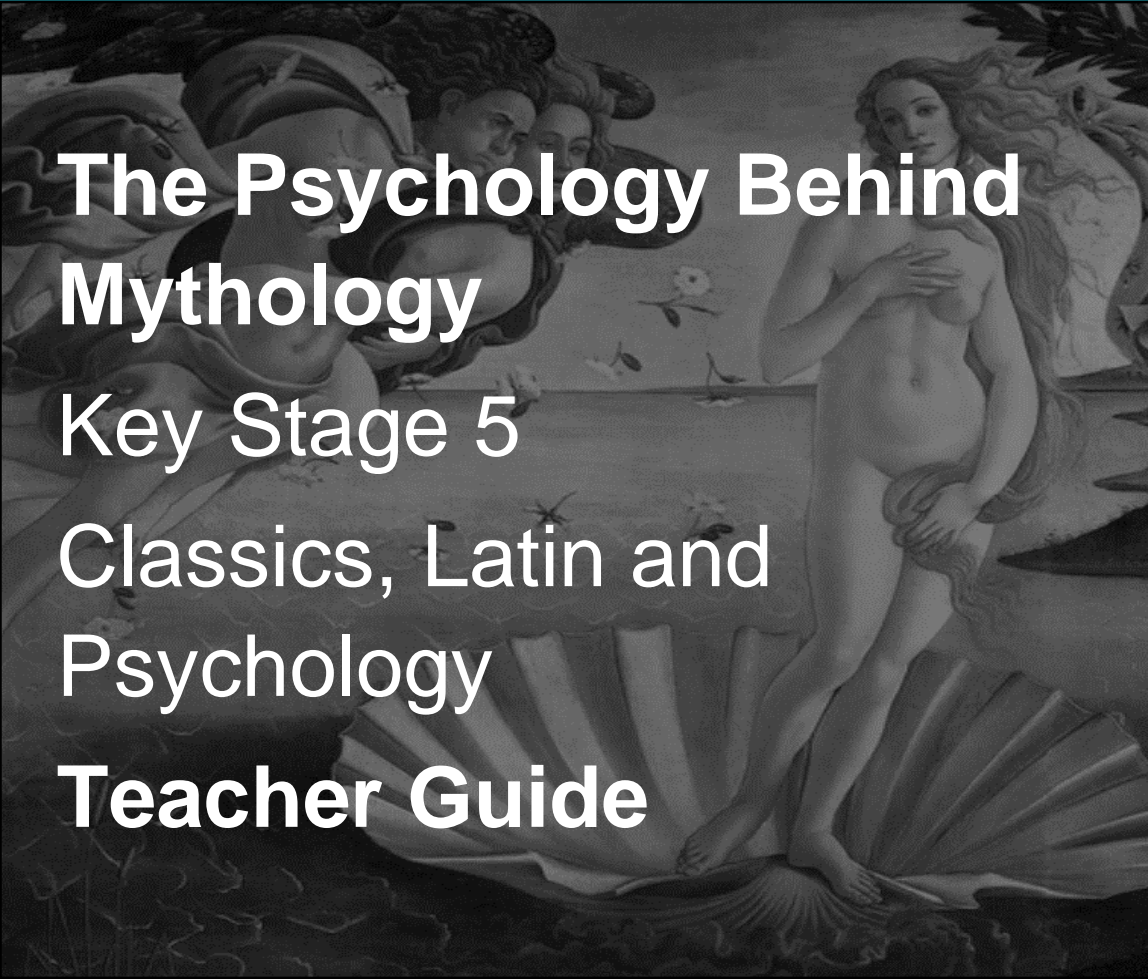


Research-Based Curricula



The Psychology Behind Mythology Key Stage 5 Classics, Latin and Psychology Teacher Guide

2022

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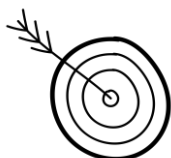
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For Teachers

RBC Guide

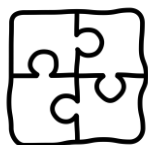
Learner Aims



The Research-Based Curriculum are resources based on cutting-edge research, tailored for KS3, KS4 or KS5. The resources:

- *Support student attainment and progression*
- *Promote intellectual curiosity in students of all prior attainment*
- *Build understanding for more accessible 'stretch' beyond the curriculum*
- *Develop core academic skills that aid progression including critical thinking, metacognition, and written and verbal communication*
- *Encourage students to see these subjects as engaging, worthwhile and inspiring for continued study*

Content



The RBC packs contain six chapters (resources) suitable for Key Stage 5 study. The resources span a range of exciting and interdisciplinary topics related to either STEM (Science, Technology, Engineering and Maths), Social Sciences or Arts & Humanities. Each pack includes roughly 6 hours of teaching and practical, student-led activity content.

Each RBC pack contains: 1) Six resources that function as subject 'lessons'; 2) Activities at the end each resource for students to test their learning; 3) Further Reading links related to the subject; 4) Final Reflection Activity as the final assignment; and 5) Teacher Guide and model activity answers (this document).

For Teachers

Using RBC packs

Suggested School Use

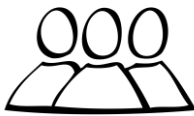


Teachers can use these resources flexibly. Students can complete the resources individually or in groups, in or out of the classroom. These packs help teachers:

- *Use research-based learning to engage whole classes, not just as 'stretch' for the most able*
- *Support more students earlier in high academic achievement*
- *Improve all-school enrichment strategies by providing opportunities and resources*
- *Increase motivation and subject interest*

To do this we encourage the 'supported use' approach. In other words, teachers provide some guidance and support to students in their independent use of the RBC packs.

Target Pupils



The RBC packs bring inspired subject learning to all students. These packs specially engage those students who might need extra support and encouragement and could benefit from engaging in the subject in a new way. The aim is that they are delivered with some teacher guidance to build the confidence of students as they complete a pack.

These packs build students' prior attainment rather than being offered only to those already academically able and motivated.

See more about delivery options on the following pages.

For Teachers

Using RBC packs

Delivery Options



To ensure all students can benefit from these materials, we recommend they are delivered with ‘supported use.’

Supported Use means that this resource is designed to be used partially with teacher introduction or instruction. While not marked, each chapter and the final reflection activity are set up so a teacher can help ease the students into the subject area or use the resource in class.

More ideas for using these packs in your school:

1. Research Challenge

The resources can be used to ignite curiosity in new topics and encourage independent research. Schools could hold a research challenge across a class or year group to submit a piece of work based on the resources. Pupils could submit individually or in small groups, with a final celebration event.

2. “STEM”, “Social Sciences” or “Arts & Humanities” Morning/Day

We know class time can be tight, so some schools ‘launch’ these packs and have students start them as part of a special subject day. This can be great for all-staff engagement too.

3. After School Club

The resources can be completed in small groups (4-8 pupils) across a series of weekly lunch clubs or after-school clubs. Groups can reflect on their learning by presenting a talk or poster on the subject matter at the end of the course.

For Teachers

Using RBC packs

Delivery Options (continued)



4. Classroom Debate/ Discussion if a written Final Reflection Activity isn't possible

Resource packs can function as 'transition' projects over the summer, serving as an introduction to the next level of study between KS3 and KS4, or KS4 and KS5. Students could present their reflections on the experience in a journal.

Model Answers



For each answer section, you have been provided with a 'model answer'. These are an example of the sort of answer a student might give to each question, although in many cases there may be multiple answers a student could give. These serve as a starting guide.

Each answer is linked to a question from the RBC.

Origin and Evaluation



The RBC programme builds on the University Learning in Schools programme (ULiS), which was successfully delivered and evaluated through the London Schools Excellence Fund in 2015. The project was designed in a collaboration between Achievement for All and The Brilliant Club, the latter of which is the sister organisation of AccessEd. ULiS resulted in the design and dissemination of 15 schemes of work based on PhD research for teachers and pupils at Key Stage 5.

The project was evaluated by LKMCo. Overall, pupils made higher than expected progress and felt more engaged with the subject content. The full evaluation can be found here: [ULiS Evaluation](#).

Questions

For more information contact: hello@access-ed.ngo

Resource One

Model Answers

Activity 1 Here are 5 examples in chronological order. There may be other areas that students highlight that may make good discussion points:

1. Augustus' adoption by Julius Caesar.
2. His original alliance with Mark Antony.
3. His campaign against Mark Antony and Cleopatra.
4. His victory over Mark Antony and Cleopatra.
5. His delay in accepting *princeps* post.

Activity 2 Cleopatra was the ruler of a large empire. As a woman, even though this was common amongst Egyptian rulers, this was more uncommon within the Roman empire. Roman people may have been concerned at the concept that she would have been able to take over the empire as somebody who is not a Roman ruler, or even perhaps a man.

Activity 3 Some of the Roman people may not have recognised there was civil unrest, especially those out in the country. It may have been more visible in the centre around the senate. People within the senate would have had a greater understanding of the political landscape because they would have been more involved in making decisions about funding to the army, even to the extent that many of their sons would have gone into the army or be ex-soldiers themselves.

Activity 4 Answers may include:

1. Depiction of his own family on the *ara pacis* which gave greater validity to his own leadership.
2. Laws that focused on the importance and family.
3. The publication of the *Res Gestae*.

Activity 5 Creative self-reflective activity.

Resource **Two**

Model Answers

- Activity 1** Answers may include:
1. Augustus was Virgil's patron.
 2. Virgil may have wanted to write a Roman epic, in the same way that Homer had written the *Iliad* and the *Odyssey*.
- Activity 2** He may have wanted to secure his own prosperity as a writer or create a foundation story for the Romans in the same way that Homer does for Greece.
- Activity 3** We must consider that their point of view is not going to be representative of all Roman people. Their stories and interpretations of historical events may be biased.
- Activity 4** Creative self-reflective activity.
- Activity 5** Answers may include:
1. They highlight suffering of the protagonists.
 2. They highlight great journeys.
 3. They discuss the anger of the gods and how this affects mortals.
 4. They outline a story of 'epic' proportions with consequences.

Resource **Three**

Model Answers

Activity 1 Creative self-reflective activity.

Activity 2

a. Answers should application of knowledge of the psychodynamic approach to Emily's behaviour. Likely points: use of defence mechanisms to cope with Emily's anxieties / uncontrolled id / weak superego – kicking the drinks machine; repressed anger – keeping feelings under control. Answer might suggest Emily's behaviour is a result of childhood trauma or maternal deprivation or identification with a violent parent.

b. Likely points: learning by association, principles of operant conditioning and / or types of reinforcement of violent acts / violent acts have resulted in direct rewards. Accept vicarious reinforcement as an explanation – violent behaviours acquired after exposure to violent actions in the environment.

Activity 3

a. Congruence is the fit / match / comparability / consistency between the perceived self (how you see yourself) and the ideal self (the self you would like to be).

b. Answers may include Emily needs to close the gap / discrepancy between her perceived and her ideal self. Gap can be reduced / closed if she develops a healthier view of herself or, has a more achievable and realistic ideal self.

Activity 4 Using modern psychological perspectives allows us to delve further into their behaviour and be able to analyse the cause and effect on a deeper level. This also allows us to take into consideration the effect of the socio-cultural context of that time in history and how it affected day to day people. Drawbacks may include the idea that some of these perspectives have arisen as a result of environmental progressions e.g. views on women, understanding of mental health.

Resource **Four**

Model Answers

Activity 1 Both reflections and echoes are facsimiles of the original information, meaning that each of the characters are occupied anxieties which are arguably not really there.

Activity 2 Answers should be justified with evidence for the story. Answers may include:

1. **Echo** - She was punished unjustifiably by the gods, her punishment meant she was not able to express herself fully, she would never have been able to engage Narcissus because of his own fate.
2. **Narcissus** - His fate was outlined from the start by Tiresias, he was punished by Nemesis, he was tortured by his fate.
3. **Framework activity success criteria:**
 1. Demonstrating knowledge of the key events in the story.
 2. Using psychological contexts to draw in-depth and insightful conclusions.
 3. Points and ideas that are well-justified with evidence from text or from other sources.

Resource **Five**

Model Answers

Activity 1

Answers may include:

1. *Romeo and Juliet* by William Shakespeare. The plot is taken directly from the Pyramus and Thisbe myth, which was reworked in different contexts throughout the Renaissance.
2. *A Midsummer Night's Dream* by William Shakespeare. Shakespeare uses the Pyramus and Thisbe story as the basis for the mechanicals performance at the end of the play.
3. *West Side Story* (both the play and the musical) were inspired by the story of Pyramus and Thisbe.

Activity 2

Roman readers may think of the similar dual ending of Mark Antony and Cleopatra's campaign against Rome.

Activity 3

Framework activity success criteria:

1. Demonstrating knowledge of the key events in the story.
2. Using psychological contexts to draw in-depth and insightful conclusions.
3. Points and ideas that are well-justified with evidence from text or from other sources.

Resource **Six**

Model Answers

Activity 1 Iphis was a gender neutral name at the time so would be appropriate for either a boy or girl.

Activity 2 Roman readers may think back to the laws that Augustus enforced about the importance of marriage between men and women.

Activity 3 Baur may have emphasised these traits because, by Iphis marrying, they would enter a new stage in their life and become an adult as they simultaneously change gender.

Activity 4 We can infer that this version of the myth will give the back story of how Iphis and Ianthe go on to live a happy life together, having children and then grandchildren. This is demonstrated by Smith's juxtaposition of stating 'when our grandfather was a girl'.

Activities 5 and 6 Both questions 5 and 6 may be more fitting as class discussions before they are independently answered. Successful answers may include the following:

1. Demonstrating knowledge of the key events in the story.
2. Points and ideas that are well-justified with evidence from text or from other sources.
3. Answers may include drawing on psychological contexts to draw in-depth and insightful conclusions.
4. Most importantly, answers should include points that are evidenced and well-justified.

Final Reflection Activity

Further Guidance

This is the opportunity for students to take their learning and expand independently to create something that speaks uniquely to them.

Even though we are looking for key exam skills here, including points that are evidence and justified, it is more important that students feel that they have the freedom to explore the text and make bold assertions to build their confidence.

You may want to organise a lesson in which students are able to feedback their individual explorations through a series of presentations in which they are also able to reflect on the work of others as well as receiving feedback from peers.





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