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(for examiner only)

Marks Per Section					Running Total	Disallowed Total
Section A	Section B	Section C	Section D	Additional Pages		

Totals	
	Running Total: (Section A – Additional Pages)
-	Total Disallowed Marks (B-D):
=	Total Marks Awarded:

Instructions

Write your candidate number and date of birth into the boxes on the front cover.

Write your answers in the spaces provided in this booklet. There is space for extra work at the end of the booklet. Label any such extra work clearly with the question number and part.

There are four sections in this paper:

Section A	Myth and Daily Life	180 marks
Section B	The World of Achilles, Rome – Classical Studies	180 marks
Section C	Latin – Classical Language	180 marks
Section D	Ancient Greek – Classical Language	180 marks

This examination paper will be graded based on a total of 360 marks awarded from **two** sections:

- 180 marks from Section A
- and**
- 180 marks from **one** other section (B, C, **or** D).

All candidates must answer Section A: Myth and Daily Life. Page 4

- o Attempt all questions

Candidates must answer **one** of these three sections:

- Section B: The World of Achilles, Rome – Classical Studies Page 18

- o Attempt all questions

OR

- Section C*: Latin – Classical Language Page 27

- o Attempt all questions

OR

- Section D: Ancient Greek – Classical Language Page 38

- o Attempt all questions

* In Section C, the vocabulary glossaries use the following abbreviations:

m. = masculine

f. = feminine

n. = neuter

pl. = plural

Question 1

Answer the following questions about ancient Greek/ Roman gods and goddesses.



(a) Complete the table by filling in the name and role of each god/ goddess in the above images.

Image Number	Name (Greek or Roman)	Role (god/ goddess of...)
1.		
2.		
3.		
4.		

(b) Explain how you were able to identify each god/ goddess in Images 1-4.

Image 1:

Image 2:

Image 3:

Image 4:

(c) In the table below, write the Roman name next to the Greek name of each god/ goddess.

Greek Name	Roman Name
Aphrodite	
Demeter	
Hephaestus	
Poseidon	
Zeus	

Question 2

Read this passage about the myth of Echo and Narcissus and answer the questions below.

When the mountain-nymph Echo was born, she spoke just like everyone else. She was chatty, entertaining and clever. She put her social talents to good use. Whenever Zeus came to earth to have affairs with her sister nymphs, she distracted Hera so that the goddess would not find out and punish the nymphs.

Hera became furious when she discovered what Echo had been doing. She cursed Echo by taking away her talents. From that moment on, Echo was only able to repeat the words of others. One day Echo was walking in the forest and she spotted a boy on his own. The boy's name was Narcissus; he was a beautiful young man, but silly and vain. He was so beautiful that girls, boys, and deities alike all desired him. He rejected them all and instead preferred to be on his own, gazing at his reflection in the water.

When Echo first saw Narcissus she fell madly in love with him. Echo followed him around hoping that he would say something, so that she could repeat it and let him know her feelings. Narcissus continued to turn her down and, in the end, she was so sad and love-sick that she hid herself away in a cave. There she faded away to nothing but her voice. To this day her voice remains in woods and caves, repeating the words we say. We call this sound an 'echo', named after this nymph.



Image A: Echo, Narcissus and Cupid.

(a) Based on the start of this passage, give a brief description of Echo.

(b) Explain how Hera punished Echo.

(c) Why did Echo run away to the cave **and** what happened to her there?

(d) Image A is a painting of Echo, Narcissus and Cupid. Do you think that the artist has done a good job of portraying Echo and Narcissus? Explain your answer with reference to details from **both** the image **and** the passage.

This question continues on the next page.

Question 3

Answer the following questions.



(a) Name **two** myths which feature a monster.

Name of myth 1:
Name of monster 1:

Name of myth 2:
Name of monster 2:

(b) Why do you think that ancient Greek/ Roman myths often have monsters in them?
Give reasons for your answer.

This question continues on the next page.

Question 4

Read the text below and answer the questions on education in ancient Rome. The text is from a biography of Marcus Cato the Elder, the famous Roman statesman.

As soon as the boy began to learn his father Marcus Cato taught him to read, although he had a very good slave, called Chilo, who was a school-teacher and was already teaching many boys. But Cato did not think it was right for his son to be scolded by a slave or pulled by the ear when slow to learn. Also, Cato believed such an important thing as education should not be left to a slave. He himself therefore taught his son reading, law and gymnastics. Cato also gave him instruction in how to throw a javelin, to fight in armour, to ride and box, to endure both heat and cold, and to swim.

(a) What was the name of the school-teacher in Cato’s household?

--

(b) Give **two** reasons why Cato does not want his son to be educated by a slave.

(c) What subjects did Cato’s son learn?

(d) Why do you think that Roman statesmen like Cato decided it was important for their sons to learn “how to throw a javelin, to fight in armour, to ride and box, to endure both heat and cold, and to swim”? Explain your answer.

This question continues on the next page.

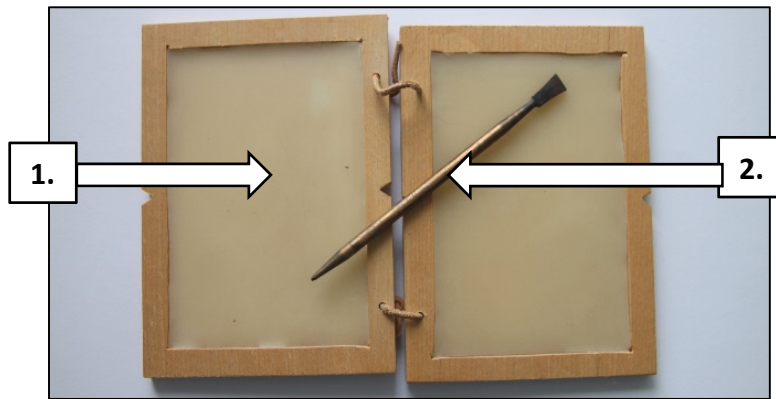


Image A

(e) Image A identifies **two** objects commonly used in education in ancient Rome. Give the names of the two objects and explain what they were used for.

Name of object 1:
Explanation:
Name of object 2:
Explanation:

(f) Explain **two** ways in which education in Ireland today is different to education in ancient Greece **or** Rome.

Difference 1:
Difference 2:

- (b) On this page, Image A shows a diagram of a Roman *domus*.
On the following page, Image B shows a diagram of a Greek *oikos*.

Answer part (i) or part (ii).

- (i) Write the name and a description of room 1 and room 2 which are labelled in Image A.

Name of room 1:
Description:

Name of room 2:
Description:

Image A: *domus*

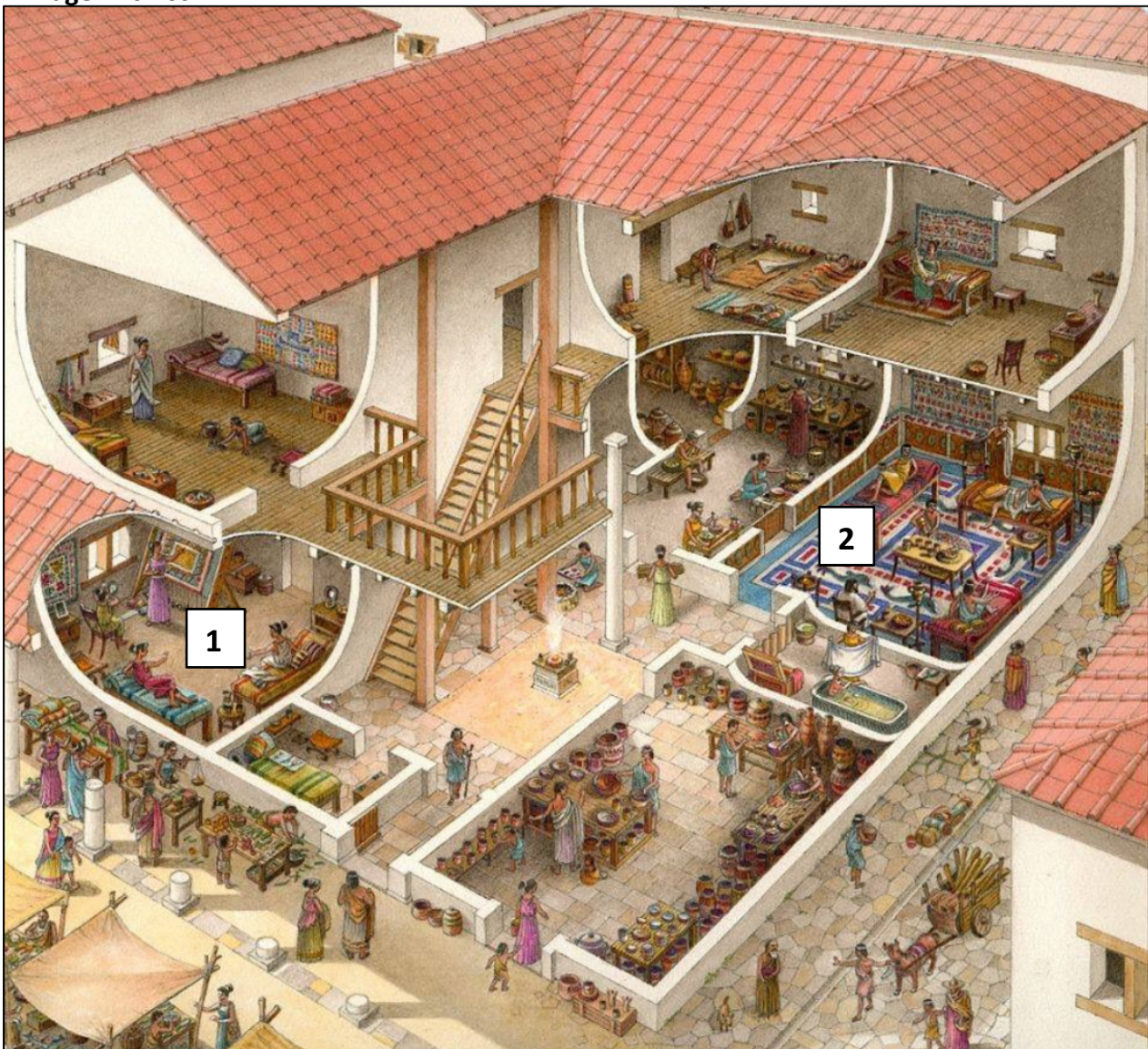


OR

(ii) Write the name and a description of room 1 and room 2 which are labelled in Image B.

Name of room 1:
Description:
Name of room 2:
Description:

Image B: oikos



Candidates must answer **one** of the following sections:

Section B: The World of Achilles, Rome – Classical Studies (page 18)

OR

Section C: Latin – Classical Language (page 27)

OR

Section D: Ancient Greek – Classical Language (page 38)

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Question 7

Image A is a mosaic depicting the Judgement of Paris.



(a) Give the names of **two** characters in Image A and explain how you identified each one.

Character 1:

Explanation:

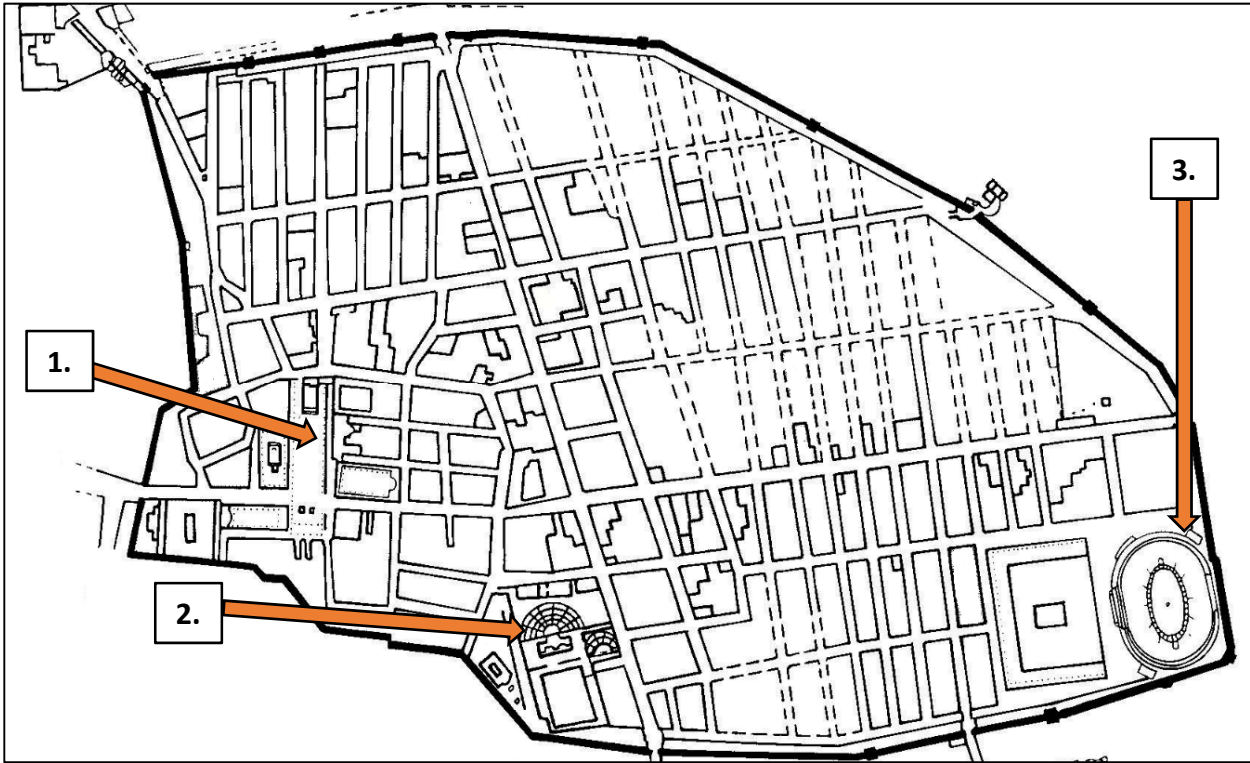
Character 2:

Explanation:

Question 11

Map A shows the ancient city of Pompeii. Write the names of the **three** types of Roman public spaces identified by the arrows in the Map A.

Map A



1:

2:

3:

Question 12

Match each Roman architectural term with its definition by writing the correct letter in each box.

- | | | |
|--------------------|--------------------------|--|
| (a) Thermae | <input type="checkbox"/> | a commemorative structure with an arched passage way |
| (b) Circus | <input type="checkbox"/> | bathhouse |
| (c) Triumphal Arch | <input type="checkbox"/> | a structure for transporting water |
| (d) Aqueduct | <input type="checkbox"/> | an oblong shaped race-track |

Question 14

(a) Name a public building in your local area that has features of Roman architecture.

Name of public building:
Location:

(b) Describe **two** architectural features of the building named in part **(a)**.

Name of architectural feature 1:
Description:

Name of architectural feature 2:
Description:

(c) Why do you think that this building in Ireland was made with features of Roman architecture? Give reasons for your answer.

Question 15

Identify the correct translation of each of these famous Latin quotes, by placing a tick (✓) in the correct box. Tick one box only in each case.

(a) carpe diem

seize the day

do it tomorrow

on this day



(b) pānem et circēnsēs

and peace be with you

pain or suffering

bread and circuses



(c) omnia mūtantur

all things change

nothing changes

everyone is a mutant

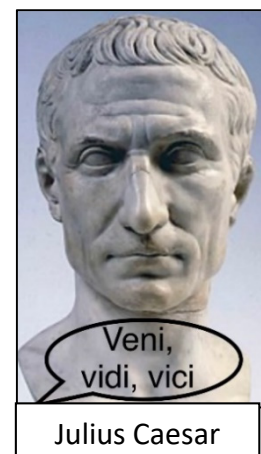


(d) vēnī, vīdī, vīcī

we came, we saw, we conquered

he will come, he will see, he will conquer

I came, I saw, I conquered



Question 16

- (a) Many words in Sentence A below are English words which derive from Latin words. Choose **two** English words from Sentence A and explain how the meaning of **each** English word relates to its Latin derivative. An example is shown below.

Sentence A

The magnificent doctor inhabited a maritime villa where she scribbled about agriculture utilising a multitude of fabulously extraordinary languages.

Example

English word: <i>utilising</i>	Latin word: <i>utilis</i>
Explanation: <i>Utilising means to use something, and utilis means 'useful' in Latin.</i>	

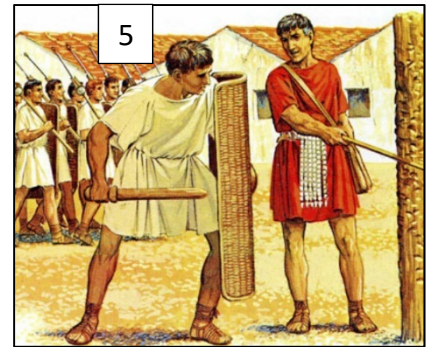
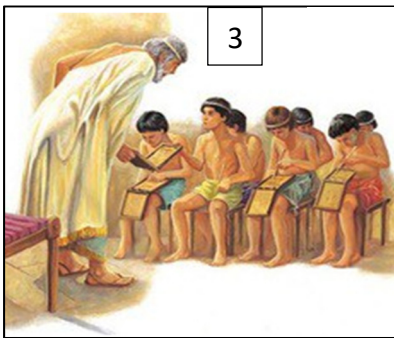
English word 1:	Latin word:
Explanation:	

English word 2:	Latin word:
Explanation:	

- (b) What has your study of Latin taught you about **any** other language you know? Explain your answer.

Question 17

Match the images of different people in the Roman world to their descriptions below.
Write the number of the image in the box beside its description.



in lūdō sunt puerī parvī. magistrum audiunt. magister est Graecus et bene docet.

sum miles Rōmānus. ego scūtum et gladium habeō. necesse erit mihi contrā hostēs pugnāre.

in templō sunt multae fēminae. sacrum ignem cūstōdiunt quod eae sunt sacerdotēs deae Vestae.

sum servus. labōrō in villā. nocte vīnum dominae et amīcīs dō. cēnant dum ego serviō.

labōrō in urbe. ego multum pānem cīvibus Rōmānīs parō. necesse est mihi cotidiē ignem facere.

Question 18

The following sentences are about the goddess Venus. Choose the correct translation of the words in **bold** by placing a tick (✓) in the correct box. Tick one box only in each case.

(a) Venus est dea, **quam Rōmānī amant**.

- whom the Romans love
- who loves the Roman
- whose Rome they love

(b) Venus erat **pulcherrima** deārum.

- beautiful
- more beautiful
- the most beautiful

(c) Rōmānī **templum deae** aedificāvērunt.

- the goddesses of the temple
- a temple for the goddess
- temples with a goddess

(d) **in aedificiō** erat magna statua Veneris.

- in the building
- into the building
- among the buildings

(e) "**festinātē** ad āram," sacerdotēs ante sacrificium iussit.

- did you hurry
- to hurry
- hurry



Question 19

The following sentences describe a typical day in the Roman Forum. Identify the correct option to fill the blank space by placing a tick (✓) in the correct box. Tick one box only in each case. Do not write in the blank space.

(a) mercātōrēs in forum celeriter _____.

ambulābat

ambulābam

ambulābant

(b) puella _____ in tabernā emēbat.

librōrum

librum

librīs

(c) nūntius prope templum _____ stābat.

ingēns

ingenti

ingentis

(d) dominus pecūniam _____ dedit.

filium

filius

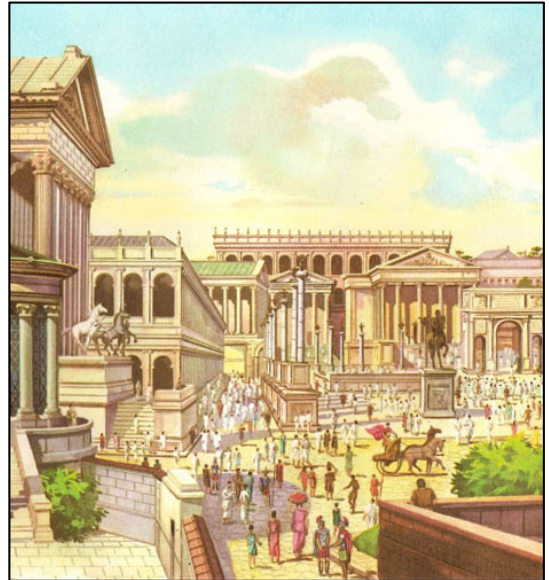
filiō

(e) sī imperātor adveniet, magna turba _____.

erit

est

erant



Question 20

Read the passage below and answer the following questions in English. This passage describes a humorous event in the Forum between a salesman and Octavian, the first emperor of Rome. All underlined words are listed alphabetically in the vocabulary glossary below.



olim Octaviānus hostem Antōnium in proeliō superāvit. post proelium Octaviānus Rōmam rediit et circum forum ambulābat. in viā cōspexit senem, quī duōs corvōs in caveā habēbat. ūnus corvus, “salvē,” inquit, “Octaviānē, victor, imperātor!” Octaviānus rīdēbat et corvum emere volēbat. senex respondit, “vēdam.” Octaviānus corvum ēmit; senex laetus discessit.

postquam tamen servus Octaviānī senem in viā prope forum iterum cōspexit. servus Octaviānō dīxit senem alterum corvum habēre. secundus corvus statim, “salvē!” inquit, “Antōnī, victor, imperātor.” senex perterritus erat. sed Octaviānus magnā vōce rīdēbat et alterum corvum ēmit. servus imperātōris eī multam pecūniam dedit et senex laetissimus discessit.

alter, altera, alterum = the other

Antōnius, Antōniī (m.) = Antony

cavea, caveae (f.) = cage

corvus, corvī (m.) = crow

emō, emere, ēmī, emptum (3) = to buy

iterum = again

Octaviānus, Octaviānī (m.) = Octavian

postquam = afterwards

redeō, redīre, redī, reditum (irregular) = to return

rīdeō, rīdēre, rīsī, rīsum (3) = to laugh (at) / to smile

victor, victōris (m.) = winner / conqueror / victor

(a) Who did Octavian defeat in battle?

(b) Where was the old man standing when Octavian saw him?

--

(c) What did the first crow do?

(d) How did Octavian react to the first crow?

(e) What did the old man reply?

--

(f) What did the slave tell Octavian?

(g) Why do you think that the old man was '*perterritus*'? Explain your answer.

(h) Why do you think that the old man was '*laetissimus*' when he left? Give **two** reasons.

Question 21

Read the sentences and passage below, which tell the fable of a stag and his antlers.

(a) Choose the correct translation or grammatical description of the words **in bold** below by placing a tick (✓) in the correct box. Tick one box only in each case.

All underlined words are listed alphabetically in the vocabulary glossary below.



(i) cervus **ad fontem** stat et aquam bibit.

conjunction

preposition with accusative

preposition with ablative

(ii) dum bibit, in aquā effigiem suam **videt**.

perfect tense

imperfect tense

present tense

(iii) crūra **parva** nōn amat sed **magna** cornua laudat.

accusative plural

nominative plural

nominative singular

cervus, cervī (m.) = stag / a male deer

cornū, cornūs (n.) = horn / antler

crūs, crūris (n.) = leg

effigiēs, effigiēī (f.) = image

fōns, fontis (m.) = fountain / spring

Question 22

Answer the following questions about Text A, which is from a letter found in the Roman fort of Vindolanda. All underlined words are listed alphabetically in the vocabulary glossary below.

Text A: An invitation written by Claudia Severa to her sister Sulpicia Lepidina

a Claudiā Sevērā, Sulpiciae Lepīdinae: III Īdūs Septembrēs, soror, tē ad diem sollemnem
nātālem meum rogō et spērābō tē, soror, valē soror, anima mea cārissima.

III Īdūs Septembres = 'on the 11th of September'
nātālis, nātālis (m.) = birthday

sollemnis, sollemne = festive
spero, sperare, speravi, speratum (1) = to expect

(a) Read the following grammatical statements about words in Text A. Place a tick (✓) in the box to indicate whether each statement is true or false.

	True	False
(i) Lepidīnae is a noun in the dative singular.	<input type="checkbox"/>	<input type="checkbox"/>
(ii) <u>nātālem</u> and meum are the same gender, number and case.	<input type="checkbox"/>	<input type="checkbox"/>
(iii) <u>spērābō</u> is in the imperfect tense.	<input type="checkbox"/>	<input type="checkbox"/>
(iv) cārissima is a verb in the first-person plural.	<input type="checkbox"/>	<input type="checkbox"/>



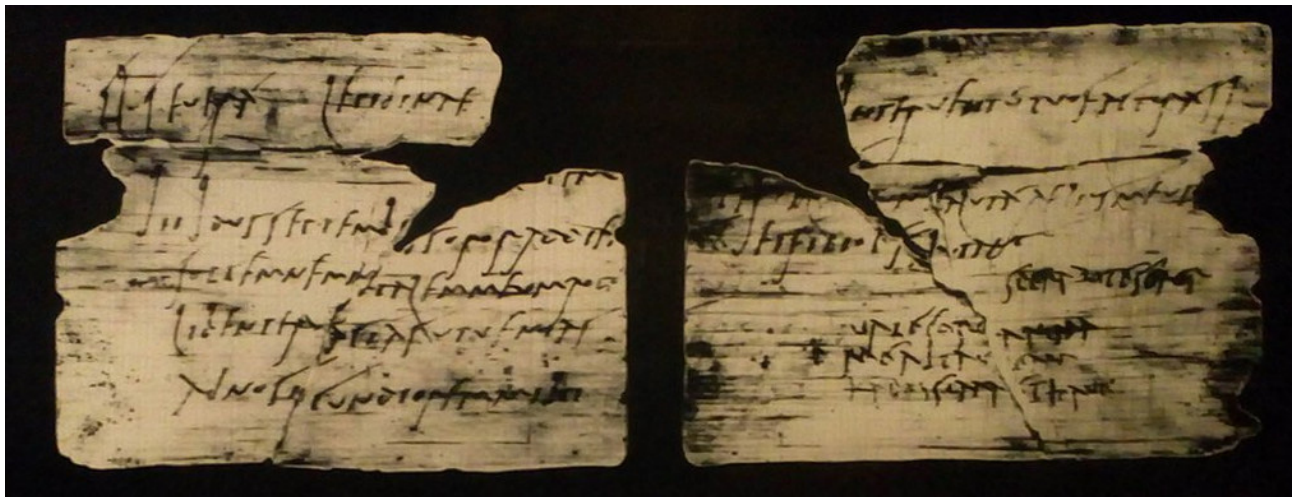
Ruins of the Roman fort of Vindolanda, near Hadrian's Wall

- (b) Translate the following sentence, which is taken from Text A.
All underlined words are listed alphabetically in the vocabulary glossary below.

III Īdūs Septembrēs, soror, tē ad diem sollemnem nātālem meum rogō.

III Īdūs Septembrēs = 'on the 11th of September'
nātālis, nātālis (m.) = birthday

sollemnis, sollemne = festive / of feasting



Vindolanda Tablet 291 showing the archaeological remains of Claudia Severa's letter

Section D**Ancient Greek – Classical Language****180 marks****Question 23**

Match each English dinosaur name to its corresponding Ancient Greek transliteration by writing the correct letter into each box.

- | | | |
|-------------------|--------------------------|---------------|
| (a) diplodocus | <input type="checkbox"/> | βραχιοσαυρος |
| (b) stegosaurus | <input type="checkbox"/> | πτεροδακτυλος |
| (c) tyrannosaurus | <input type="checkbox"/> | βροντοσαυρος |
| (d) brachiosaurus | <input type="checkbox"/> | στεγοσαυρος |
| (e) pterodactyl | <input type="checkbox"/> | τυραννοσαυρος |
| (f) brontosaurus | <input type="checkbox"/> | διπλοδοκος |

Question 24

Complete questions (a), (b) and (c) using the Ancient Greek words in Box 1. You may not use the same English word more than once.

Box 1		
γραφω = I write	λογος, λογου = word / story	πυρ, πυρος = fire
γραμμα, γραμματος = letter	μανια, μανιας = madness	πολις, πολεως = city
ήλιος, ήλιου = sun	μονος, μονη, μονον = alone / only	χρονος, χρονου = time

- (a) Choose **one** Ancient Greek word from Box 1 and write down **one** English word that derives from it.

Ancient Greek word:	English word:
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- (b) Choose **another** Ancient Greek word from Box 1 and write down **one** English word that derives from it.

Ancient Greek word:	English word:
---------------------	---------------

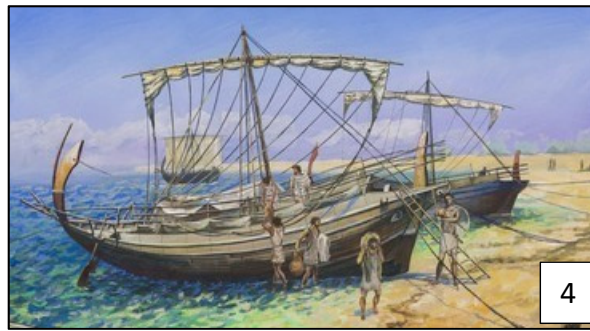
- (c) Write down **one** English word that derives from a combination of **two** Ancient Greek words in Box 1.

Ancient Greek word 1:	Ancient Greek word 2:
English word:	

(d) What has your study of Ancient Greek taught you about **any** other language you know? Explain your answer.

Question 25

Match the following scenes from daily life in Athens to their descriptions below. Write the number of the image in the box beside its description.



οί πολλοί, οί πολιταί τε καί οί δούλοι καί αἱ γυναῖκες, δια τῆς ἀγορᾶς βαινουσιν.

οἱ Ἀθηναῖοι νεανῖαι τὴν μουσικὴν τοῦ ποιητοῦ ἀκούουσιν. ὁ ποιητὴς καλλιστῶς κιθαρίζει.

οἱ ναῦται πολλὰ ἐκ τοῦ πλοίου λαμβανουσιν. αὐτοὺς δεῖ πάντα πρὸς τὴν ἀγορὰν φερεῖν.

πολλαὶ αἱ γυναῖκες ἐν τῇ οἰκίᾳ εἰσιν. ἡ δεσποινὰ μετὰ τριῶν καλῶν θυγατέρων τὴν μουσικὴν τοῦ αὐλοῦ ἀκούει.

Question 26

The following sentences are based on the myth of Theseus and the Minotaur. Put a tick (✓) in the box of the correct form needed to complete each sentence below. Tick one box in each case. Do not write in the blank space.

(a) ὁ Θησεύς ἐν _____ μετὰ τοῦ πατρὸς ἐνοικεῖ.

Ἀττικὴν

Ἀττικὴ

Ἀττικῆ

(b) ὁ Θησεύς πρὸς τὴν Κρήτην _____ μετὰ ἑπτὰ κορῶν καὶ ἕξ νεανίων.

ἦλθεν

ἦλθον

ἦλθομεν



(c) ὁ Μίνως τὸν Θησεῖα _____ ἀποκτείνει τὸν Μινώταυρον.

ἐκέλευσε

κέλευειν

κέλευσεῖ



(d) ἡ Ἀριάδνη ἦν _____ θυγατὴρ τοῦ Μίνως.

τὴν

ἡ

ὁ

(e) ὁ Θησεύς ἐν τῇ νησῷ τὴν _____ καὶ καλὴν Ἀριάδνην ἐλείψεν.

ἀνδρῖον

ἀνδρῖα

ἀνδρῖαν

Question 27

These sentences are about heroes from the Trojan War. Identify the correct translation of the word or phrase in **bold> in the following sentences by putting a tick (✓) in the correct box. Tick one box only in each case.**

(a) ὁ Παρις την Ἑλενην ἀπο της οἰκίας και του ἀνδρος **έλαβεν**.

took

will take

takes

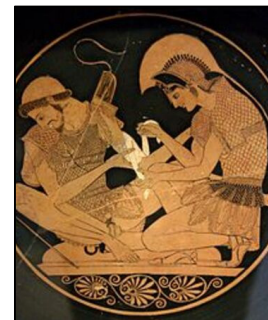


(b) ὁ Πατροκλος, ὁ του Ἀχιλλεως ἑταιρος, ἦν ὁ **φιλωτατος ἀνηρ**.

dearer than men

a dear man

a very dear man



(c) “ὦ Ἀχιλλεου, **τρεχε** εἰς την μαχην,” ὁ Πατροκλος εἶπεν.

to run

run

he used to run



(d) ἡ του Ἑκτορος γυνη ἦν ἡ Ἀνδρομαχη.

of Hector

with Hector

to Hector



(e) ἡ Ἀνδρομαχη εἶπε τῷ Ἑκτορι, “**τί** λεγεις;”

who

what

whose

Question 28

- (a) Read the passage below and answer the following questions in English. This passage is based on a scene from Homer's *Odyssey* when the comrades of Odysseus meet the goddess Circe. All underlined words are listed alphabetically in the vocabulary glossary below.



οἱ δε τοῦ Ὀδυσσεως ἔταιροι τὴν τῆς Κίρκης οἰκίαν ἐν δεινῇ ὕλῃ εὕρισκουσιν. ἔγγυς τῆς οἰκίας εἰσι πολλὰ θηρία, λυκοὶ τε καὶ λεόντες. ἐπεὶ οἱ ἄνθρωποι πρὸς παντὰ τὰ θηρία βλέπουσι, μέγιστον φόβον ἔχουσι καὶ πρὸς τὴν τῆς οἰκίας θύραν τρεχουσιν. ἐκεῖ εἰς τῶν ἑταίρων τινα δεινὴν φωνὴν ἀκούει. ἢ γὰρ Κίρκη ἐν τῇ οἰκίᾳ ἀεῖδει.

εὐθύς οἱ μὲν ἄνθρωποι αὐτὴν καλοῦσιν καὶ εὐθύς ἡ δὲ θεὰ ἐκ τῆς οἰκίας ἐκβαίνει καὶ αὐτοῖς τοὺς φίλους λογους λέγει· “χαίρετε, ὦ ξένοι. νῦν δε εἰσβαίνετε εἰς τὴν ἐμὴν οἰκίαν. ὑμεῖς γὰρ καμνετε, καὶ ἐγὼ σίτον τε καὶ οἶνον ὑμῖν παρεχεῖν ἔθελω.” ἡ δὲ Κίρκη δια θυράς τῆς οἰκίας αὐτοὺς βαινὲν πειθεῖ.

ἀεῖδω = I sing
ἔγγυς + genitive = near
εὐθύς = immediately
θηριον, θηριου, το = wild beast
καλεω = I call
καμνω = I am suffering

Κίρκη, Κίρκης, ἡ = Circe
λυκος, λυκου, ὁ = wolf
Ὀδυσσευς, Ὀδυσσεως = Odysseus
οἶνος, οἶνου ὁ = wine
σίτος, σίτου, ὁ = bread
ὕλη, ὕλης, ἡ = woods

- (i) Where was the home of Circe located?

(ii) Describe what Odysseus' comrades saw near the house.

(iii) How did the men react to what they saw?

(iv) What does one of the comrades hear?

--

(v) What does Circe do when the men call for her?

(vi) What does Circe tell the men to do?

(vii) Does Circe think that Odysseus' men are in good condition? Explain your answer.

(viii) Choose **any** noun and **any** verb from the words in this passage. Identify the gender **and** case of the noun, and the tense **and** person of the verb.

Noun:	Gender:	Case:
Verb:	Tense:	Person:

Question 29

Text A is adapted from Aesop's fable, *The Frogs Ask for a King*.

All underlined words are listed alphabetically in the vocabulary glossary below.

Text A

οἱ βατραχοι, λυπουμενοι τη ἀναρχια, πρεσβεις ἔπεμψαν ἐπι τον Δια, αἰτουντες βασιλεα

αὐτοις παρεσχειν. ὁ δε Ζευς αἰσθομενος την εὐηθειαν αὐτων, ξυλον εις την λιμνην καθηκε.

αἰσθομενος = 'sensing'

αἰτουντες = 'asking for'

ἀναρχια, ἀναρχιας, ἡ = anarchy / disorder

βατραχος, βατραχου, ὁ = frog

εὐηθεια, εὐηθειας, ἡ = stupidity

καθημι, καθηκε = I drop down

λιμνη, λιμνης, ἡ = pond

λυπουμενοι = 'being annoyed with'

ξυλον, ξυλου, το = log / a piece of wood

πρεσβυς, πρεσβεως, ὁ = ambassador

- (a) The following grammatical statements relate to the words in Text A. Tick (✓) the box to indicate whether each statement is true **or** false.

(i) ἔπεμψαν is a verb in the imperfect tense.

True **False**

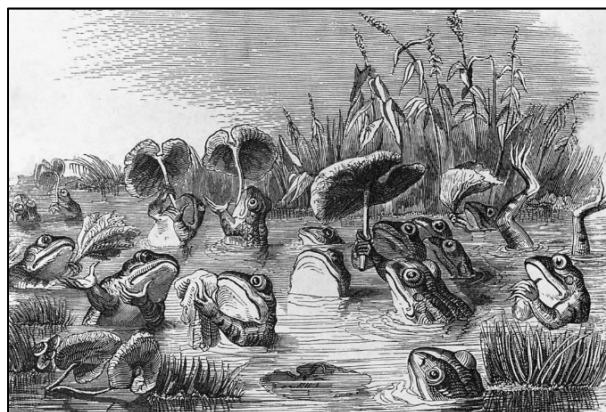
(ii) Δια is a noun that is feminine and singular.

(iii) αὐτοις and αὐτων are both plural pronouns.

(iv) εις is a preposition that is followed by the genitive case.

- (b) Translate the final sentence in Text A.

ὁ δε Ζευς αἰσθομενος την εὐηθειαν αὐτων, ξυλον εις την λιμνην καθηκε.



Acknowledgements

Images

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Junior Cycle Final Examination – Common Level

Classics

Friday 14 June

Afternoon 1:30 - 3:30