



Coimisiún na Scrúduithe Stáit State Examinations Commission

LEAVING CERTIFICATE EXAMINATION, 2005

CLASSICAL STUDIES – HIGHER LEVEL (400 marks)

WEDNESDAY, 22 JUNE – AFTERNOON 2.00 to 5.00

- 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 1: Topics 1 to 4

Topic 1. Athens at War.

[100]

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

- (i) (a) What were the main arguments used by the Corcyraeans to persuade the Athenians to accept them as allies in 433 B.C.? (40)
- (b) What sort of alliance did the Athenians enter into with the Corcyraeans? (10)
- (ii) “... and as for the sufferings of individuals, they seemed almost beyond the capacity of human nature to endure.” (Thucydides, *History of the Peloponnesian War*)
- (a) Give an account of the sufferings of the people of Athens during the Plague of 430 B.C. (25)
- (b) Show how the Plague brought out the best in some Athenians and the worst in others. (20)
- (c) In what way was Thucydides particularly well qualified to write about the Plague? (5)
- (iii) (a) Describe how Brasidas defeated the Athenians under the command of Cleon at Amphipolis in 422 B.C. (30)
- (b) Compare the leadership of Brasidas to the leadership of Cleon at Amphipolis. (20)
- (iv) (a) Give an account of the Oligarchic Coup of 411 B.C. (35)
- (b) What is your opinion of the behaviour of Alcibiades at this time? (15)

Topic 2. Alexander the Great.

[100]

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

- (i) (a) According to Plutarch in his *Life of Alexander*, what education did Philip provide for his son, Alexander? (25)
- (b) What evidence do you find in the prescribed texts that Alexander was very influenced by Homer's *Iliad* and its hero, Achilles? (25)
- (ii) In 327 B.C., Alexander brought about the death of Callisthenes.
- (a) Outline the events which led to the death of Callisthenes. (35)
- (b) What is your opinion of Alexander's behaviour towards Callisthenes? (15)
- (iii) At the Battle of Gaugamela in 331 B.C., Alexander's forces defeated the Persians under Darius.
- (a) Describe the preparations of **both** sides for the battle. (10)
- (b) Give an account of the battle. (25)
- (c) Comment on the tactics employed by Darius and Alexander. (15)
- (iv) Would you agree that both Plutarch and Arrian take a lenient view of Alexander's faults and abuses of power? Give reasons for your answer. (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) From your reading of the prescribed material, what impression have you formed of the lives of women in the Late Roman Republic? (50)
- (ii) “With outstanding foresight Romulus saw and understood that cities founded for long life and greatness ought not to be on the sea.” (Cicero, *Rome’s Natural Advantages*)
- (a) What reasons does Cicero give in support of this view? (25)
- (b) According to Cicero what other advantages does Rome’s site offer? (15)
- (c) Do you agree with Cicero’s view about cities built on the sea? Give reasons for your answer. (10)
- (iii) In 62 B.C., Pompey returned in triumph from the East. Yet Plutarch says of him: “... it would have been better for him if his life had ended at this point.” (*Life of Pompey*)
- (a) In your opinion, do the events of Pompey’s life after 62 B.C. support Plutarch’s statement? (40)
- (b) What aspects of Pompey’s character contributed to this decline? (10)
- (iv) “But when our country had grown great through toil and the practice of justice ... then Fortune began to grow cruel and to bring confusion to all our affairs.” (Sallust, *The Greatness and Decline of Rome*)
- (a) According to Sallust, what qualities had made Rome great in its earlier history? (20)
- (b) What brought about the decline? (20)
- (c) Which group does Sallust blame for the decline? (10)

Topic 4. Roman Historians.**[100]**

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

- (i) (a) Give an account of Augustus’ efforts to improve the appearance of the city of Rome. (20)
- (b) What measures did Augustus take to improve the safety of Rome’s citizens? (15)
- (c) What measures did he take to revive Roman religion? (15)
- (ii) Discuss the importance of the Praetorian Guard in the reigns of Tiberius and Claudius. (50)
- (iii) Write notes on **any two** of the following: -
- Marcus Agrippa; Boudicca; Messalina. (50)
- (iv) (a) Beginning with the revolt of Julius Vindex in Gaul, outline the events which led to the fall of Nero. (35)
- (b) What is your opinion of Nero’s behaviour during the last few days of his life? (15)

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) In the clash between Prometheus and Zeus in Aeschylus' play, *Prometheus Bound*, the other immortals are either frightened of Zeus or whole-heartedly on his side.
Discuss this statement. (50)
- (ii) In his play *Frogs*, show how Aristophanes insists on the central role of the poet in Athenian society. (50)
- (iii) In Euripides' play *Medea*, show how Medea uses all her talents to deceive and make use of the other characters. (50)
- (iv) Discuss the Chorus in Sophocles' play *Oedipus the King* under the following headings:
(a) the attitude of the Chorus to Oedipus (25)
(b) the attitude of the Chorus to prophecies and oracles. (25)
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Topic 6. Ancient Epic.

[100]

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

- (i) Compare the character of Cúchulainn in the *Táin* with the character of Odysseus in Homer's *Odyssey* **OR** with the character of Aeneas in Virgil's *Aeneid*. (50)
- (ii) Discuss the importance of hospitality and of gift-giving in the world of Homer's *Odyssey*. In your answer, refer to events in the text. (50)
- (iii) In Book 2 of Virgil's *Aeneid*, Aeneas gives an eye-witness account of the Fall of Troy.
What is your opinion of Aeneas' behaviour during the events of Troy's last night? In your answer refer to the events of *Aeneid*, Book 2. (50)
- (iv) (a) Give a brief account of Odysseus' stay amongst the Phaeacians. (35)
(b) Comment on the way of life of the Phaeacians. (15)
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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) (a) Among the writers on your course what evidence is there that the writers support the ideas of Augustus? (40)
(b) Do you think that patronage of writers is a bad thing? Give reasons for your answer. (10)
- (ii) (a) Describe Horace's journey to Brundisium. (35)
(b) Would you consider Horace a good travelling companion? Give reasons for your answer. (15)
- (iii) The poetry of Propertius is dominated by his conviction that love is the most important thing in life. Discuss this statement with reference to the poems on your course. (50)
- (iv) Ovid was banished to the Black Sea by Augustus in A.D. 8.
(a) Based on the poem *Ovid's Misery in Exile* describe Ovid's life in exile. (30)
(b) In your opinion what would Ovid have missed most of life in Rome? In your answer, refer to the poems on your course. (20)

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 Apollo Epikourios at Bassae.
(a) Name the architect of this temple. (5)
(b) What are the unusual features of this temple? (15)
(c) Using correct architectural terms, give a description of this ground plan. (30)
- (ii) Study the vase shown in **Photograph B** on **Paper X**.
(a) Name the type of vase shown. (5)
(b) What was the function of such vases? (10)
(c) Give a brief description of this vase. (15)
(d) How does pottery provide us with insights into everyday life in Greece? (20)
- (iii) **Photograph C** on **Paper X** shows the stele of Aristion.
(a) What was the function of such stelai? (10)
(b) To which period of Greek sculpture does this stele belong? (5)
(c) What features of this stele are typical of that period? (25)
(d) Comment on the way clothing is portrayed in this stele. (10)
- (iv) **Photograph D** on **Paper X** shows the bronze statue known as the Marathon Boy.
(a) To which period of Greek sculpture does this statue belong? (5)
(b) Which features of this statue are typical of that period? (30)
(c) Write a brief note on how bronze statues were made. (15)

Topic 9. The Philosopher in Society: A Study of Socrates and Plato. [100]

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

- (i) (a) How does Socrates describe the beginnings of the primitive community? (25)
(b) How does the primitive community develop into a “civilised community”? (25)
- (ii) Do you think that a modern state could learn from Plato’s *Republic*? Give reasons for your answer. (50)
- (iii) Plato went to Syracuse on a number of occasions hoping to put some of his ideas about the state into practice.
Discuss how the characters of the rulers of Syracuse, Dionysius I and his son Dionysius the Younger, made this very difficult. (50)
- (iv) (a) What qualities does Plato look for in those who are to undertake the final course to become fully qualified Philosopher-Rulers? (20)
(b) After they reach the age of twenty, what stages of education must those chosen undergo in order to become Philosopher-Rulers? (30)

Topic 10. Roman Art and Architecture. [100]

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

- (i) **Photograph E** on **Paper X** shows the plan of Roman Caerwent in South Wales.
- (a) Identify the features shown at *aa, b, c, f* and *g*. (15)
(b) Comment on Wheeler’s statement that Caerwent’s primary function was to provide a centre of Romanisation. (20)
(c) Give a description of the forum at Caerwent. (15)
- (ii) **Photograph F** on **Paper X** shows the Arch of Titus and **Photograph G** shows the Arch of Constantine.
- (a) In a Roman town where would such arches commonly be found? (5)
(b) For what purpose were they built? (5)
(c) Using correct architectural terms give a full description of the Arch of Titus. (25)
(d) Which of these two arches do you find more pleasing? Give reasons for your answer. (15)
- (iii) **Photograph H** on **Paper X** shows the portrait-bust of the Emperor Commodus. **Photograph I** shows the Emperor Philip the Arabian. Study these photographs and answer the following questions:
- (a) What does **Photograph H** reveal of the character of Commodus? (20)
(b) What does **Photograph I** reveal of the character of Philip? (15)
(c) In what ways are these portrait-busts typically Roman? (15)
- (iv) **Photograph J** on **Paper X** shows Achilles and Odysseus from a painting in Pompeii.
- (a) What event is being shown here? (10)
(b) Comment on the portrayal of the face of Achilles. (15)
(c) How has the painter conveyed the action and the drama of the scene? (15)
(d) Comment on the use of colour. (10)

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