

O TEMPORA O MORES

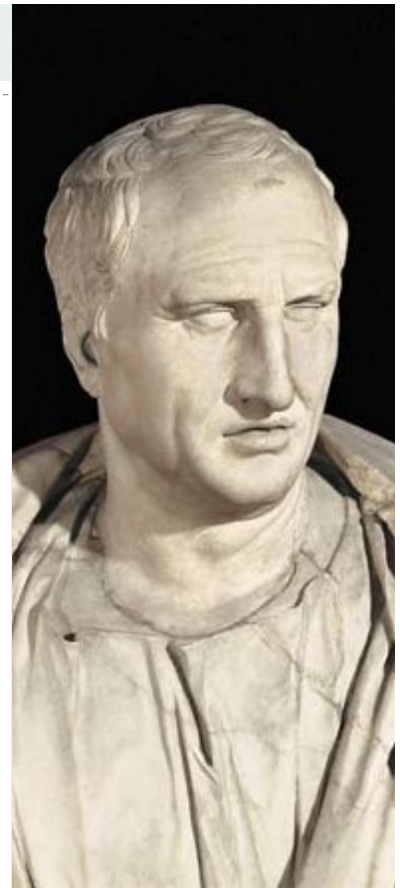
In the shadow of Vesuvius by Tara Young, Year 12

Understandably, the title of “in the shadow of Vesuvius” is a common cliché used to describe Pompeii. To somebody who has never been it may be tiresome to see such a title again. However, once you have been you will realise that this title in fact does the scene a lot of justice. The thing which had the largest impression upon me during my visit was in fact the inescapable silhouette of Mount Vesuvius, Europe’s most dangerous volcano, towering over the ruins. It becomes more impressive once you realise that although it has two peaks now, the taller one at roughly 1200m, before the eruption in 79 CE that destroyed Pompeii it was one peak standing at 2000m. That’s right - the blast was so large not only did it split the volcano but it also blasted 800m off the top. No wonder it was so destructive.

The town itself is a well-preserved example of a wealthy Roman town. Before the eruption, Pompeii lay on the coast (the eruption pushed the coast out by several kilometres), meaning it was a centre of trade, making it both wealthy and well populated. The ruins give a good idea of what Roman life was like - although any excavated artefacts are now kept in the Archeological Museum in Naples. The forum is impressive in size and architecture; the town houses show how rich Roman villas were laid out.

Despite this interesting and exciting history, the thought that kept playing on my mind was the fact that if there were to be another eruption of Vesuvius, the ruins of Pompeii would be right in the firing line. Not only this, but even with the legacy of Pompeii (and Herculaneum) clearly visible, locals still live around and even on Vesuvius itself. Over half a million people live in the “red zone” - which face total destruction if Vesuvius were to erupt again. This makes Vesuvius the most dangerous volcano in the world. Clearly, people have not learnt from the past.

That is the main takeaway from Pompeii. The Romans did not know it was a volcano (they didn’t even have a word for volcano), however people do now know of the potentially deadly effect this volcano could have and yet they still choose to live right by it. This shows, that despite the obvious risk, people will still choose to live somewhere for financial benefit.



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EPQ, HORSES AND ANCIENT GREECE by EMILY DRURY

Last year I decided to take part in the Extended Project Qualification (EPQ) which is a project in which I chose my own topic and then carried out independent research. My EPQ project question was "Has humans' use and need for horses in conflict changed from Ancient Greece, World War 1 and through to present day?"

In the Ancient Greece section of my project I focused on the relationship of Alexander the Great and his horse Bucephalus, where I learnt that Alexander rode in one of 8 squads with 200 men in each and he would have had a lance and worn little armour. Another interesting fact I discovered was that Alexander called his horse Bucephalus because the horse had a mark on his shoulder which looked like a bull and overall his character was very fierce. I then also looked at the legendary story of Achilles and his immortal horses Balios and Xanthos which can be found in The Iliad - written by Homer. In this part of the book Homer writes about Achilles horses crying after their

charioteer had fallen, which allowed me to consider the effect war also has on the horses rather than just humans. In the Ancient Greek section of my essay I talk about the significance of horses: for showing wealth, going hunting, competing in games and pulling chariots during war. When gaining research for my project I visited the British Museum in London, where I looked at sections taken from the Parthenon and at a wide collection of vases which depicted chariot racing. These let me back up my own suggestions with evidence.

Overall I am so pleased that I did the EPQ as it has enabled me to greatly improve my independent research techniques and taught me vital skills which I will take forward when at University and beyond.

Emily Drury

'I would rather face the enemy three times over than bear a child once.'
Euripides

QUIZ 1: YOU ARE LOOK- ING FOR A WORD THAT WILL MAKE SENSE IN TWO PAIRS

Eg: Father Cake

= Father Christmas/ Christ-
mas Cake

1)Trojan... horse

2)Golden... pie

3)Julius... salad

4)Athena... air

5)Oedipus.... carbohydrates

Little note: answers on back

Why you should take Classical Civilisation as a GCSE by Sarah Garland, Year 11

You should take Classical Civilisation because it is a lot of fun and if you like history then it is a good subject for you. When you are learning about the Odyssey and Heracles it consists of stories that you need to learn about, and then there are other topics such as Mycenae and the gods. Those are only two of the topics and there are around 13. If you like history and you want to take it then classics really is like another history lesson, however you learn the history of Ancient Greece and Italy.

I chose classics because I found it really fun in year 9 so I decided to take both Classics and History for GCSE. I do really recommend doing classics if it goes with what you want to do or if you just find it enjoyable. Something I would say to do is to read as many of the books in the classics room as possible because the stories that you will read will most likely come up and it does help for you to know the basic storyline of those, which will also help you move quickly through the topics. Hopefully, this has encouraged you to take Classical Civilisation. Also the more people who take Classical Civilisation the bigger the chances of there being a classics trip (just saying).



QUIZ 2:

Anagrams: find the classical character:

- 1: he set up ash
- 2: pet hairdo
- 3: i rout man
- 4: dea sum
- 5: seen her pop
- 6: he's cruel

Little note: answers on back

Ben Hur Review: Imogen Brown Year 9

The story of Ben Hur (played by Charlton Heston) is based around the story of a not violent, kind, rich prince throughout some of the years of his life. In this journey he goes from Prince, to slave, to chariot racer. The movie directors have made the movie so that it is as realistic as it can be, bringing ten thousand extras to create realistic public scenes. In addition to the diegetic sound in the movie, there is also a non diegetic narration part at the very beginning explaining what the actors are doing (being counted and taxed.) After this scene it is night time and a baby is born in a stable, (the audience sees this character further on in the movie) so the town folk and the three kings come to see the baby and to pay their respects, because they think that this is the boy that will drive the very powerful Romans away from Jerusalem. The three kings, bearing their gifts, are wearing costumes made to look expensive which shows their wealth, which is a big contrast from the villagers and shepherds.

As previously mentioned, the Romans have invaded Jerusalem, via violence and destruction. The Romans shown in this movie are portrayed as the “bad guys” and always, when the soldiers are processing there will be loud, grand music, sometimes with the addition of the trumpet. This music makes them look even more important than they already do in their extravagant costumes (tunic, shining armour, striking red cloak etc.) One of these soldiers is called Messala (played by Stephen Boyd) who is friends with the Prince at that time, Judas Ben Hur. However Messala uses this friendship as a way to convince Ben Hur to speak out against his people fighting the Romans so they could easily take over Jerusalem fully. When Ben realises this, their friendship is broken and they become enemies, leading up to Ben killing Messala in the Chariot race as revenge for what Messala later does.



Year 12 Latin enjoying some late summer sunshine.

Quiz 1 Answers

- 1) War
- 2) Apple
- 3) Caesar
- 4) Nike
- 5) Complex

Quiz 2 answers:

- 1) Hephaestus
- 2) Aphrodite
- 3) Minotaur
- 4) Medusa
- 5) Persephone
- 6) Hercules

Gladiator Review: Oluchi Akosa Year 11

A high stakes film set in the Roman Empire, starring Russell Crowe as the fearless General fallen from grace. The film begins showing us the brutality of the Empire with the first battle between the “natives” and “invaders”. As well as setting up the bloody nature of the film, it sets up our protagonist, Maximus, as a strong and respected leader and a fearless soldier. After this scene, we get introduced to the primary antagonist – Commodus - who is portrayed as self-centred and power-seeking, contrasting with our protagonist who wants nothing in reward but to go home and see his family. Following these events, the story’s backbone conflict (essentially) is set up: politics, effectively showing this in a scene where Maximus is being persuaded to enter the political side of battle. Afterwards, the Emperor tells Maximus that he wants his powers to pass to him, stating that Maximus is his “son” and Commodus (his actual son) does not please him. In the next scene, the Emperor reveals this to Commodus and we see a more empathetic side to the primary antagonist until he murders his father. The protagonist’s “fall from grace” comes when he refuses to accept Commodus as the new emperor, thus he is arrested and sentenced to death, which he escapes, making his way home to his family who have been murdered, making for an exciting incident which really shows the stakes of the film. At the beginning of Act 2, Maximus is taken as a slave and then bought to fight as a gladiator. Again, we are shown the brutality of the world, in the crowds cheering for death and the slave owner telling the participants that death is a given, but they should choose in what fashion they meet the end (ie with nobility). The scene beautifully transitions into a shot of the new emperor riding in with Lucilla, his sister. In the following scenes, the viewer really begins to understand the villain’s deeper motivation – he wants to be loved. In this case, it’s by the people of Rome. So, he decides to set up gladiator fights in the colosseum, which brings Maximus into Rome. Maximus, working with the rest of the gladiators, manages to defeat the arena opposition against all odds, which leads to the “reunion” of the antagonist and the protagonist, and even with all of Commodus’s efforts, the crowd still loves Maximus. Even the guards allow him to pass without the Emperor’s word, showing their true loyalties. Even his sister betrays him, helping Maximus devise a plan to take down Commodus. Act 3 begins with Commodus speaking to his nephew, who tells him that Lucilla said that Maximus is saviour of Rome. He forces his sister to tell him all of their plan and sends soldiers to apprehend Maximus. Aided by the rest of the gladiators, Maximus escapes only to be recaptured and sentenced to one last fight: this time against Commodus, while already injured, providing a fast action climax. He wins, killing Commodus but due to prior injury he dies and is carried out as a hero, while the emperor is left, alone and unloved.