
AN ROINN OIDEACHAIS AGUS EOLAÍOCHTA

LEAVING CERTIFICATE EXAMINATION, 2001

CLASSICAL STUDIES — HIGHER LEVEL
(400 marks)

WEDNESDAY, 20 JUNE, AFTERNOON 2.00 p.m. to 5.00 p.m.

- There are questions on TEN TOPICS.
- The topics are divided into three groups as follows:
 - Group I : Topics 1 to 4.
 - Group II : Topics 5 to 7.
 - Group III : Topics 8 to 10.
- Candidates are required to answer questions on FOUR TOPICS as follows:
One topic must be chosen from *each* of the three groups and the *fourth* topic may be chosen from *any one* of the three groups.
- There are one hundred marks for each topic.
- Photographs required for answering questions on Topics 8 and 10 are provided on an accompanying paper marked **X**.

GROUP I: Topics 1 to 4

Topic 1. Athens at War.

[100]

Answer **any two** of the following questions. (Each question is worth fifty marks):-

- (i) 'In the same winter, the Athenians, following their annual custom, gave a public funeral for those who had been the first to die in the war.' (Thucydides, *History of the Peloponnesian War*)
- (a) Give a summary of the funeral oration delivered by Pericles on this occasion. (30)
- (b) From this oration, what do we learn about the position of women in Athenian society? (10)
- (c) Why do you think this oration has become so admired over the centuries? (10)
- (ii) (a) What arguments did the Athenians use in their efforts to persuade the Melians to give in to them? (20)
- (b) How did the Melians try to counter the Athenian arguments? (20)
- (c) Why do you think Thucydides chose to put these arguments in the form of a dialogue? (10)
- (iii) With reference to Thucydides' *History of the Peloponnesian War*, discuss the view that what distinguished the Athenians during the war was risk-taking, and what distinguished the Spartans was caution. (50)
- (iv) Give an outline account of the involvement of the Persians in the later stages of the Peloponnesian War. (50)
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Topic 2. Alexander the Great.

[100]

Answer **any two** of the following questions. (Each question is worth fifty marks):-

- (i) When he [Alexander] made up his mind that an object must be attained, he never hesitated to employ the boldest and most novel means.
- Discuss this statement with particular reference to Alexander's success in capturing fortified places. (50)
- (ii) 'According to a number of historians, it was in this way that the palace was burned down, that is on impulse, but there are others who maintain that it was an act of deliberate policy.' (Plutarch, *Life of Alexander*)
- (a) Based on your reading of Arrian **and** Plutarch, give an account of the burning of the palace of the Persian kings at Persepolis. (35)
- (b) Which of the theories quoted above from Plutarch do you consider more likely? Give reasons for your answer. (15)
- (iii) In the period after the Battle of Issus, Darius sent two letters to Alexander.
- (a) In these two letters, what offers did Darius make to Alexander? (17)
- (b) Outline Alexander's reply to these offers. (18)
- (c) What does the tone of these letters tell us about the two men who wrote them? (15)
- (iv) Compare Arrian's treatment of Alexander in his *Campaigns of Alexander*, with that of Plutarch's treatment of Alexander in his *Life of Alexander*. (50)
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Topic 3. Life and Thought in the Late Roman Republic.

[100]

Answer **any two** of the following questions. (Each question is worth fifty marks):-

- (i) Catullus is a poet of strong emotions which he expresses strongly.
Discuss this statement with reference to the poems of Catullus on your course. (50)
- (ii) 'In truth, prosperity tries the souls even of the wise.' (Sallust, *The Greatness and Decline of Rome*.)
- (a) According to Sallust, what changes did the coming of prosperity and peace bring to the Roman state? (35)
- (b) Why does Sallust put most of the blame for these changes onto the Optimates (nobles)? (15)
- (iii) (a) Outline the part played by Cato in the events of the Late Republic. (40)
- (b) What is your opinion of Cato's character? (10)
- (iv) Throughout his life, Julius Caesar was a risk-taker and a gambler.
Discuss this statement with reference to the prescribed material on your course. (50)
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Topic 4. Roman Historians.

[100]

Answer **any two** of the following questions. (Each question is worth fifty marks):-

- (i) At the beginning of the reign of Tiberius, mutinies broke out among the legions in Pannonia and in Germany.
- (a) What were the grievances and demands of the troops who mutinied? (30)
- (b) What is your opinion of the way Drusus dealt with the mutiny in Pannonia **or** the way Germanicus dealt with the mutiny in Germany? (20)
- (ii) You have studied the lives of Augustus, Tiberius, Claudius and Nero. Which of those emperors do you consider to have been the best ruler? Give reasons for your answer based on your studies. (50)
- (iii) Write notes on **any three** of the following:
Poppaea; Burrus; Corbulo; Britannicus. (50)
- (iv) (a) Give an account of the events which led to the downfall and death of Claudius' wife, Messalina. (40)
- (b) What is your opinion of Claudius' behaviour during this episode? (10)
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GROUP II: Topics 5 to 7

Topic 5. Greek Drama.

[100]

Answer **any two** of the following questions. (Each question is worth fifty marks):-

- (i) Discuss the relationship between Dionysus and his slave Xanthias in *Frogs* by Aristophanes. (50)
- (ii) Analyse the role of the Chorus in Euripides' *Medea*. (50)
- (iii) Discuss the character of Jocasta and assess the importance of her role in Sophocles' *King Oedipus*. (50)
- (iv) In *Prometheus Bound*, what does Aeschylus say about gaining power and using power? (50)
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Topic 6. Ancient Epic. [100]

Answer **any two** of the following questions. (Each question is worth fifty marks):-

- (i) Odysseus seems always to be able to find the right words for whatever situation in which he may find himself. He is a master of invention as well as of tact.
Discuss this statement with reference to Homer's *Odyssey*. (50)
- (ii) Discuss the view that friendship between the warrior-heroes is a much stronger feature of the *Táin* than of **either** the *Odyssey* **or** the *Aeneid*. (50)
- (iii) Odysseus and Aeneas both visit the Underworld.
In your view, what are the main differences between Homer's treatment of this episode and Virgil's treatment of the same episode? (50)
- (iv) (a) Analyse Aeneas' behaviour towards Dido in Virgil's *Aeneid*. (30)
(b) Show how the bitterness of Dido's tragedy is heightened in the story. (20)
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Topic 7. Writers of the Augustan Age. [100]

Answer **any two** of the following questions. (Each question is worth fifty marks):-

- (i) 'History possesses the outstandingly beneficial merit of setting all its varied lessons luminously on record for our attention. From these, one may select models for oneself and one's country.' (Livy's *Preface*)
In the extracts on your course, what lessons and what models does Livy put before his readers? (50)
- (ii) Comment on how Virgil makes the story of Orpheus and Eurydice so moving and memorable. (50)
- (iii) From the poems on your course, what opinion of Ovid's character have you formed? (50)
- (iv) Horace's poetry shows us a man of great wisdom and common sense.
Discuss this statement, with reference to the poems of Horace on your course. (50)
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GROUP III: Topics 8 to 10

Topic 8. Art and Architecture in Greek Society. [100]

Answer **any two** of the following questions. (Each question is worth fifty marks):-

- (i) **Photograph A on Paper X** shows the plan of the temple of Zeus at Olympia.
(a) To which period of Greek architecture does this temple belong? (5)
(b) In which order of architecture was it built. (5)
(c) What materials were used in its construction? (15)
(d) Give a description of the temple. (25)
- (ii) Study **Photograph B on Paper X**.
(a) What scene is generally thought to be depicted in this sculpture? (5)
(b) To which period of Greek sculpture does it belong? (5)
(c) 'An important development took place during this epoch in the rendering of drapery.' (Richter)
Comment on this statement using **Photograph B** as an example. (20)
(d) Show how the sculptor has achieved a coherent group composition. (20)
- (iii) Study **Photographs C and D on Paper X**.
(a) Name the sculptor of these two statues. (5)
(b) Name the statues **or** explain what **each** youth was doing. (15)
(c) 'These two figures . . . form the climax of the long struggles by the Greek artists to attain naturalistic form.' (Richter). Refer to these photographs to comment on Richter's statement. (30)
- (iv) Study **Photograph E on Paper X**.
(a) Name **each** of the vase shapes, numbered 1 to 5, in the photograph. (20)
(b) Mention the purpose for which **each** vase was used, and explain how its shape facilitated that use. (30)
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Topic 9. The Philosopher in Society: A Study of Plato and Socrates.

[100]

Answer **any two** of the following questions. (Each question is worth fifty marks):-

- (i) From Plato's visits to Syracuse, what do we learn about the pitfalls of trying to introduce rulers to philosophy? In your answer refer to Plutarch's *Life of Dion*. (50)
- (ii) 'Plato systematically defends the notion that education is a training of character rather than an acquisition of information or skills.' (Anas, *Plato's Republic*).
- (a) Discuss this statement with reference to Plato's *Republic*. (40)
- (b) Why do you think Plato puts so much emphasis on education as a training of character? (10)
- (iii) (a) Outline the 'magnificent myth' which Socrates wants the citizens to accept as the basis for the division of citizens into classes. (25)
- (b) 'The State which we have founded must possess the four "cardinal" virtues or qualities.' (Plato, *Republic*). What are these four virtues, and where in the state will they be found? (25)
- (iv) (a) According to Plato, what are the qualities of character required in the Philosopher-Ruler? (35)
- (b) Which would you consider the most important of these qualities? Explain your answer. (15)
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Topic 10. Roman Art and Architecture.

[100]

Answer **any two** of the following questions. (Each question is worth fifty marks):-

- (i) Study **Photograph F** on **Paper X**.
- (a) What event is shown in this painting? (5)
- (b) Write a description of the painting. (15)
- (c) 'The crowded scene is little more than a sketch, but it vividly displays the episode.' (Wheeler). Comment on this remark. (30)
- (ii) Study **Photograph G** on **Paper X**.
- 'Externally . . . it is a building of no special account. The disharmony of portico and rotunda is indeed thoroughly uncomfortable.' (Wheeler).
- (a) Comment on Wheeler's views above. (20)
- (b) 'But as an interior the Pantheon is unsurpassed.' (Wheeler).
Give a full description of the interior of the Pantheon. (30)
- (iii) **Photograph H** on **Paper X** shows the plan of the town of Palmyra (Syria).
- (a) Identify the features shown at B, C, D, E. (16)
- (b) Give a brief description of the two main streets of Palmyra. (20)
- (c) 'The chief temple of the city is a . . . powerful assemblage of good classical and Semitic elements: the great temple of Bel or Bol which . . . still dominates the scene.' (Wheeler)
Mention **one** interesting feature of this temple, and briefly explain why you found it interesting. (14)
- (iv) **Photograph I** on **Paper X** shows the plan of the basilica at Cosa.
Photograph J on **Paper X** shows the plan of the basilica at Pompeii.
- (a) In a Roman town, where was the basilica usually located? (5)
- (b) For what purpose were basilicas used? (15)
- (c) Write a comparative description of the **two** basilicas whose plans are shown in these photographs. (30)
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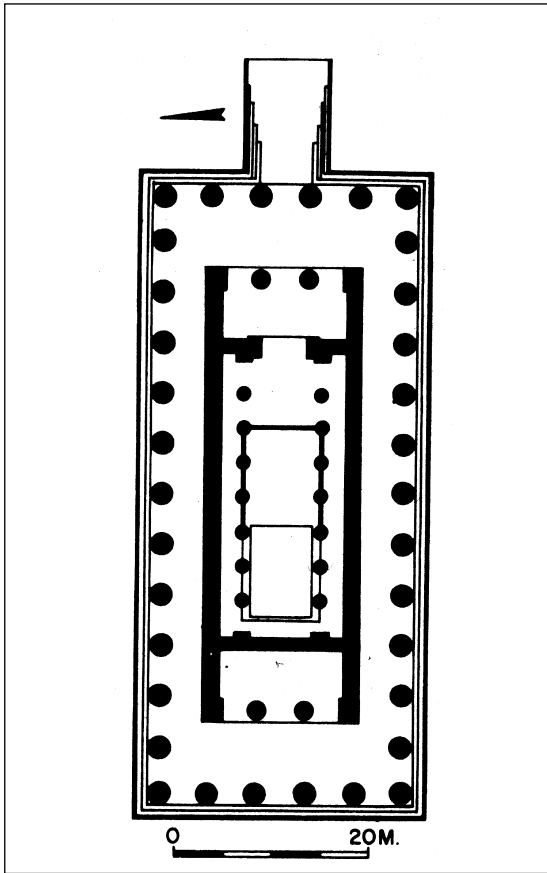
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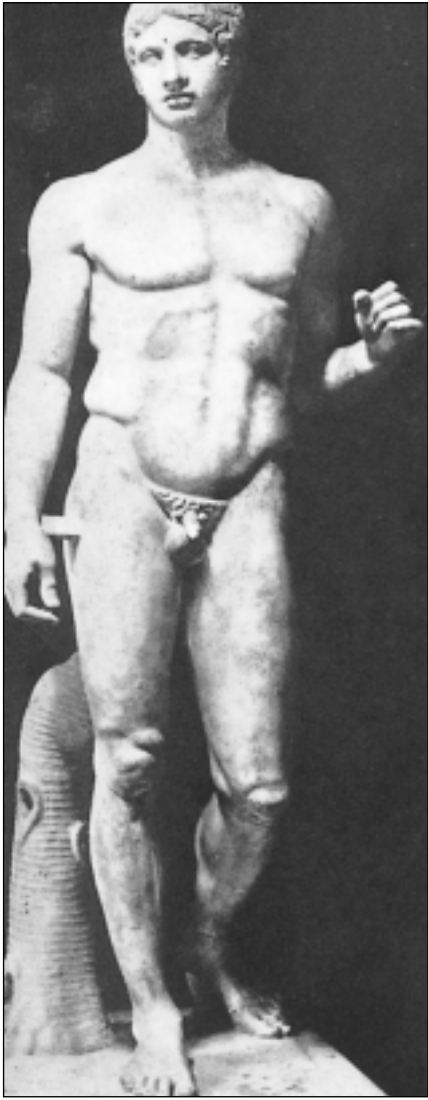
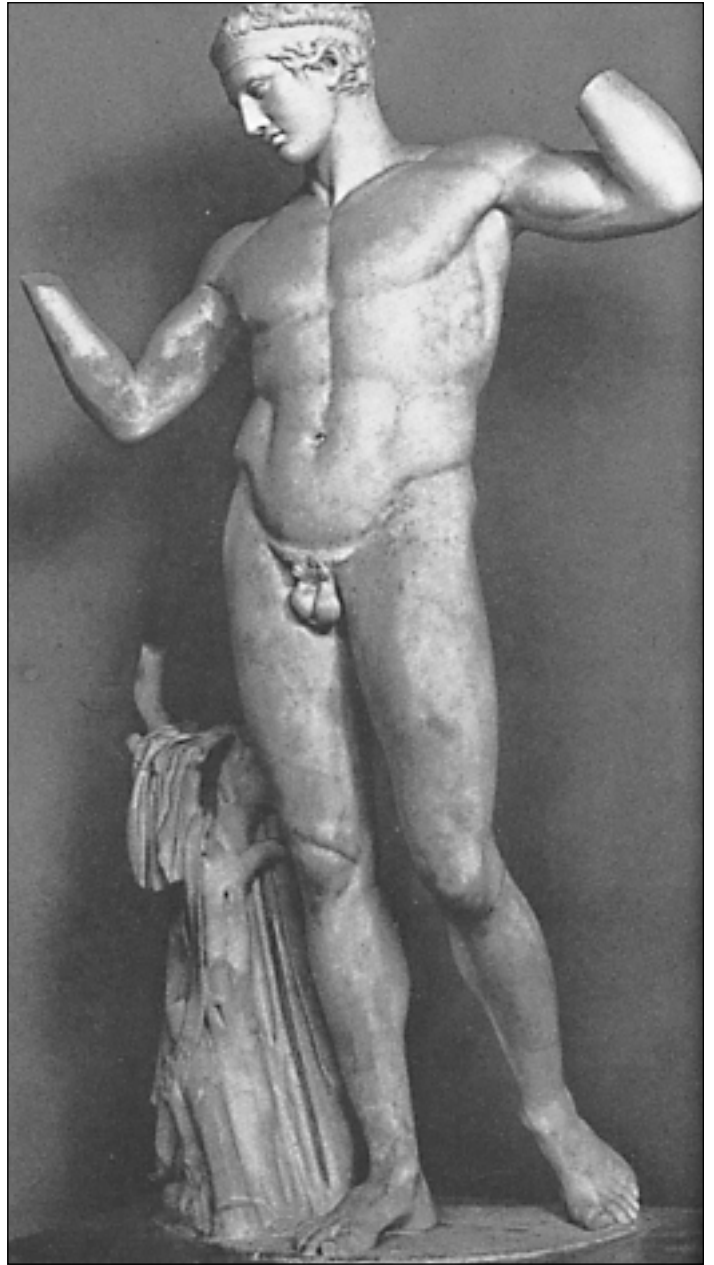
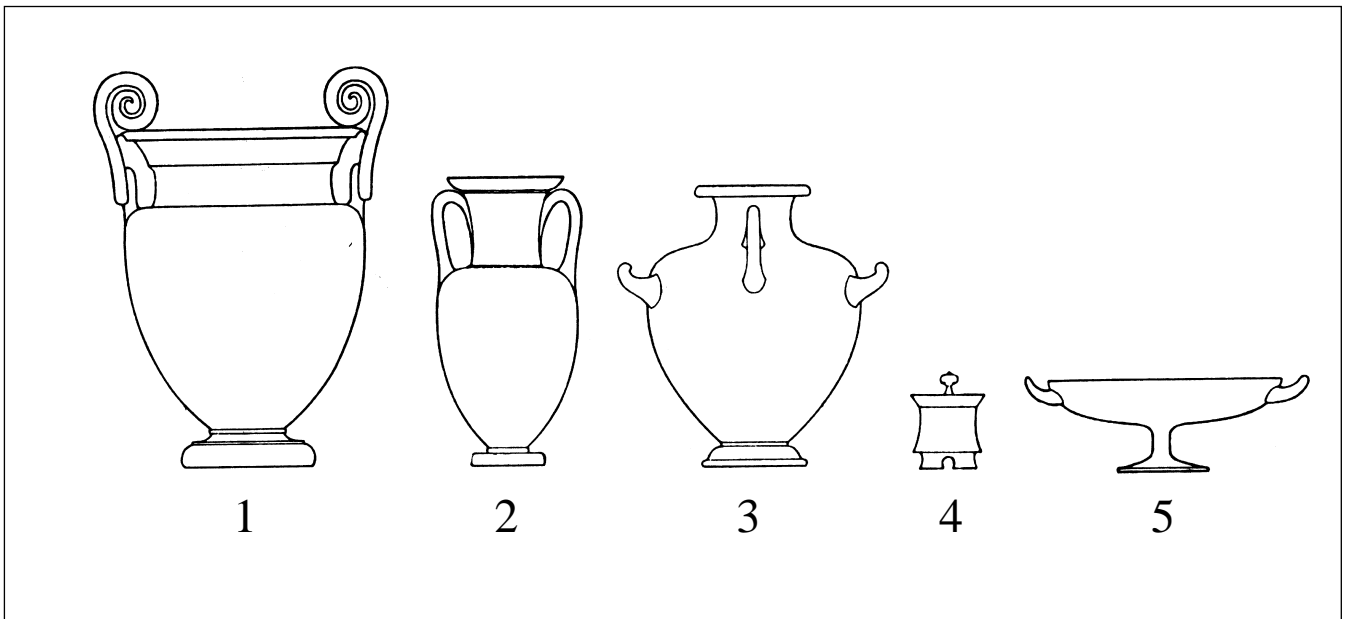
PAPER X

A



B



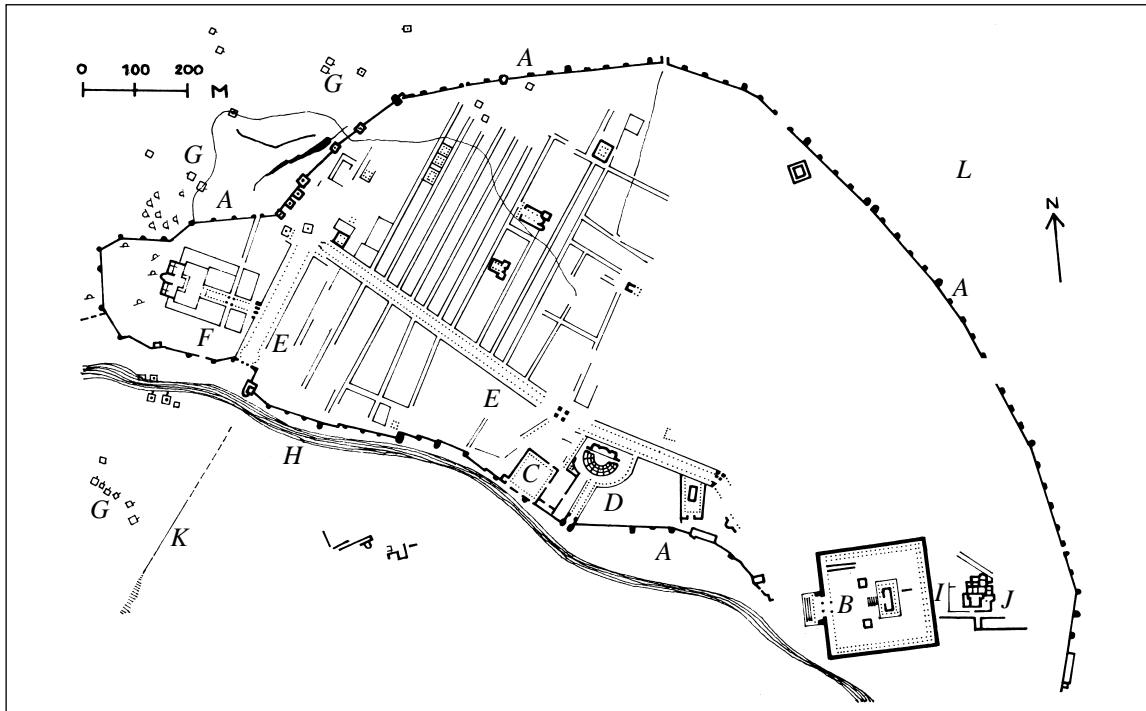
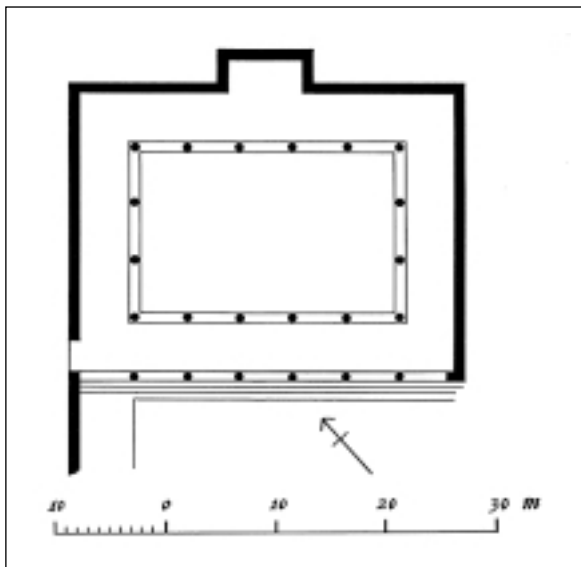
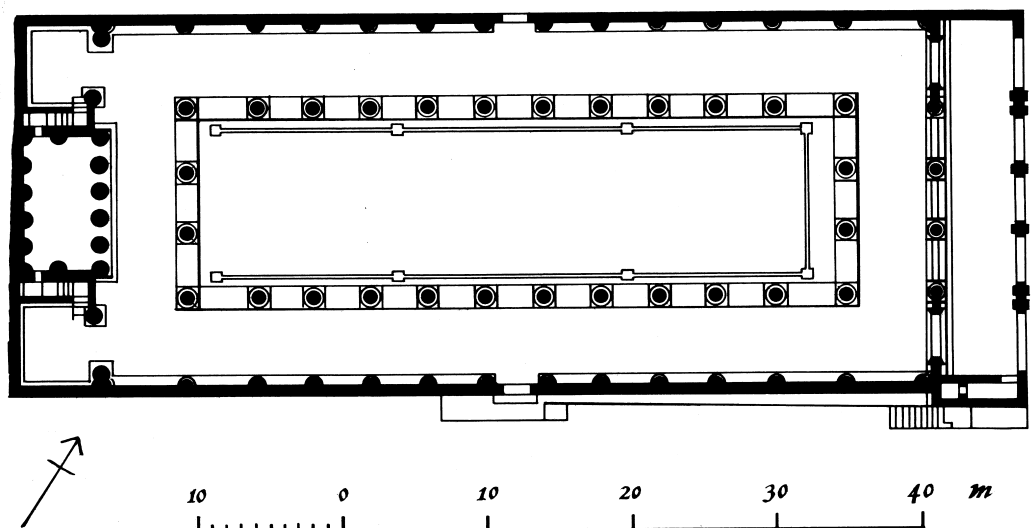
C**D****E**

F



G



H**I****J**

Photographs A, B, C, D and E are taken from *A Handbook of Greek Art*, G. Richter, Phaidon Press, 4th Edition 1995
 Photographs F, G, H, I and J are taken from *Roman Art and Architecture*, M. Wheeler, Thames and Hudson, London 1964