You, gods, since you are the ones who alter these, and all other things, inspire my attempt, and spin out a continuous thread of words, from the world's first origins to my own time.

Resource **Two**

Further Reading

- Explore**
- [Fully digitised manuscript of Virgil's *Aeneid*](#).
 - [Mary Beard's Ultimate Rome: Empire without Limits](#).
 - [Translation of Ovid's *Metamorphoses*](#) – free open access.
 - [Translation of Virgil's *Aeneid*](#) - free open access.
 - [Video summary of Homer's *Iliad*](#).
 - [Video summary of Homer's *Odyssey*](#).
 - 'Telling Tales' by Lorna Robinson – beginner's Latin textbook based on Ovid's *Metamorphoses*.

- References**
- Homer's *Iliad*.
 - Homer's *Odyssey*.
 - Virgil's *Aeneid* (English translation linked above).
 - Ovid's *Metamorphoses*.

- Image Sources**
- [Wally Reinhardt "Joves Makes Hercules a God" New York University Art Collection](#).
 - Manuscript of Virgil's *Aeneid* held by the Vatican – Vatican website.
 - "The meeting of Dido and Aeneas" (1766) by Nathaniel Dance Holland – Tate collection (not on display).
 - 'Telling Tales' by Lorna Robinson.

Resource **Three**

Overview

Topic Psychological approaches for Ovid's *Metamorphoses*

Key Stage 5 Subject Area AQA A-Level Psychology: Paper 2 (Psychology in Context)

Objectives By completing this resource, you will be able to:

- ✓ Explain different psychological approaches to explaining behaviour.
- ✓ Evaluate how a framework could be used to analyse behaviour in a narrative.

Instructions

1. Read the data source
2. Complete the activities
3. Explore the further reading
4. Move on to the Resource Four



Resource **Three**

Data Source

Section A

What is a psychological approach?

An approach in psychology is the **Perspective** that we use to analyse a person's action or behaviour. You can use different approaches to analyse things (like art, media or history) to find out more about something from a specific point of view.

Section B

Psychological approaches

1. Behaviourist approach

The behaviourist approach is based upon the idea that all behaviours are learnt from our environment. It suggests that only behaviour that can be seen should be investigated as you cannot see directly into someone's mind. Behaviourists believe that our actions are dictated by two interactions with our environment: classical conditioning and operant conditioning.

Classical conditioning	Operant conditioning
Learning through associations	Learning through rewards and punishments



2. Social learning approach

The social learning approach shares some ideas from behaviourists, like their belief in classical and operant conditioning. The social learning approach also acknowledges vicarious reinforcement, which is when people indirectly learn which behaviours should or should not be repeated. For example, when young children are praised for sitting quietly on the carpet, other children may copy their behaviour in search of the same praise.

Resource **Three**

Data Source

3. Cognitive approach

The cognitive approach suggests that our behaviour is the result of how our thoughts are consciously and unconsciously processed in our brains and the 'filing systems' through which these thoughts are filtered. For example, we may have **Schema** in our thought processes that organise new information based on past experience. This can sometimes cause us to process new information incorrectly based on prior experience. For example, if you had previously met a dog that barked a lot, it may make you automatically assume that all dogs will bark a lot.



4. Biological approach

The biological approach believes that our behaviour is a result of our physiology. This might be the formation of our genes, the specific make-up of our DNA, neurotransmitters or brain structure. This approach would therefore suggest that a lot of our behaviours are inherited as they are linked to our physiology.

5. The psychodynamic approach

Psychodynamic literally refers to the different moving parts that work together to result in our behaviours and feelings. This approach focuses on how unconscious processes and thoughts influence our behaviour and often form during our early childhood experiences. This approach was pioneered by Sigmund Freud, who based many of his psychodynamic models on examples from ancient literature.

Resource **Three**

Data Source

The psychodynamic approach is based upon three aspects of the mind:

- **Unconscious** - thoughts we cannot recall and are not presently aware of, like painful emotions, repressed memories and internal instincts.
- **Conscious** - thoughts we are aware of.
- **Preconscious** - thoughts and memories that we can recall but are not currently stored in our conscious memory.



Freud argues our personalities comprise of three areas: id (instincts), ego (reality) and superego (morality).

Figure 8

The three areas of personalities according to Freud



6. The humanist approach

Humanism takes a more positive approach to the psychology behind our behaviours, focussing more on the ability for someone's behaviour to grow and change. Humanism states that we have free will and that our actions are not affected solely affected by cause-and-effect relationships and that ultimately, we consciously choose our behaviours.

Resource **Three**

Data Source



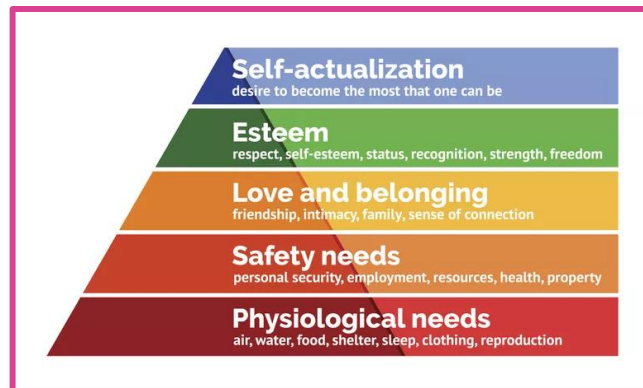
Humanism looks at how people reach **Self-Actualisation**, which is the point when a person has reached their full potential. As this is not something that can be objectively measured, humanists reject the idea of scientific study in relation to the approach as it believes that humans cannot subjectively study each other. Humanist approaches tend to use case studies to measure their theories.

Maslow's hierarchy of need

Maslow (1943) argued that people have an intrinsic hierarchy of need that has to be fulfilled before they can reach self-actualisation.

Figure 9

Maslow's hierarchy of needs



7. Rogers' focus on the self

Rogers (1959) developed the idea of self-concept in relation to self-actualisation. Rogers argued that everyone has a self-image (the person they believe themselves to be) and an ideal self (the person who they wish to be). Rogers argued that these two ideas can either be **Congruent** or **Incongruent**.

Resource **Three**

Data Source

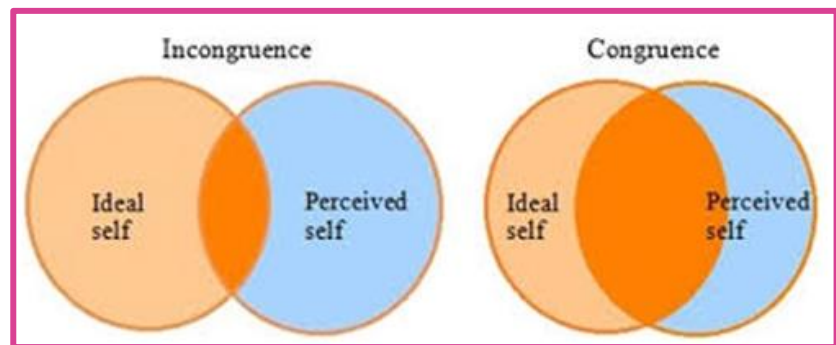


Figure 10

*Roger's
conceptualisation of
congruence or
incongruence*

The larger the overlap between the self-image and the ideal self, means a better congruence between the two concepts. The better the congruence, the greater chance somebody has of achieving self-actualisation.

The smaller the overlap between someone's self-image and means there is an incongruence between the two concepts. The greater incongruence, the less someone is likely to achieve self-actualisation.



Limitations

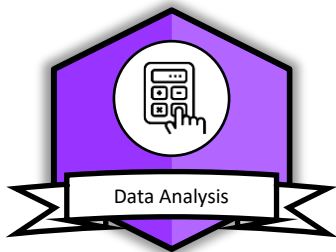
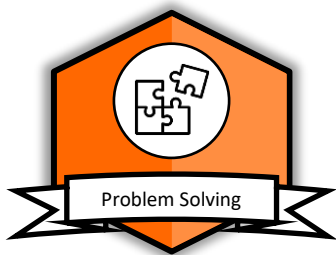
We should always consider the subjective nature of the humanist approach and historical views of what it means to self-actualise. For example, we need to consider that historical views on this may not have considered what self-actualisation looks like for the global majority.

Resource **Three**

Data Source

Section C

A framework for
exploring character
using these
approaches



A framework is a set structure with which you can analyse something. In this booklet, we will be using the frameworks as way to use psychological approaches to analyse character behaviour. We will be using examples from Ovid's *Metamorphoses* as case studies to analyse different behaviours. Although the use of case study is more **Prevalent** with humanist and psychodynamic approaches, we can still consider other approaches in our analysis of the text.

Example case study 1: A model framework

Emily can usually manage her anxiety. On her way to work, she received a text from her friend saying that they were angry at her. A sudden thought came into Emily's head that she had not turned off her hair straighteners. Emily burst into tears on the bus and screamed at the driver to open the doors. When the driver would not open the doors, Emily pressed the emergency button to open them automatically.

The behaviourist approach - Emily may have observed another person open the doors like this in the past.

The psychodynamic approach - Because Emily is anxious, she is satisfying her id (acting on instinct) instead of her superego (the moral obligation to not use the emergency button).

The humanist approach - Emily is angry at herself because she has upset her friend, which was compounded by the fact she then felt she made another mistake by leaving the straighteners on. These two actions further pushed Emily from her congruence and pushed her further from self-actualisation.

Therefore, knowledge of these different perspectives could help us in analysing the motivations behind each character.

Resource **Three**

Activities

- Activity 1** When remembering the different approaches, people use different mnemonics to help them remember the differences. Create your own mnemonic to help you remember the differences. This might be a drawing, a dance routine or a song: get creative!
- Activity 2** Emily is often frustrated and angry, but most of the time she keeps her feelings under control. One day, during a meeting at work, Emily stormed out of the room and kicked the drinks machine so hard that the glass screen broke.
- Suggest how a psychodynamic psychologist might explain Emily's behaviour.
 - Suggest how a behaviourist psychologist might explain violent behaviour such as that shown by Emily.
- Activity 3** Emily is unhappy and lacks confidence. She also thinks she is not very good-looking and not very clever. She goes to a counselling therapist for help. The therapist suggests that Emily lacks congruence.
- Outline what is meant by 'congruence'.
 - Explain one way in which Emily might achieve 'congruence'.
- Activity 4** What are the benefits of looking at ancient literature using modern psychological perspectives? What might be the drawbacks?

Resource **Three**

Further Reading

- Explore**
- [Id, ego and superego video explanation](#).
 - [Approaches topic revision video for AQA A-Level psychology](#).
 - [Bandura's Bobo Doll experiment](#) (social learning theory).
 - [The difference between classical and operant conditioning](#) (Ted talk).
 - [Piaget's theory of cognitive development](#).

- References**
- [AQA psychology in context](#).
 - [American Psychological Association](#).

- Image Sources**
- Id, ego and superego: <https://www.verywellmind.com/the-id-ego-and-superego-2795951>
 - Maslow's hierarchy of need: <https://www.simplypsychology.org/maslow>
 - Incongruence and congruence: Phoebe Charn <https://coachcampus.com/coach-portfolios/power-tools/phoebe-earn-congruence-vs-incongruence/>

Resource **Four**

Overview

Topic Case study 1: Narcissus and Echo

Key Stage 5 'The World of the Hero': Virgil's Aeneid
Subject Area 'Beliefs and Ideas': Love and Relationships
AQA A-Level Psychology: Paper 2 (Psychology in Context)

Objectives By completing this resource, you will be able to:

- ✓ Explain the events of Ovid's retelling of Narcissus and Echo.
- ✓ Use modern perspectives and interpretations to examine the behaviours of each character.
- ✓ Evaluate an alternative reading of the myth using these analytical theories.

Instructions

1. Read the data source
2. Complete the activities
3. Explore the further reading
4. Move on to the Resource Five



Resource **Four**

Data Source

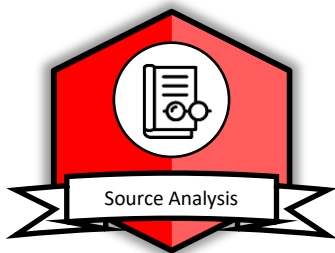
Section A

The story of Echo

Narcissus and Echo enter Ovid's narrative in the third book of the *Metamorphoses*. A nymph called Liriope went to seek the famous seer Tiresias, to find out about her son's future. Tiresias simply said that he would live a long life *"if only he never truly knows himself"*.

For a long time, both Liriope and her son, Narcissus, felt no consequences of Tiresias' prediction. Narcissus grew up to be the most beautiful of young men and was desired by all who saw him. However, Narcissus never acknowledged any of these advances as he was so full of pride.

One day, a nymph called Echo saw Narcissus in the woods. Echo herself had been cursed by Juno, meaning she could only repeat the ends of other people's sentences. This is because Juno believed that Echo had been passing messages between Juno's husband – Jupiter – and all the women he was having an affair with. Therefore, one day, Echo followed Narcissus into the woods as she was so intensely in love with him.



Ideas for analysis

- Narcissus, on a surface level, demonstrates congruence between his ideal self and self-image here. However, he appears to be lonely due to his lack of interest in other people. Could he achieve self-actualisation without satisfying Marlow's hierarchy of need?
- Echo would have experienced trauma from her punishment by Juno. Each time she is forced to repeat Narcissus' speech, a cognitive approach would suggest she is reliving the same traumatic process as was formed in an earlier schema.



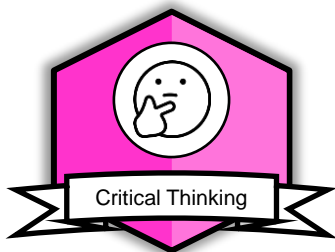
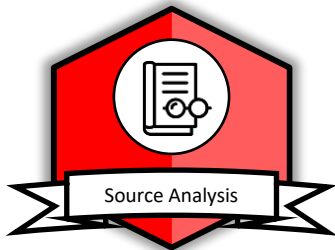
Resource **Four**

Data Source

As Narcissus shouted out *"is anyone here?"*, all Echo could reply was *"here!"*. When Narcissus said *"come to me!"*, she could only repeat the same thing back. When Narcissus shouted *"let's meet together!"* Echo could only reply *"together!"*. As Echo finally revealed herself to Narcissus, he ran away from her screaming that he would rather die before she come anywhere near him. Scorned, Echo returned deep into the woods and remained forever in a cave, until her bones turned to stone and only her voice remained.

Ideas for analysis

- Greenberg argues that Ovid's characterisation of Echo is reminiscent of the symptoms of post-traumatic stress disorder (PTSD).
- PTSD is a condition that people can experience after they have witnessed or been part of a traumatic event or serious injury. The memory of the event may be triggered by experiences in their daily lives or through flashbacks or nightmares. These episodes can be incredibly distressing and often **Debilitating**.
- Within Ovid's story, the **Reoccurrence** of Echo's trauma is demonstrated by the echoes in her speech.
- For Echo, this becomes so difficult to experience that she literally becomes separated from her own body. This could be viewed as a **Figurative** example of the experience of trauma.



Resource **Four**

Data Source

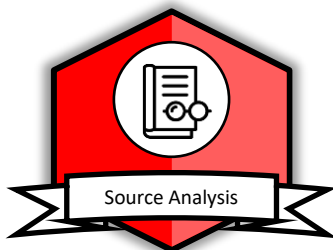
Section B

The story of Narcissus

Once Echo had departed, Narcissus continued to wander alone and scorned every young man and woman who came into his path. One of the people that Narcissus rejected turned out to be the goddess Nemesis, who sought to take her revenge on him. She swore that if he was never to love anyone else, the only thing he would ever be able to love is the only person he could never have: himself.

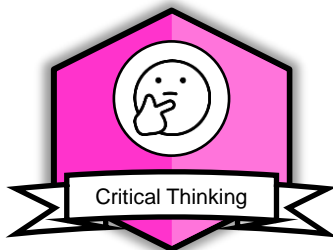
Narcissus was wondering through the woods one day when he became tired by the heat. He laid down next to a beautiful clear fountain spring that was surrounded by fresh grass and was undisturbed by animals or people. As he leant down to take a drink, he noticed the most beautiful person he had ever seen directly in front of him. He was taken about by the figure, and immediately fell in love.

He repeatedly tried to reach out to embrace the person he saw before him, but every time Narcissus came closer, the figure disappeared. He repeatedly tried to lean down and place a kiss on their lips, but every time was met with the fresh water.



Ideas for analysis

- Did Narcissus have any free will in what happened to him? Do you believe that Narcissus actions were conscious or unconscious in how he made Nemesis feel?
- Narcissistic personality disorder is an anxiety disorder in which somebody demonstrates an inflated sense of self, whilst underneath can have very low self-esteem. How does this compare to Ovid's character of Narcissus?



Resource **Four**

Data Source



Narcissus speaks aloud about his love, lamenting his inability to reach them and how much he longs to be with them. After becoming more and more infatuated with the person he could not find, he came to the realisation that he had been tricked and the only person he had ever truly loved was himself.

At this point, the love that Narcissus felt was so intense that he could no longer live without his love. He beat his chest so hard that it turned purple and eventually, his body weakened. Echo came out to see the boy who was nothing like the person she fell in love with. He looked back into the pool to say "goodbye", and Echo's voice returned his final words.

Figure 11

"Narcissus and Echo"
By John Williams
Waterhouse (1903)



Resource **Four**

Activities

Activity 1 What are the similarities and differences between a reflection and an echo? Why do you think Ovid included these two ideas within the myth?

Activity 2 Do you have more sympathy for Narcissus or Echo? Write an argument outlining your reasons for your answer.

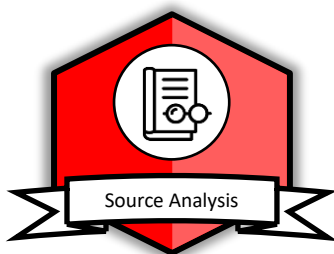
Activity 3 Considering the PTSD analysis, would you view Narcissus' actions differently if this was the case? How?

Activity 4 **Framework activity** - Using our framework discussed in Resource Three Section B (and using the ideas for analysis in this resource) write an analysis of the Narcissus and Echo myth, considering different psychological approaches. This is an open activity that you can set out in whichever way feels most helpful to you, but there are some ideas below to get you started.



Idea 1 - Take a theme and make a grid to help scaffold your ideas.

e.g. Approach	Narcissus' behaviour towards Echo
Behaviourist	
Psychodynamic	



Idea 2 - Focus on an individual character and write a first-person account of their thought process in the story. You can use imagined reasonings, based on your understanding of psychological approaches and your personal analysis.

e.g.. I am Narcissus. My mother was always very protective over me when I was younger, as an old man told her it would keep me safe. Therefore, I always wanted to be alone...

Idea 3 - Using the framework of 'ideas for analysis' in this resource, write a running **Commentary** of ideas and thoughts that come to your head whilst you are reading.

Resource **Four**

Further Reading

- Explore**
- [Echo and Narcissus by John Williams Waterhouse.](#)
 - [Article: Narcissus and Echo: The Myth and Tragedy of Relationships with Narcissists.](#)
 - [Extract from the operatic adaptation of Narcissus and Echo.](#)

- References**
- [What is PTSD?](#)
 - [Greenberg: The Echo of Trauma and the Trauma of Echo.](#)

- Image Sources**
- Model of PTSD: A schematic diagram of the Ehlers and Clark (2000) cognitive theory of posttraumatic stress disorder (PTSD). Reprinted from Behaviour Research and Therapy, 38, A. Ehlers and D. M. Clark, "A Cognitive Model of Posttraumatic Stress Disorder," pp. 319–345.
 - "Narcissus and Echo" By John Williams Waterhouse (1903).

Resource **Five**

Overview

Topic Case study 2: Pyramus and Thisbe

Key Stage 5 'The World of the Hero': Virgil's Aeneid
Subject Area 'Beliefs and Ideas': Love and Relationships
AQA A-Level Psychology: Paper 2 (Psychology in Context)

Objectives By completing this resource, you will be able to:

- ✓ Explain the events of Ovid's retelling of Pyramus and Thisbe.
- ✓ Use modern perspectives and interpretations to examine the behaviours of each character.

Instructions

1. Read the data source
2. Complete the activities
3. Explore the further reading
4. Move on to the Resource Six



Resource Five

Data Source

Section A

The story of Pyramus and Thisbe

The story of Pyramus and Thisbe has undergone many retellings throughout history. Ovid's retelling begins with two young lovers from ancient Babylon who are next door neighbours, with their houses separated by a single wall. The two families did not get along, however Pyramus and Thisbe were able to communicate via a crack found in the wall.

Figure 12

*Photograph from the
Globe's 2021
production of
Shakespeare's A
Midsummer Night's
Dream*

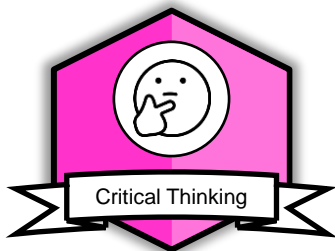
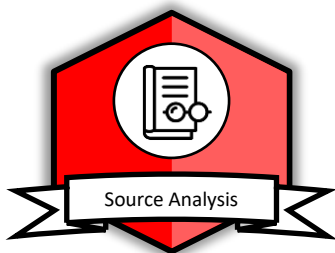


Image description - In Shakespeare's play 'A Midsummer Nights Dream', he uses an extract from Pyramus and Thisbe as the play that the mechanicals perform to the court.

They decide to meet under a nearby mulberry tree to see each other for the first time. Thisbe is the first person to arrive at the meeting spot, however, she encounters a lioness whose mouth is covered in blood from something she has recently killed. Terrified, Thisbe runs away, and her cloak falls off as she flees.

Ideas for analysis

In Ovid's story, the characters of Pyramus and Thisbe are teenagers. When we are still developing, our brains have a weakened sense of impulse control and are much more sensitive to immediate reward, even if this means taking a greater risk.



Resource **Five**

Data Source

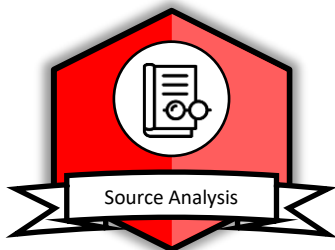
Section B

Ideas for analysis

Once Thisbe has gone, Pyramus then arrives at the meeting spot in horror, to find Thisbe's cloak ripped to shreds on the floor covered in the blood from the lioness' mouth. Pyramus concludes that his love must have been killed by the lioness and makes the decision he does not want to live without her. Pyramus falls on his own sword, as Ovid describes the way in which his blood dyes the white mulberry leaves.

When Thisbe comes back to finally meet her love and explain what had happened with the lioness, she finds Pyramus dead on the ground underneath the mulberry tree that they were finally to meet under. Completely heartbroken, Thisbe decides to fall on the same sword as Pyramus and fall down next to her love.

The gods praise the pair for their loyalty by forever changing the colour of mulberry fruits to the stained, dark red.



Ideas for analysis

- The story of Pyramus and Thisbe has been retold throughout history, with the trope of young, ill-fated lovers seen in famous tales like that of Romeo and Juliet.
- In the recent film adaptation of West Side Story, which is an adaptation of Romeo and Juliet, the ending is changed so that both characters do not take their own lives. Why do you think they may have changed it?
- Why do you think the story has been turned into many things that need to be performed, like theatre and film, rather than a book or story to read?



Resource **Five**

Activities

Activity 1 Pyramus and Thisbe has been the inspiration for works of Shakespeare and modern works like *West Side Story*. Research how the story has been used and adapted in these contexts.

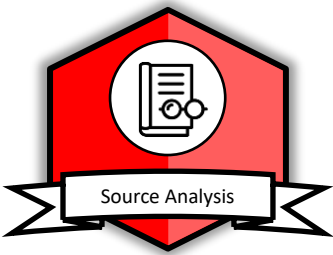
Activity 2 Think back to Resource One. Do you think the ending of this story would remind a Roman reader of any famous parallels in recent history? How might this affect a Roman reader’s interpretation of the story?

Activity 3 Framework activity: using our framework discussed in Resource Three section B (and using the ideas for analysis in this resource) write an analysis of the Pyramus and Thisbe myth, considering different psychological approaches. This is an open activity that you can set out in whichever way feels most helpful to you, but there are some ideas below to get you started.



Idea 1 - Take a theme and make a grid to help scaffold your ideas.

e.g. Approach	Thisbe’s reaction to finding Pyramus
Behaviourist	
Psychodynamic	



Idea 2 - Focus on an individual character and write a first-person account of their thought process in the story. You can use imagined reasonings, based on your understanding of psychological approaches and your personal analysis.

e.g.. I am Thisbe. I want to be able to make my own choices, yet my parents separate me by a wall...

Idea 3 - Using the framework of ‘ideas for analysis’ in this resource, write a running commentary of ideas and thoughts that come to your head whilst you are reading.

Resource **Five**

Further Reading

- Explore**
- *Romeo and Juliet* by William Shakespeare.
 - *A Midsummer Night's Dream* by William Shakespeare.
 - *West Side Story (the musical)* by Leonard Bernstein and Stephen Sondheim.
 - *West Side Story* (the film).

- References**
- [Article: I want it now! The Neuroscience of teenage impulsivity.](#)

- Image Sources**
- Image still from *West Side Story* (1961) directed by Robert Wise and Jerome Robbins.
 - Image still from *West Side Story* (2021) directed by Steven Spielberg.

Resource **Six**

Overview

Topic Case study 3: Iphis and Ianthe

Key Stage 5 'The World of the Hero': Virgil's Aeneid
Subject Area 'Beliefs and Ideas': Love and Relationships
AQA A-Level Psychology: Paper 2 (Psychology in Context)

Objectives By completing this resource, you will be able to:

- ✓ Explain the events of Ovid's retelling of the Iphis and Ianthe myth.
- ✓ Use modern perspectives and interpretations to examine the behaviours of each character.

Instructions

1. Read the data source
2. Complete the activities
3. Explore the further reading
4. Move on to the Final Reflection Activity



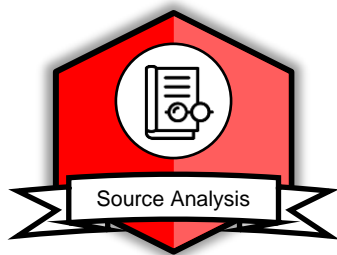
Resource Six

Data Source

Section A

The story of Iphis and Ianthe

Throughout the *Metamorphoses*, Ovid presents stories of gender fluidity and the ease with which people could present as multiple forms and genders. For this resource, instead of focussing on psychological approaches to behaviour, we can think about the significance of Ovid presenting these narratives 2,000 years ago and how we can interpret the events from a modern perspective.



There was a couple who lived in Crete, and the wife, Telethusa, was pregnant. Her husband, Ligdus, prayed for his wife to have as painless a labour as possible and that his newborn child would be a boy. This was because, as they were poor, they would not be able to afford the dowry for a daughter when she would eventually marry. Ligdus decided that he would have to kill the baby if they were born a girl.



Telethusa was broken-hearted at this idea, and was visited in the night by the Egyptian goddess Isis. Isis said to Telethusa that she would ignore her husband's command and keep the child whether it was a boy or a girl. Isis promised that if she was born a girl, that she would help Telethusa in any way she needed.

When Telethusa's baby arrived, it was indeed born a girl. Telethusa hid the sex of her child from her husband and began to raise them as a boy. 'He' was named Iphis after Ligdus' grandfather, which was a gender neutral name in ancient Greece. When Iphis was old enough, Ligdus arranged for them to marry a beautiful girl called Ianthe: both Iphis and Ianthe instantly fell in love.

Resource Six

Data Source



Activist Jameela Jamil, has spoken extensively about the impact of photo editing. Photo editing can contribute to many of the hijacks, but especially controlling the menu, social approval and social reciprocity. Figure 13 below is an extract from an interview she did about the subject.

Iphis, aware that she would not be able to marry Ianthe if she knew she was a woman, prayed to Juno. Telethusa tried to delay the wedding as long as possible, and she hurried Iphis to the temple of Isis the day before the wedding to seek help. Isis was taken aback by the story and vowed to turn Iphis into a man.

Iphis married Ianthe and lived happily together for the rest of their lives.

“ One day, our grandfather says, one of our friends came round to my house and told me: ‘Tomorrow you’ve got to dress up as a message boy.’

What’s a message boy? I say.

Shh, Midge says.

I was small, our grandfather says, I was nineteen, but I could pass for twelve or thirteen. And I looked a bit like a boy.

Yeah, Midge says, cause you *were* one.

Shh, I say.

And I checked through the clothes she’d brought me in the bag, our grandfather says, they were pretty clean, they didn’t smell too bad, they smelt a bit leathery, a bit of the smell of boys.

Uch, Midge says.

What’s the smell of boys? I say. ”

Figure 13

Extract from Girl Meets Boy by Ali Smith – a modern retelling of Iphis and Ianthe (p13)

Resource Six

Data Source

Section B

Impressions of Iphis and lanthe

Below is an engraving created in 1639 of the story of Iphis and lanthe by Johann Wilhelm Baur, which is now held in the British Museum.

There is a Latin phrase along the top of the etching:

Iphis puerum simulans in masculinum vere mutatur.

At the same time, Iphis was truly changed into a boy and a man.

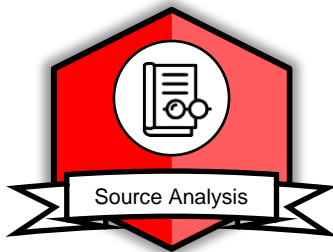


Figure 14

Engraving of the story of Iphis and lanthe by Johann Wilhelm Baur



Resource **Six**

Activities

Activity 1 Why was the name 'Iphis' chosen for the main character by their parents?

Activity 2 Think back to Resource One and Augustus' interest in changing laws to emphasise the importance of marriage and family. How may this affect a Roman reader's interpretation of the story?

Activity 3 Look at the engraving by Johan Wilhelm Baur. Why do you think he wanted to emphasise that Iphis turned into a boy and a man *simulans* (simultaneously)?

Activity 4 Read the opening lines from Ali Smith's *Girl Meets Boy*.

Let me tell you about when I was a girl, our grandfather says.

What can we infer from these lines about the narrator's grandfather? Compare these opening lines with the story of Iphis and Ianthe and discuss what parts of the original story that you believe Ali Smith has kept.

Activity 5 How do you think Ianthe would react if she had known that Iphis was a girl? Do you think it would have made her act differently towards them? Justify your answer using your own ideas and opinions.

Activity 6 Do you think this is a positive or negative story for young people to read today? Write an argument outlining your reasons for your answer using evidence from the story.

Resource **Six**

Further Reading

Explore • *Girl Meets Boy* by Ali Smith.

References • *Girl Meets Boy* by Ali Smith.

Image Sources • Johann Wilhelm Baur (1600-1640), *Isis Changing the Sex of Iphis* (c 1639), engraving for Ovid's *Metamorphoses*. Held at the British Museum.

Final Reflection Activity

Instructions

Create your own exploration or commentary on your own choice of myth from Ovid's *Metamorphoses*. [A translation of Ovid's *Metamorphoses* can be accessed here.](#)

Success criteria

1. Demonstrate why you have chosen the myth you are exploring and what it means to you.
2. Outline the key events in the myth.
3. Explore different reasons and perspectives for why the characters behave as they do using evidence from the story and **informed** by your understanding of psychological approaches. Alternatively, you may want to look at a myth like Iphis and Ianthe, and create an exploration or commentary on how we can view the story from a modern perspective.

Below are some more famous myths from the *Metamorphoses* to get you started:

- Apollo and Daphne: Daphne changes herself into a tree
- Procne and Philomela: two sisters take revenge on an evil husband (content warning: violence and assault)
- Polyphemus and Galatea: a cyclops professes his love
- Tiresias: experiences both genders because of a fight between the gods
- Daedalus and Icarus: a tale of a boy who flew too close to the sun
- Medea and Jason: a famous witch takes revenge on her scheming husband with grave consequences

Think about how you would like to present this in a way that is most fitting for you and for the themes of the myth. Examples might include:

- A PowerPoint presentation.
- A collage or piece of artwork that combines the behaviours that are seen with the reasons for why these are displayed.
- A composition or musical playlist that summarises the emotions and behaviours that you have analysed in the characters.
- A video or podcast discussion outlining your commentary (this could be individual or as a discussion with classmates).

More Subject Resources

A Deeper Look into Positive Psychology



Read

- In September 2022, the first translation of Ovid's *Metamorphoses* in its entirety by a woman is being published. You can access the book [here](#) when it comes out.

Watch

- [Ovid from the RSC: the world's greatest storyteller](#).

Listen

- [BBC4 In Our Time episode: Metamorphosis](#)

Do

- Explore myths from other ancient traditions:
 - Black leopard, red wolf trilogy by Marlon James
 - African and Caribbean Folktales, Myths and Legends by Wendy Shearer
 - Persian Myths by Veata Sarkhosh Curtis
 - [Mythology of the ancient near East](#)
 - [Mythology from the ancient China](#)
 - [Mythology from Greece](#)
 - [Norse mythology](#)

Study Skills, tips & Guidance

This a section includes helpful tips to help you complete this pack, as well as improve your study skills for school.

It also includes a few fantastic easy-to-use resources to know what to do next and where else you can look for more information on the subject.



Helpful information you will find in this section:

1. Cornell Notes
2. Academic terminology (key words)
3. Academic Writing Style
4. Referencing
5. How to Evaluate Your Sources
6. Subject Guidance
7. University Guidance

Psst! Learning these tips to improve your school skills could help you do better in exams and make assignments easier!

You can use the tips and web links in this section throughout your pack!



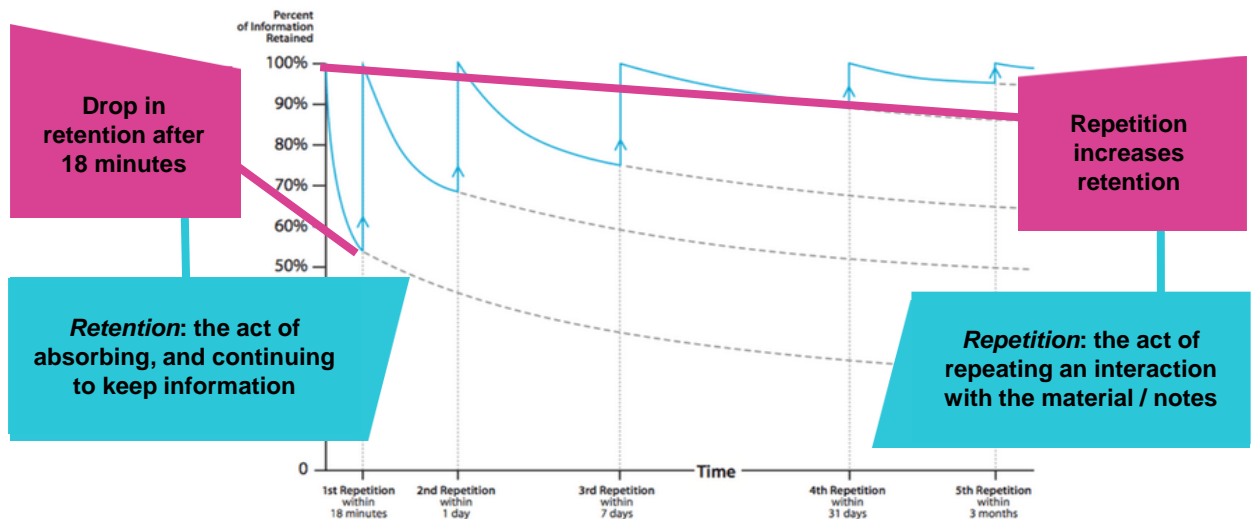
Academic Study Skills

Cornell Notes

Why is good note taking important?

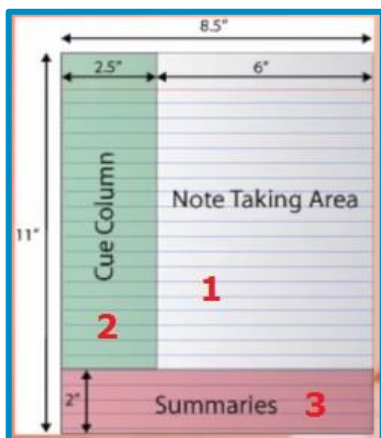
If it feels like you forget new information almost as quickly as you hear it, even if you write it down, that's because we tend to lose almost 40% of new information within the first 24 hours of first reading or hearing it.

However, if we take notes effectively, we can retain and retrieve almost 100% of the information we receive. Consider this graph on the rate of forgetting with study/repetition:



Learning a new system

The Cornell Note System was developed in the 1950s at the University of Cornell in the USA. The system includes interacting with your notes and is suitable for all subjects. There are three steps to the Cornell Note System.



Step 1: Note-Taking

- Create Format:** Notes are set up in the Cornell Way. This means creating 3 boxes like the ones on the left. You should put your name, date, and topic at the top of the page.
- Write and Organise:** You then take your notes in the 'note taking' area on the right side of the page. You should organise these notes by keeping a line or a space between 'chunks' / main ideas of information. You can also use bullet points for lists of information to help organise your notes.

Academic Study Skills

Cornell Notes

Step 2: Note-Making

- 1. Revise and Edit Notes:** Go back to box 1, the note taking area and spend some time revising and editing. You can do this by: highlighting 'chunks' of information with a number or a colour; circling all key words in a different colour; highlighting main ideas; adding new information in another colour.
- 2. Note Key Idea:** Go to box 2 on the left-hand side of the page and develop some questions about the main ideas in your notes. The questions should be 'high level'. This means they should encourage you to think deeper about the ideas. Example 'high level' questions would be:
 - Which is most important / significant reason for...
 - To what extent...
 - How does the (data / text / ideas) support the viewpoint?
 - How do we know that...

Here is an example of step 1 and step 2 for notes on the story of Cinderella

Questions:	Notes:
How does C's mother die?	<ul style="list-style-type: none"> • Cinderella is an only child • Cinderella's dad might <u>spoil</u> her • Cinderella's Step-Mother is <u>jealous</u> of her beauty • Maybe Cinderella becomes the <u>woman of the house</u>
Why does C make the Step-M so angry?	<ul style="list-style-type: none"> ↳ BUT then the Step-Mother wants that <u>position</u>!
↓ What language shows this?	<ul style="list-style-type: none"> ↳ <u>Key point</u> → Fairy takes teach ↳ <u>morals</u>
* What is the moral of 'C'?	
How do I know?	<ul style="list-style-type: none"> • Cinderella is <u>kind</u> → her Step-M is not

Step 3: Note-Interacting

- 1. Summary:** Go to box 3 at the bottom of the page and summarise the main ideas in box 1 and answer the essential questions in box 2.

Summary:
Because C is an only child, she takes over as 'woman of the house' when her M dies. Her Step-M is jealous and angry. We get C's side of the story so it is difficult to know whether C is really badly treated or not.

Give the Cornell Note Taking System a try and see if it works for you!

Academic Study Skills

Key Words

Below is a series of key terms you will come across from teachers and tutors as you got through school, especially as you enter upper secondary.

Knowing these will help you understand what you are being asked to do!

- **Analyse:** When you analyse something you consider it carefully and in detail in order to understand and explain it. To analyse, identify the main parts or ideas of a subject and examine or interpret the connections between them.
- **Comment on:** When you comment on a subject or the ideas in a subject, you say something that gives your opinion about it or an explanation for it.
- **Compare:** To compare things means to point out the differences or similarities between them. A comparison essay would involve examining qualities/characteristics of a subject and emphasising the similarities and differences.
- **Contrast:** When you contrast two subjects you show how they differ when compared with each other. A contrast essay should emphasise striking differences between two elements.
- **Compare and contrast:** To write a compare and contrast essay you would examine the similarities and differences of two subjects.
- **Criticise:** When you criticise you make judgments about a subject after thinking about it carefully and deeply. Express your judgement with respect to the correctness or merit of the factors under consideration. Give the results of your own analysis and discuss the limitations and contributions of the factors in question. Support your judgement with evidence.
- **Define:** When you define something you show, describe, or state clearly what it is and what it is like, you can also say what its limits are. Do not include details but do include what distinguishes it from the other related things, sometimes by giving examples.
- **Describe:** To describe in an essay requires you to give a detailed account of characteristics, properties or qualities of a subject.
- **Discuss:** To discuss in an essay consider your subject from different points of view. Examine, analyse and present considerations for and against the problem or statement.

Academic Study Skills

Key Words

- **Evaluate:** When you evaluate in an essay, decide on your subject's significance, value, or quality after carefully studying its good and bad features. Use authoritative (e.g. from established authors or theorists in the field) and, to some extent, personal appraisal of both contributions and limitations of the subject. Similar to assess.
- **Illustrate:** If asked to illustrate in an essay, explain the points that you are making clearly by using examples, diagrams, statistics etc.
- **Interpret:** In an essay that requires you to interpret, you should translate, solve, give examples, or comment upon the subject and evaluate it in terms of your judgement or reaction. Basically, give an explanation of what your subject means. Similar to explain.
- **Justify:** When asked to justify a statement in an essay you should provide the reasons and grounds for the conclusions you draw from the statement. Present your evidence in a form that will convince your reader.
- **Outline:** Outlining requires that you explain ideas, plans, or theories in a general way, without giving all the details. Organise and systematically describe the main points or general principles. Use essential supplementary material, but omit minor details.
- **Prove:** When proving a statement, experiment or theory in an essay, you must confirm or verify it. You are expected to evaluate the material and present experimental evidence and/or logical argument.
- **Relate:** To relate two things, you should state or claim the connection or link between them. Show the relationship by emphasising these connections and associations.
- **Review:** When you review, critically examine, analyse and comment on the major points of a subject in an organised manner.

Write any other key words you come across below. Ask your teacher to explain their meaning or use a dictionary to find out.

Academic Study Skills

Academic Writing Style

What is academic writing?

'Academic writing' is a specific way of writing when communicating research or discussing a point of view. You will most often do this in essays and reports.

Academic writing has a logical structure and uses formal language. Unlike creative or narrative writing, academic writing uses different sources of information to support what is being said (see next page about different sources).

Top Academic Writing Tips

Do's

- Do use words you know the meaning of and are confident using.
- Remember words don't have to be complicated to be clear!
- Do write words out fully e.g., do not, cannot, does not, it would.
- Use the third person point of view
- Minimise use of informal adjectives such as cool, amazing and wonderful.

Don'ts

- Do not use contractions e.g., don't, can't, doesn't, it'd.
- Do not use public speaking phrases like "We can all agree that..." and "As I previously mentioned...".
- Do not use conversational phrases such as 'literally' or 'basically' too often.
- Do not use slang or jargon, for example, 'awks', 'lit', 'woke'.
- Do not use words that express value judgements e.g., crazy, ridiculous, terrible. Suitable synonyms are surprising, unjustified or distressing.



Academic Study Skills

Academic Writing Style

Expressing your opinion in academic writing

In academic writing, it is best practice to express an opinion without writing in the first person.

Rather than saying ‘In my opinion, this proves that’, you can express your opinion by saying:

- ‘Based on (insert fact/theory/finding) it shows that...’
- ‘The graph here indicates that...’;
- ‘The aforementioned problems in Smith’s argument reveal that...’;
- ‘Such weaknesses ultimately mean that...’, and so on.

Signposting

Signposting guides your reader through different sections of your writing. It lets those who read your writing know what is being discussed and why, and when your piece is shifting from one part to another. This is crucial to for clear communication with your audience.

Signposting stems for a paragraph which expands upon a previous idea	Signposting stems for a paragraph which offers a contrasting view
Building on from the idea that ... (mention previous idea), this section illustrates that ... (introduce your new idea).	However, another angle on this debate suggests that ... (introduce your contrasting idea)
To further understand the role of ...(your topic or your previous idea) this section explores the idea that ... (introduce your new idea)	In contrast to evidence which presents the view that ... (mention your previous idea) an alternative perspective illustrates that ...
Another line of thought on ... (your topic or your previous idea) demonstrates that ...	However, not all research shows that ... (mention your previous idea). Some evidence agrees that ...

Academic Study Skills

Referencing

What is a reference or referencing?

A reference is just a note in your assignment that tells your reader where particular ideas, information or opinions that you have used from another source has come from. It can be done through 'citations' or a 'bibliography'.

When you get to university, you will need to include references in the assignments that you write. As well as being academic good practice, referencing is very important, because it will help you to avoid plagiarism.

Plagiarism is when you take someone else's work or ideas and pass them off as your own. Whether plagiarism is deliberate or accidental, the consequences can be severe. You must be careful to reference your sources correctly.

Why should I reference?

Referencing is important in your work for the following reasons:

- It gives credit to the authors of any sources you have referred to or been influenced by.
- It supports the arguments you make in your assignments.
- It demonstrates the variety of sources you have used.
- It helps to prevent you losing marks, or failing, due to plagiarism.

When should I use a reference?

- You should use a reference when you:
- Quote directly from another source.
- Summarise or rephrase another piece of work.
- Include a specific statistic or fact from a source.



Academic Study Skills

Referencing

How do I reference?

There are a number of different ways of referencing, but most universities use what is called the Harvard Referencing Style. Speak with your tutor about which style they want you to use, because the most important thing is you remain consistent!

The two main aspects of referencing you need to be aware of are:

1. In-text citations

These are used when directly quoting a source. They are in the body of the work, after you have referred to your source in your writing. They contain the surname of the author of the source and the year it was published in brackets.

- E.g. *Daisy describes her hopes for her infant daughter, stating “I hope she’ll be a fool—that’s the best thing a girl can be in this world, a beautiful little fool.” (Fitzgerald, 2004).*

2. Bibliography

This is a list of all the sources you have referenced in your assignment. In the bibliography, you list your references by the numbers you have used and include as much information as you have about the reference. The list below gives what should be included for different sources.

- **Websites:** Author (if possible), *title of the web page*, ‘Available at:’ website address, [Accessed: date you accessed it].
 - E.g. ‘*How did so many soldiers survive the trenches?*’, Available at: <http://www.bbc.co.uk/guides/z3kgjxs#zg2dtfr> [Accessed: 11 July 2019].
- **Books:** Author surname, author first initial, (year published), *title of book*, publisher
 - E.g. Dubner S. and Levitt, S., (2007) *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything*, Penguin Books
- **Articles:** Author, ‘*title of the article*’, where the article comes from (newspaper, journal etc.), date of the article.
 - E.g. Maev Kennedy, ‘*The lights to go out across the UK to mark First World War’s centenary*’, The Guardian Newspaper, 10 July 2014.

Academic Study Skills

Referencing

Is it a source worth citing? Use these tips to question your sources before referencing it.

- **Currency – the timelines of the information:** When was it published or posted? Has it been revised or updated? Does your topic require current information, or will older sources work as well?
- **Relevancy – the importance of the information for your needs:** Does the information relate to your topic or answer your question? Who is the intended audience? Have you looked at a variety of sources?
- **Authority - the source of the information:** Who is the author/ publisher/ source/ sponsor? What are the author's credentials? Is the author qualified to write on the topic?
- **Accuracy – the reliability and correctness of the source:** Is the information supported by evidence? Has the information been reviewed or refereed? Can you verify whether it is a personal or professional source? Are there errors?
- **Purpose – the reason the information exists:** Does the author make the intentions/ purpose clear? Is the information fact opinion or propaganda? Are there are biases? Does the viewpoint appear objective?



Academic Study Skills

Evaluating Your Sources

What is a source?

When you learn new things, you might get information from all sorts of different places. These places are called sources. Some sources are more reliable than others. For example, information in a textbook written by an expert is more reliable than information in a non-expert's social media post.

How do you decide which source to use? From newspaper articles to books to tweets, this provides a brief description of each type of source and breaks down the factors to consider when selecting a source.

Twitter



A platform for millions of very short messages on a variety of topics.

Blog



Blogs (e.g. Wordpress) are an avenue for sharing both developed and unpublished ideas and interests with a niche community.

Youtube



A collection of millions of educational, inspirational, eye-opening and entertaining videos.

Newspaper



A reporting and recording of cultural and political happenings that keeps the general public informed. Opinions and public commentaries can also be included.

Journal



A collection of analytics reports that outline the objectives, background, methods, results and limitations of new research written for and by scholars in a niche field.

Academic book



The information presented is supported by clearly identified sources. Sometimes each chapter has a different author.

Encyclopaedia



Books or online – giving information on many different subjects. Some are intended as an entry point into research, some provide detailed information and onwards references.

Popular magazine



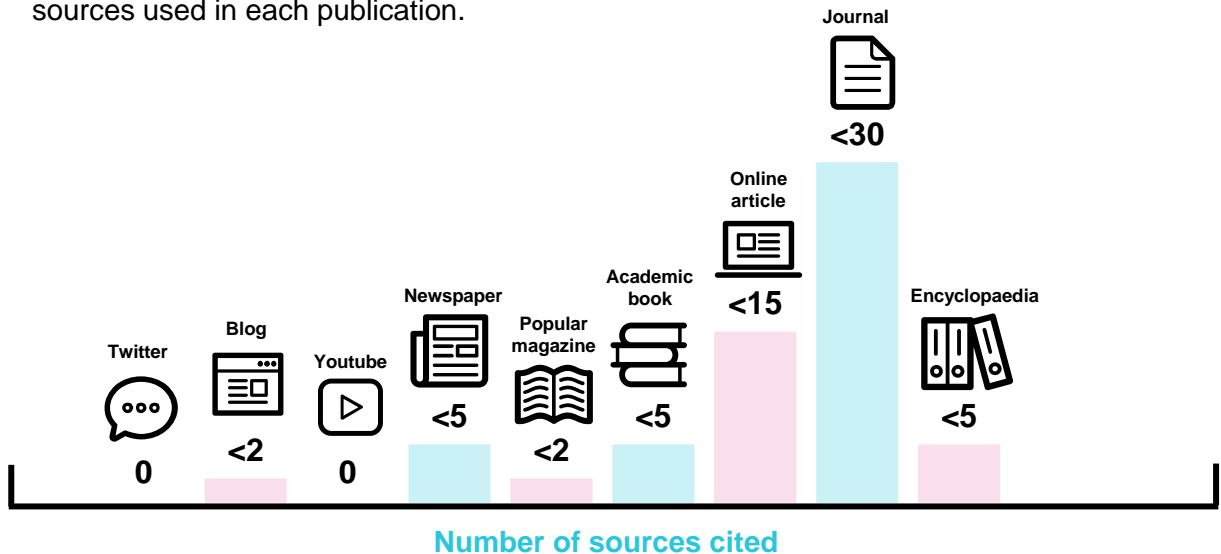
A glossy compilation of stories with unique themes intended for specific interests.

Academic Study Skills

Evaluating Your Sources

Number of outside sources

When an author used many outside sources into their writing, they demonstrate familiarity with ideas beyond their own. As more unique viewpoints are pulled into a source, it becomes more comprehensive and reliable. This shows the typical number of outside sources used in each publication.



Degree of review before a source is published

Two factors contribute to the amount of inspection that a source receives before it might be published: the number of reviewers fact-checking the written ideas, and the total time spent by reviewers as they fact-check. The more people involved in the review process and the longer the review process takes, the more credible the source is likely to be.

Number of reviewers



Time in review

0 reviewers



seconds



minutes



minutes

1-2 reviewers



hours



days



days

3-4 reviewers



2-3 months



6-2 months



3-5 years

What's next?

Where can this subject take me?

Pathways

A degree in Sciences or Arts gives students access to many career choices. Students who study Sciences often secure jobs in Psychology, Environmental Sciences, Biology, Chemistry or Biochemistry. Students who study Arts, on the other hand, often secure jobs in English Literature, Music, Fine Arts and Design, History and Geography, and Modern Foreign Language.

Psychology	English Literature
<ul style="list-style-type: none"> • empathy and interest in people • analytical research • problem solving • the ability to work in teams • written and verbal communication, including report writing and presenting • information technology • handling of data and statistics 	<ul style="list-style-type: none"> • critical analysis skills • strong written and verbal communication skills • ability to manage your own time and learning • research skills

What are some of the 'interdisciplinary' subjects in this course?

Interdisciplinary is a term you will hear used by higher education institutions. It's also how many professionals and academics in the real-world operate: they use multiple subjects, or disciplines, to achieve their work.

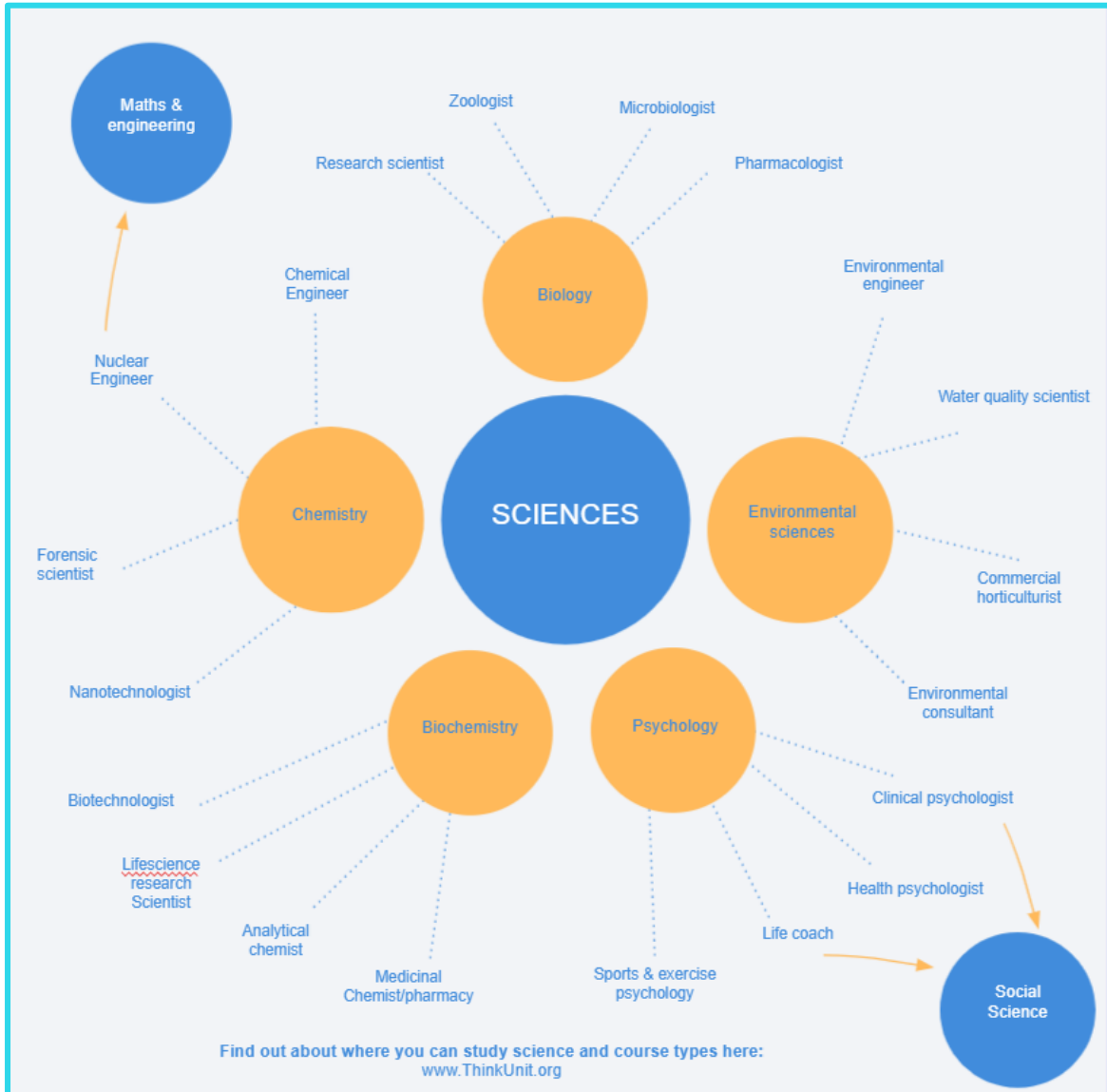
By thinking about which subjects you like, alongside maths, it can help you choose a career pathway later.

Read more about subject selection and careers pathways

- <https://targetjobs.co.uk>
- <https://www.prospects.ac.uk>
- <https://thinkuni.org/>

What's next?

Science subject maps & jobs



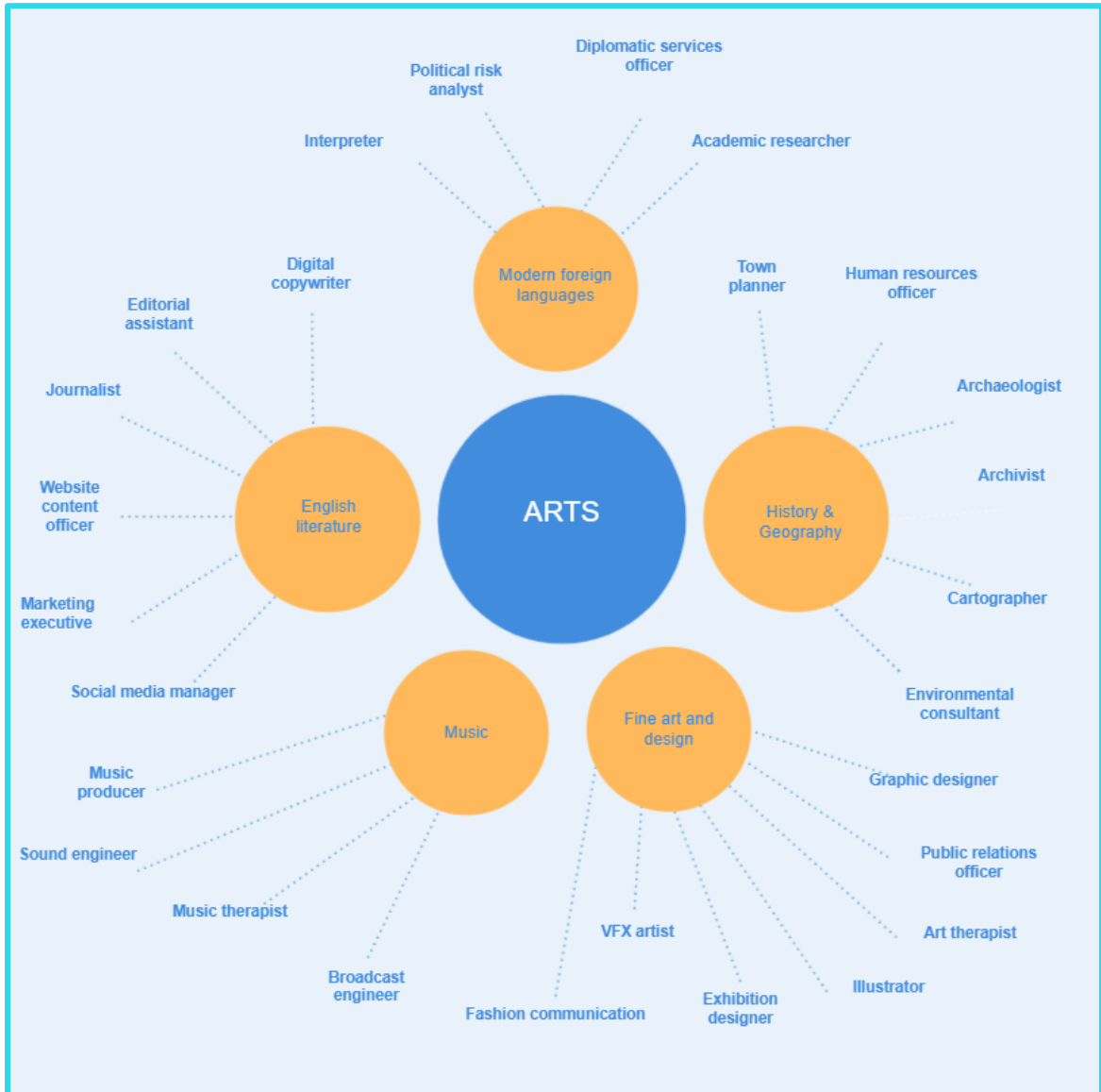
Find out about Science-related careers here:

PROSPECTS: <https://www.prospects.ac.uk>

TARGET JOBS: <https://targetjobs.co.uk>

What's next?

Arts subject maps & jobs



Find out about Arts-related careers here:

PROSPECTS: <https://www.prospects.ac.uk>

TARGET JOBS: <https://targetjobs.co.uk>

What's next?

University Guidance

Different people go to university for different reasons. You might have a particular job in mind or just want to study a subject you are passionate about.

Whatever your motivations, going to university can help improve your career prospects, and develop your confidence, independence and academic skills.

Choosing a course and university

Choosing the right course to study is an important decision so make sure you take time to research the different options available to you. Here are some top tips:

- You don't have to choose a course which you have already studied, there are lots of courses which don't require prior knowledge of the subject. You can apply skills gained from school studies to a new field.
- The same subject can be taught very differently depending on the course and university you choose. Look at university websites to find out more about the course content, teaching styles and assessment types.
- When choosing a university, think about what other factors are important to you. Do you want to study at a campus university or be based in a city center? What accommodation options are there? Does the university have facilities for any extracurricular activities you're involved in?
- To research your options, have a look at university prospectuses and websites, as well as seeing if there are opportunities to speak to current students who can give you a real insight into what life is like there.



What's next?

University Guidance

Exploring Careers and Subject Options

- Find job descriptions, salaries and hours, routes into different careers, and more at <https://www.startprofile.com/>
- Research career and study choices, and see videos of those who have pursued various routes at <http://www.careerpilot.org.uk/>
- See videos about what it's like to work in different jobs and for different organisations at <https://www.careersbox.co.uk/>
- Find out what different degrees could lead to, how to choose the right course for you, and how to apply for courses and student finance at <https://www.prospects.ac.uk/>
- Explore job descriptions and career options, and contact careers advisers at <https://nationalcareersservice.direct.gov.uk/>
- Discover which subjects and qualifications (not just A levels) lead to different degrees, and what careers these degrees can lead to, at <http://www.russellgroup.ac.uk/media/5457/informed-choices-2016.pdf>

Other useful resources

- <https://www.ucas.com/>
- <https://www.whatuni.com/>
- <http://unistats.direct.gov.uk/>
- <https://www.opendays.com/>
- <https://www.thecompleteuniversityguide.co.uk/>



You may or may not have thought about studying at university.

Don't worry – you have plenty of time to think about this and explore your options if you would like to go!

What's next?

University Guidance

UCAS and the university application process

All applications for UK degree programmes are made through [UCAS](#). There is lots of information on the UCAS website to guide you through the process and what you need to do at each stage.

Apply

- Applications **open in September** the year before you plan to start university.
- You can apply for up to **five courses**.
- The deadline for most courses is **15 January**, though there is an earlier deadline of **15 October** for Oxford and Cambridge, medicine, veterinary medicine/science and dentistry.

Decisions

- Some courses may require an interview, portfolio or admissions test in addition to UCAS application. Check individual university websites details.
- Check UCAS Track which will be updated with decisions from the universities you have applied for and to see your deadline for replying to any offers.
- You should choose a firm (or first) choice university and an insurance choice. If you already have your exam results or a university thinks your application is particularly strong, you might receive an **unconditional offer**.

Results

- If you're holding a conditional offer, then you will need to wait until you receive your exam results to have your place confirmed.
- Clearing & Adjustment allows you to apply to courses which still have vacancies if you didn't meet the conditions of your offer, have changed your mind about what or where you want to study, or have met and exceeded the conditions of your offer and would like to look at alternate options.

Personal statements

An important part of your application is the personal statement. The personal statement gives you the opportunity to tell universities why they should offer you a place.

Here a few top tips for making your personal statement stand out:

- You can only submit one personal statement so it's important that you are consistent in your course choices. Make sure you have done your research to show your understanding of the subject area and passion for it.
- Start by brainstorming all your skills, experience and attributes. Once you have everything written down, you can begin to be selective – you only have 47 lines so won't be able to include everything.
- The ABC method: action, benefit and course can be a useful way to help demonstrate your relevant experience and how it applies to the course you're applying for.

What's next?

University Guidance

Personal Statement do's and don'ts

Read the tips below from real life professors and admissions staff in university Sciences or Arts departments, on the 'do's' and 'don'ts' of what to include in your personal statement.

Psychology

- Tell us why you want to study Psychology or English Literature.
- What area of Psychology or English Literature fascinates you?
- Demonstrate your interest by telling us what you have recently read, watched or listened to and how they helped your understanding of Psychology or English Literature.
- Describe how your school or individual work has equipped you with the necessary knowledge and ability to be a successful Psychology or English Literature student.

Other useful resources

- Key dates and deadlines: www.access-ed.ngo/timelines-for-applying-to-university
- Get tutor advice on writing a UCAS personal statement at www.access-ed.ngo/writing-your-ucas-personal-statement
- An easy template to start practising your personal statement: <https://www.ucas.com/sites/default/files/ucas-personal-statement-worksheet.pdf>
- Untangle UCAS terminology at <https://www.ucas.com/corporate/about-us/who-we-are/ucas-terms-explained>
- **Discover more about the** application process including when to apply and how to fill in your application on the **UCAS website**.
- Read more useful advice about what to include in your personal statement on **UCAS, the Complete University Guide** and **The Student Room**.
- Attend one of our **virtual sessions** to find out more about applying and personal statements.

Insight into the University of Cambridge

The University of Cambridge and its Colleges are committed to widening participation to higher education. Hundreds of outreach initiatives and events are run each year both in Cambridge and in schools and colleges across the UK.

Outreach Projects

neaco

The Network for East Anglian Collaborative Outreach (neaco) delivers activities across East Anglia to help students in Years 9-13, with little or no experience of university, to explore the world of higher education. [Find out more.](#)

(Pre-16 Team Projects)

Insight Discover

Insight Discover is a programme that students follow from Year 7 to Year 8, which aims to develop key academic skills to support them in their academic work. In addition, the programme introduces students to university and the options which are available to them in the future. [Find out more.](#)

Insight Explore

Insight Explore is an academic programme which aims to develop participants interests and tackle the barriers many students face when applying to university. [Find out more.](#)

Realise

The Realise project's aim is to encourage more young people in care to consider higher education. We run a large number of events ranging from science days to theatre days to give a taste of life as a student at Cambridge. [Find out more.](#)



Insight into the University of Cambridge

(Post-16 Team Projects)

HE+

HE+ is a collaboration between the University of Cambridge's Admissions Office and Colleges, and state schools/colleges across the UK. The University and schools in 20 regions collaborate to form regional consortia to support highly-able students from under-represented areas and backgrounds and involves approximately 4,000 students in Year 12 each year. [Find out more.](#)

Insight+

Insight + aims to support students making competitive applications to selective Higher Education Institutions by supporting students over 12 months from Easter in Year 12. Students receive additional subject specific teaching across five subject strands (English, Physics, Maths, Chemistry and History) which is delivered by experience teachers and departmental outreach practitioners. [Find out more.](#)

Sutton Trust Summer Schools

Sutton Trust Summer Schools are free subject-specific residential courses for Year 12 students studying at state-maintained schools in the UK. The five-day summer schools in July and August allow students to explore their interest in one of 26 subjects and gain an insight into what it is like to live and study as a first-year undergraduate student at Cambridge. [Find out more.](#)

Experience Cambridge

Experience Cambridge gives participants an insight into teaching and study at the University, and the opportunity to explore their preferred subject area in further detail. The initiative involves one day-long visit to the University and covers subject sessions and Cambridge Admissions guidance. [Find out more.](#)

Apply: Cambridge

Apply: Cambridge is a specialist and free programme designed to support highly able students from underrepresented backgrounds and areas to make successful applications to the University of Cambridge. We work with students every step of the way over a 6-month period, helping them navigate the process and effectively prepare for the Cambridge application. [Find out more.](#)

STEM SMART

STEM SMART is a free, 17-month programme to support students in raising their attainment at school and develop their confidence to apply to study physical sciences and engineering at top universities. [Find out more.](#)



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Kemp House, 160 City Road
London, EC1V 2NX



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