



**Coimisiún na Scrúduithe Stáit
State Examinations Commission**

JUNIOR CERTIFICATE EXAMINATION 2003

CLASSICAL STUDIES

ORDINARY LEVEL CHIEF EXAMINER'S REPORT

HIGHER LEVEL CHIEF EXAMINER'S REPORT

CONTENTS

ORDINARY LEVEL	3
1. Introduction	3
2. Performance of Candidates	4
3. Analysis of Candidate Performance	5
4. Conclusions	9
5. Recommendations to Teachers and Students	11
Exemplar Material	12
HIGHER LEVEL	18
1. Introduction	18
2. Performance of Candidates	19
3. Analysis of Candidate Performance	20
4. Conclusions	26
5. Recommendations to Teachers and Students	28
Exemplar Material	30

CLASSICAL STUDIES

JUNIOR CERTIFICATE

ORDINARY LEVEL, 2003

1. INTRODUCTION

The Ordinary Level Classical Studies paper for Junior Certificate comprises questions on ten topics. Five topics are drawn from the Greek World and five from the Roman World. Students are expected to have studied five topics – two from the Greek World, two from the Roman World, and one further topic from either the Greek World or the Roman World. Questions are set on each of the ten topics. Each topic carries 80 marks. Questions set in Part (b) of each topic are less difficult on the Ordinary Level paper than on the Higher Level paper. Questions set in Parts (a) and (c) on each topic are the same at both levels. The total number of marks for the paper is 400.

A total of 147 students sat the Classical Studies Ordinary Level Paper in 2003. This is a slight increase on 2002 and is also an increase on previous years. The following table shows the numbers taking this paper in the past 6 years:

2003	2002	2001	2000	1999	1998
147	128	82	123	101	60

The following table shows the percentage of those taking Classical Studies at Ordinary Level compared with those taking the subject at Higher Level:

Year	2003	2002	2001	2000	1999	1998
O	25.3	21.2	14.7	22.7	18.8	11.3
H	74.6	78.8	85.3	77.3	81.2	88.7

2. PERFORMANCE OF CANDIDATES

The following table shows the number of candidates sitting the paper in 2003 and the percentage of candidates achieving each grade:

Total	A	B	C	D	E	F	NG
147	3.4	10.9	13.6	28.6	26.5	12.2	4.8

The following table shows the combined C+, D, and E- rates for the year 2003:

Total	C+	D+	E-
147	27.9	28.6	43.5

These results are in keeping with those of recent years as is shown below. The following table shows the percentage of candidates achieving each grade in the previous three years:

Year	Total	A	B	C	D	E	F	NG
2002	128	2.3	2.3	13.3	12.5	26.6	26.6	16.4
2001	82	2.4	4.9	12.2	19.5	28.0	14.6	18.3
2000	123	0.8	6.5	11.4	25.2	27.6	20.3	8.1

The number of candidates scoring a grade E or less has been consistently very high on this paper. This is a very disturbing situation. In recent years, examiners have noted that too many candidates approach the paper with little interest and little preparation. This is one explanation for the very poor performance of so many candidates. Another explanation that could be posited is that the Ordinary Level paper is 66% common with the Higher Level – Parts (a) and (c) of each Topic being differentiated only in the Marking Scheme. However, candidates at this level also do badly on Part (b) – a section that is designed for Ordinary Level candidates.

It may be timely to debate whether a different type of paper is needed. The area of greatest concern is Part (c) where the original source material may pose a difficulty of comprehension and reading for some candidates.

It must be noted that an encouraging feature of this year's results was the number of candidates who achieved grade C+ compared to previous years.

3. ANALYSIS OF CANDIDATE PERFORMANCE

SECTION A: THE GREEK WORLD

Topic 1: The Wrath of Achilles

This is the most popular topics among Ordinary Level candidates and is usually taken by more than 85% of them.

In general, candidates tackled Part (a) quite well although many could not provide the answers to questions (ii), (v) and (vi).

Part (b) was quite well done although many of the descriptions in (ii) and (iii) were very short. A sizeable number of candidates confused the side taken by their chosen god/goddess and it was not uncommon to find figures such as Priam, Hector or Achilles listed as gods.

Part (c) proved testing for candidates as many were not sure of the scene from Book 24 of the Iliad that was depicted.

Topic 2: Greece and Persia

This topic was attempted by only a small minority of candidates. It was evident that a large proportion of those attempting this topic found difficulty with both Parts (a) and (c).

In Part (a), candidates tackled questions (i) and (iv) well. Otherwise candidates did not generally have the required information.

Part (b) elicited better responses from candidates but there was still a number of gaps in candidates' knowledge in relation to questions (i) and (ii).

In Part (c), it was apparent that few candidates had a clear knowledge of how an ancient or modern historian would have done their work.

Topic 3: The Life and Death of Socrates

This was a fairly popular topic, and answers were of quite a high standard.

Part (a) was answered well in general, but some candidates had difficulty with questions (i), (ii) and (iii). Overall the quality of answering was satisfactory.

Part (b) was also well done, although a number of candidates were not sure what a sophist was.

It is interesting to note that the answers to Part (c) of this topic were amongst the best responses to this paper. However, a number of candidates were unsure of the meaning of 'piety'. Consequently those candidates occasionally did not attempt an answer.

Topic 4: Mycenae and Troy

A sizeable minority of candidates attempted this topic but those who did often found it quite difficult.

Many of the answers to Part (a) were poor, whether they were of an archaeological or mythological nature.

In Part (b) questions (iii) and (iv) were well answered but there was evidence of confusion and overlap in answers to questions (i) and (ii). Descriptions often lacked depth and detail here.

In Part (c), candidates answered questions (i) and (ii) well, but lacked sufficient detail in questions (iii) and (iv).

Topic 5: The Athenian Acropolis

This was one of the more popular topics this year.

Part (a) was handled quite well by candidates, but there were few correct answers to questions (ii) and (v).

The standard of answering in Part (b) was quite good. Questions (ii) and (iv) were done well, but candidates were not always clear in their answers to questions (i) and (iii).

SECTION B: THE ROMAN WORLD

Topic 6: The Quest of Aeneas

This was a quite popular topic with 60% of candidates taking it.

Part (a) was generally answered well.

Part (b) posed few difficulties except for question (ii) where a number of candidates were unsure.

Part (c) proved problematic for the Ordinary Level candidates. They generally handled question (i) well but the responses to the other questions displayed a degree of confusion.

Topic 7: The Roman Theatre – Comedy: The Swaggering Soldier

Almost 40% of candidates chose this topic. There were many answers of a high standard in response to questions on the topic.

Part (a) was answered well, with the exception of questions (i) and (iv).

While some of the answers to Part (b) were very short, there were many fine accounts in response to questions (i) and (ii). The candidates displayed a sound knowledge of the play.

Part (c) drew a mixed level of answering. Many answers to questions (ii) and (iii) were vague, although a number of candidates did convey the essential points.

Topic 8: The Life and Times of Julius Caesar

Apart from Topic 2, this proved to be the least popular topic for Ordinary Level students.

The standard of answering in Part (a) was quite low. Many candidates appeared to have difficulty with the level of detailed historical knowledge required in the topic.

There was a greater understanding of the issues relating to Part (b) but there were also many very short answers. Many students did recognise the significance of Alesia and the difficulties encountered by Caesar. Equally, there were definite views on whether Caesar was or was not a great man (question (iii)). However, in the main, answers to Part (b) were not sufficiently expanded.

In Part (c), a sizeable number of candidates were able to deduce the correct answers to questions (i) and (ii) from the extract. However, there were many answers that did not relate to the extract at all. Candidates also struggled with the correct terminology for question (iii). Few recognised that Pompey was appointed consul.

Topic 9: A Roman City – Pompeii

This was a very popular topic at Ordinary Level.

In Part (a), answers were generally of a high standard. However, only a small number of candidates successfully identified the duties of the *duovirs* (iv) or explained Campania (i).

Answers to Part (b) were also of a high standard.

However, Part (c) proved challenging, with many candidates unable to identify the street in (i) or to describe a Roman funeral in any detail in (ii).

Topic 10: The Roman Army

This was a fairly popular topic at Ordinary level.

Part (a) was not well answered by candidates. There were few questions answered correctly. For example, many were unsure of the duties of the Camp Prefect, why auxiliaries fought away from home or the practice of decimation.

Part (b) was quite well answered, although some candidates were unsure of the function of barrack blocks in question (iv).

Part (c) was also answered well.

4. CONCLUSIONS

The increase in the percentage rate of candidates achieving C+ is to be welcomed.

However, the E- rate remains disturbingly high. This would seem to point to fundamental questions that need to be asked about **(a)** the preparation of the candidates for the examination and **(b)** the nature of the paper itself.

With regard to **(a)**

- Many candidates neglected to attempt either entire topics or whole parts within topics
- A sizeable number of candidates did not complete the minimum requirement
- A significant minority of candidates actually attempted more than the required number of topics. Large sections of work within these answers were not attempted. These candidates gave the impression of having little knowledge of the material but were prepared take a chance and sit the examination.
- As stated in the Chief Examiner's Report of 2000, "Many students have not made the necessary preparation for the examination due to lack of work, motivation or interest; this results in difficulty addressing the factual questions in Part (a)."

With regard to **(b)**

- There was clear evidence that the level of comprehension required to answer Part (c) appears too challenging for some Ordinary Level candidates.

- A debate on the suitability of the current nature of Part (c) for Ordinary level candidates is timely.

5. RECOMMENDATIONS TO TEACHERS AND STUDENTS

- Candidates are encouraged to read the instructions on the examination paper carefully.
- Candidates are also encouraged to take time during the examination to read the questions carefully. This would allow them to understand more fully what is being asked of them.
- Candidates are advised to attempt all sections of each topic. Many candidates who attain less than an E grade, do so because they have omitted sections of the paper.
- Candidates are advised to attempt all five topics.
- Particular attention should be paid to instructions such as ‘Give reasons for your answer’ or ‘Briefly explain how this happens’ or any instruction which asks a candidate to ‘describe’ something. These instructions require some explanation or development of the points the candidate has made.
- Candidates are encouraged to pay close attention to the factual base of the different topics. This would allow them to tackle the Part (a) of each topic with more success.

APPENDIX

EXEMPLAR MATERIAL

The following is a selection of exemplar material from the scripts of candidates who sat the Junior Certificate Ordinary Level paper in Classical Studies in 2003. These exemplars should be read in conjunction with the Ordinary Level paper and the Ordinary Level Marking Scheme. The exemplars below are reproduced as they were written.

Topic 1. The Wrath of Achilles

Exemplar:

- (a) (i) Oral poetry was poetry from word of mouth. **(8)**
- (ii) The tenth year of the Trojan war the events of the Iliad took place. **(8)**
- (iv) Helen treated Hector in a disrespectful manner, when he went to her house to search for Paris. **(8)**
- (b) (i) Zeus was the head of all gods and goddess. This was the part of the Trojan war he played. It was Zeus job not to take part in any sides in this war. **(8)**
- (ii) One god who helped the Trojans was Diophibus. He helped them when Hector was fighting Achilles. He threw the spear back to Achilles to try and hit Hector and kill him. **(0)**
- (iii) One goddess who helped the Greeks was Athene. She also helped in this duel between Hector and Achilles. **(9)**
- (c) (i) It was the offering to the gods which was shown in Book 24 of the Iliad. **(0)**
- (ii) The result followed from the scence shown here was when people kept on offering to their favourite gods. **(0)**
- (iii) Yes I do think the men were heros. My reason for this is because if they where not heroes they would have people bowing at their feet. **(2)**

Result: 43 Marks.

Comment:

- *The candidate has displayed a reasonable level of knowledge in parts (a) and (b).*
- *The candidate lost a lot of marks in part (c) by failing to recognise the scene depicted in photograph 1.*
- *In part (b) Deiphobus was listed as a god.*
- *Overall, enough information was presented by the candidate to acquire 43 ex 80.*

Topic 4. Mycenae and Troy.

Exemplar:

- (a) (ii) A Rhyton is shown here. It was usually made of gold or silver and it was used to drink out of. **(8)**
- (iv) Clytemnestra was Achilles wife and she was killed during the war. **(0)**
- (v) Eris was goddess of the rainbow. She was a messenger. She helped Dido to have a quick and painless death. **(0)**
- (b) (i) I think it could have taken place there was arrows and fire arms etc found. **(2)**
- (ii) I think it could have taken place because the Trojans had something against the Greeks and wanted to demolish them. **(0)**
- (iii) because he taught that there was the treasure of Agemnon. **(1)**
- (iv) Paris started the fight because he eloped with Helen. **(8)**
- (c) (i) Heinrich Schlieman. **(0)**
- (ii) he is referring to linear B tablets. **(4)**
- (iii) They are made from stone and they had a form of greek writing on them. They survived because they were made of stone and it did not decay. **(7)**
- (iv) It tells us about what workman ship they had and who was their god and how they lived. **(4)**

Result: 34 Marks

Comment:

- *The candidate's response in part (a) displays a weakness in mythological knowledge.*
- *The answer to part (b) shows a confusion between the sites of Troy and Mycenae – a lack of detail and depth.*
- *Overall, enough information was presented by the candidate to acquire 34 ex 80.*

Topic 6. The Quest of Aeneas

Exemplar:

- (a)
- (ii) Hector appears to him telling him to leave Troy. **(6)**
 - (iv) When Jupiter sends Mercury to him telling him he must leave with the ships. **(8)**
 - (v) The Sibyl tells Aeneas that he must sail across the river Styx and get the golden bough before he entered the Underworld. **(6)**
- (b)
- (i) Venus sent Cupid to Aeneas to make him fall in love with Dido. **(0)**
 - (ii) She is dressed in a beautiful gown when she first meets him. **(1)**
 - (iii) He gets angry with him because of what she said. **(0)**
 - (iv) She asks Cupid to make Dido fall in love with Aeneas. **(8)**
- (c)
- (i) We learn that Aeneas is a emotional man. **(4)**
 - (ii) Another situation where Aeneas seems to have similar feelings is when he has to leave Dido for the ships. **(8)**
 - (iii) He shows a different side to his character when he kills oxen and other animals for his friends to eat. **(3)**

Result: 44 Marks.

Comment:

- *Parts (a) and (c) have been quite well answered with a display of some sound knowledge, although (c) could have benefited from more depth and detail.*
- *In part (b) the candidate showed scant knowledge of the role of Venus.*
- *Overall, enough information was presented by the candidate to acquire 44 ex 80.*

Topic 9: A Roman City – Pompeii

Exemplar:

- (a) (ii) The temple of hercules (4) and the temple of Jove (4).
(iv) The duovirs were lawyers. (6)
(iii) The events were passed around by word of mouth. (4)
- (b) (iii) They went to the baths to relax and to gossip. (8)
(iv) The Romans wore sandals with thick soles because of the underground heating system it would burn their feet otherwise. (8)
(ii) The Frigidarium is a room in which you would cool down in the Tepidarium is like a steam room. (8)
- (c) (i) It was the graveyard in the Forum. (4)
(ii) People that were on the streets would mourn for the dead person. Six people would carry the coffin if he was wealthy they would bury his jewels with him. They believed in after life. (5)
(iii) I think this is remarkable because they gave people a proper send off and the citizens would really respect the coffin and funeral. (2)

Result: 53 Marks.

Comment:

- *The candidate's responses to parts (a) and (b) displayed a serious effort and some sound knowledge.*
- *In part (c) the candidate made an attempt at answering the questions but lacked real knowledge.*
- *Overall, enough information was presented by the candidate to acquire 53 ex 80.*

Topic 10. The Roman Army

Example:

- (a) (i) The Praetorian Guard was the person who was in charge of the equipment. **(0)**
- (ii) The camp prefect was in charge of the equipment. He was also in charge of discipline. **(8)**
- (b) (i) It was a rectangular shape. **(4)**
- (ii) The hospital **(4)** and shops stood in the middle of the fort.
- (iii) Basillica and the place where they would eat food **(2)**.
- (iv) Its where the army would sleep. They sleep on hay. It was 8 soldiers to a room. **(12)**
- (c) (i) Its what they would use to break down a wall to get into the city. **(1)**
- (ii) it was used to break the walls of a city. **(4)**
- (iii) The onagor might have been used to besiege a town. **(6)**
- (iv) They might have put all there shields together to protect themselves. **(2)**

Result: 43 Marks.

Comment:

- *In part (a), this candidate attempted only two of the questions. Added to that was a lack of knowledge of the Praetorian Guard.*
- *Part (b) elicited responses that displayed knowledge and marks were awarded accordingly.*
- *In part (c), the candidate continued to display an uneven level of knowledge.*
- *Overall, enough information was presented by the candidate to achieve 43 marks*

CLASSICAL STUDIES
JUNIOR CERTIFICATE
HIGHER LEVEL, 2003

1. INTRODUCTION

The Higher Level Classical Studies paper for Junior Certificate comprises questions on ten topics. Five topics are drawn from the Greek World and five from the Roman World. Students are required to have studied five topics – two from the Greek World, two from the Roman World, and one further topic from either the Greek World or the Roman World. Questions are set on each of the ten topics. Each topic carries 80 marks. Questions set in Part (b) of each topic are less difficult on the Ordinary Level paper than on the Higher Level paper. Questions set in Parts (a) and (c) on each topic are the same at both levels. The total number of marks for the paper is 400.

A total of 433 students sat the 2003 Classical Studies Higher Level paper. This is a slight decrease on 2002 but is in keeping with previous years. The following table shows the numbers taking this paper in the past 6 years:

2003	2002	2001	2000	1999	1998
433	476	476	419	437	472

The following table shows that the percentage of those taking Classical Studies at Higher Level compared with those taking the Ordinary Level paper:

Year	2003	2002	2001	2000	1999	1998
H	74.6	78.8	85.3	77.3	81.2	88.7
O	25.3	21.2	14.7	22.7	18.8	11.3

It can be seen from these statistics that the balance between those taking Ordinary and Higher levels has tended to shift in the past six years.

1. PERFORMANCE OF CANDIDATES

The following table shows the number of candidates sitting the paper in 2003 and percentage of candidates achieving each grade:

Total	A	B	C	D	E	F	NG
433	16.9	26.1	30.3	19.4	5.1	2.1	0.2

The following table shows the combined C+, D, and E- rates for the year 2003:

Total	C+	D	E-
433	73.2	19.4	7.4

These results are in keeping with those of recent years. The following table shows the percentage of candidates achieving each grade in the previous three years:

Year	Total	A	B	C	D	E	F	NG
2000	419	13.4	30.3	29.1	19.1	5.5	2.6	0.0
2001	476	15.5	26.9	30.0	18.5	5.0	3.6	0.4
2002	476	13.7	32.1	26.5	17.4	6.7	2.5	1.1

3. ANALYSIS OF CANDIDATE PERFORMANCE

SECTION A: THE GREEK WORLD

Topic 1: The Wrath of Achilles

This is one of the most popular topics and is usually taken by almost 90% of candidates.

In general, Part (a) was well answered, although some candidates encountered difficulty with questions (ii) and (v).

Part (b) presented questions on the role of gods and goddesses. This was well answered with many substantial pieces of work.

Part (c) was quite well answered but a number of candidates could not correctly identify the scene in question (i). The remaining questions were also quite well answered but some candidates did not refer to the significance of the ransom in (ii). Many of the answers to (iii) referred to the courage of Priam, the prowess of Achilles in battle and the common bond between them.

Examiners noted that this is the first question attempted by the great majority of candidates. As such, candidates are sometimes tempted to write at greater length than required by occasionally digressing from relevant material.

Topic 2: Greece and Persia

This is one of the least popular of the topics, taken by fewer than 5% of candidates.

Part (a) was quite well answered although many candidates struggled to answer questions (ii), (v) and (vi).

In Part (b) questions (i) and (ii) presented some difficulties while most candidates presented substantial work in answer to question (iii).

Examiners noted that candidates seem to have found Part (c) demanding. It was felt that this was due to a lack of understanding of the work of historians – ancient and modern – rather than to the length of the extract.

Topic 3: The Life and Death of Socrates

Approximately 35% of candidates attempted this topic.

In general, candidates performed well in Part (a). However, there were some vague answers to questions (i), (iii) and (v).

Part (b) elicited some excellent answers. A small number of candidates lost marks by not paying sufficient attention to the verdicts at the trial of Socrates.

Part (c) was well done. Some candidates were unsure of the meaning of ‘piety’ in the context of the passage. Unusually, some had difficulty with question (iii).

As in previous years, the examiners noted the manner in which teachers bring this topic alive and engage the imagination of the pupils.

Topic 4: Mycenae and Troy

This was also a popular topic. Almost 38% of candidates answered on it.

The standard of answering was mixed. In Part (a), different questions posed some problems for different candidates. Some found the questions which dealt with the mythological side of the Topic – questions (iv) and (v) – too demanding. On the other hand, there were also poor answers to (ii), (iii) and (vi) – the archaeological side of the course.

In Part (b) candidates presented some excellent answers. Some candidates and their teachers are to be commended for their treatment of the most up-to-date research on Troy. However, there were also candidates who struggled to come to terms with the demands of (b) (i). Those candidates had difficulty incorporating references to mythology, literature and archaeology in their answers. More telling, perhaps, was their inability to link the evidence to the two sites.

In Part (c), the candidates responded well to all questions. There were, however, many vague answers on question (iii) concerning the preservation of the Linear B tablets.

Topic 5: The Athenian Acropolis

This was quite a popular topic with between 55% and 60% of candidates attempting it.

Part (a) was well answered although a number of candidates did not know why the Erechtheum was so called in question (ii).

In Part (b) many candidates did not display the required knowledge of the origins of the Delian League. Candidates presented a considerable overlap in their answers to questions (i) and (ii). Many candidates treated (ii) at length but while most understood the financial connection between the Delian League and Pericles' building programme, the answers were poorly developed. On the other hand, there were many excellent answers to question (iii).

In Part (c), only a minority of candidates correctly identified the two styles of sculpture. However, most candidates attempted to name the styles and in this way gleaned some marks. In response to question (ii) most students drew clear comparisons or contrasts between the two styles and gained high marks. Question (iii) was also well answered.

As was noted previously in the *Chief Examiner's Report (2000)*, a small number of candidates seem to find the architectural and artistic terminology problematic. This creates a wider spectrum of results than in most other topics.

SECTION B: THE ROMAN WORLD

Topic 6: The Quest of Aeneas

This topic has decreased in popularity. Three years ago almost 75% of candidates attempted it. In 2003 approximately 55% of candidates attempted it.

In Part (a) all the questions were well answered.

However, answers to Part (b) question (i) were occasionally vague and showed gaps in some candidates' knowledge of this particular part of Book 1. Answers to questions (ii) and (iii) were of a high standard.

Part (c) posed some difficulty for candidates. Questions (i) and (ii) were generally well done, but in answers to question (ii) many candidates were unable to recognise that the 'Cyllenian god' and Mercury were one and the same.

Topic 7: The Roman Theatre – Comedy: The Swaggering Soldier

This was also a popular topic with about 40% of candidates taking it.

Part (a) was well answered.

Examiners noted that the standard of answers in Part (b) was high in general. Responses to questions (iii) and (iv) could have been more developed in some cases.

Part (c) was also well answered. However, it was noted that some candidates did not support their answers to question (i) adequately.

Topic 8: The Life and Times of Julius Caesar

This topic has declined in popularity in recent years, with fewer than 20% of candidates now taking it.

In Part (a), a number of candidates had difficulty answering questions (ii), (iii) and (vi). The other questions were well answered.

Part (b) was quite well answered, although many of the answers to question (i) lacked specific details.

Part (c) was also quite well answered. However, some candidates had difficulty in identifying Pompey's political position in question (iii).

Topic 9: A Roman City – Pompeii

This was one of the more popular topics, with more than 90% of the candidates answering on it. The standard of answering is usually high on this topic, and this proved to be the case in 2003, especially in Parts (a) and (b).

In Part (a) some candidates experienced difficulty in answering questions (i) and (iii).

Part (b) was answered very well with candidates displaying a detailed knowledge of Roman baths.

In Part (c), the standard of answering was mixed. A number of candidates were unable to identify the Street of the Tombs correctly in question (i). In addition, many answers to question (ii) lacked any detailed knowledge of Roman funerals. Question (ii) was generally well answered.

Topic 10: The Roman Army

Approximately 50% of candidates chose this topic.

In general, Part (a) was well answered, with candidates showing lack of knowledge only in questions (ii) and (v). In question (vi) a large number of candidates had a good understanding of *colonia* but very few opted to answer on *corona civica*.

Part (b) elicited a large number of very good responses. There were many excellent explanations for how a fort was laid out. However, candidates lost marks when they neglected to mention the tools and instruments which would have been used by a surveyor.

In Part (c) questions (i), (ii) and (iv) were well done. The terms used in answering question (iii) were not always described accurately.

4. CONCLUSIONS

- The Higher Level paper 2003 was regarded as generally fair and balanced, though challenging, for candidates.
- Examiners noted that Topic 2: Part (c), Topic 4: Part (b) (i), Topic 6: Part (c) (ii), and Topic 10: Part (b) (ii) posed some difficulty for a minority of candidates. This may have been due to a lack of understanding of what was required or by an inability to tailor knowledge to the requirements of the question.
- There were many excellent examples of candidates submitting well-informed and comprehensive answers, as evidenced by the high percentage of A and B grades. This is particularly true of Topic 1: Part (b), Topic 3: Part (b), Topic 7: Part (b), Topic 9: Part (b) and Topic 10: Part (b).
- The majority of candidates gained high marks in the Parts (a) of their chosen topics, irrespective of which topics were chosen.
- In general, Part (c) of the ten topics was quite well answered. Many candidates displayed an authentic, personal response where appropriate. However, responses to ‘Give a reason for your answer’ were sometimes sketchy.
- In the case of candidates attaining an E grade or lower, there was evidence of significant gaps in their knowledge of some, if not all,

topics. Such candidates often did not complete the requisite number of topics or left sections within a topic unattempted.

- Examiners noted that most candidates managed their time effectively during the examination. With the possible exception of Topic 1, most candidates did not waste time by digressing at any length.

5. RECOMMENDATIONS TO TEACHERS AND STUDENTS

The high standard of many candidates' answers reflect, not only the candidates' own abilities, but also the professional manner in which they have been taught by their teachers. Candidates' ongoing enjoyment of the subject was clearly manifest from their examination scripts.

The following recommendations are made in order to assist candidates and teachers in preparation for future examinations.

- In Topic 4, candidates are encouraged to expand their knowledge of Schliemann's discoveries in *both* Troy and Mycenae and also of the effect his methods and achievements have had on archaeology and other archaeologists.
- Candidates are also encouraged not to 'compartmentalise' the mythology they have read in the first year of Classical Studies. This knowledge can be applied to a number of topics and can enrich the candidates' experience.
- Candidates may need to be guided more in the handling of primary source material. This would have a beneficial effect on the manner in which candidates answer Part (c) of all topics.
- Students are encouraged to pay attention to the architectural terminology in Topic 5, The Athenian Acropolis.

- Candidates are also encouraged to pay attention to the use of technical terms and their use in respect of weaponry and equipment in Topic 10, The Roman Army.
- Teachers and candidates are advised to consult the published marking Schemes to observe the number of points generally required in answer to questions of different mark allocations.
- In the examination, candidates are advised to attempt all five topics.
- In the examination, candidates are advised to attempt all parts and questions within the topics.
- Candidates are advised to include detail in their answers to Part (b) in each topic.
- Candidates should note that when asked to ‘describe’ something, a name or a list will not suffice for high marks.
- Candidates should pay particular attention when asked to ‘give reasons for your answer’. Such a question will require at least two points to explain or develop an opinion or answer.

APPENDIX

EXEMPLAR MATERIAL

The following is a selection of exemplar material from the scripts of candidates who sat the Junior Certificate Higher Level paper in Classical Studies in 2003. These exemplars should be read in conjunction with the Higher Level paper and the Higher Level Marking Scheme. The exemplars below are reproduced as they were written.

Topic 1. The Wrath of Achilles

Exemplar 1:

(a) (iii) Calchas was afraid to speak during the assembly because he feared that he would anger Agamemnon the king and would be punished because of it. Calchas was trying to tell Agamemnon that a plague had fallen upon the Greeks because Agamemnon had refused to give his concubine Chryseis back to her father. Calchas then asked Achilles to protect him from the king's wrath. **(8)**

(iv) Helen was remorseful towards Hector when he came into the house in search of Paris in Book VI. She blames herself for the war and says that she is sorry that Paris is such an ignoble man. She says that Hector is the only person who is nice to her in Troy now. Hector had went into Troy to find his mother and tell her to offer a sacrifice to Athena and he found Paris polishing his armour. **(8)**

(vi) Sarpedon was the mortal son of Zeus. **(4)** He was fighting for the Trojans and in Book 16 he came up against Patroclus. Zeus debated whether to save him or not and decided against it. Patroclus killed Sarpedon and Zeus let raindrops of blood fall upon the battle field. Apollo then carried Sarpedon off and cleansed him and left him in Lycia, his homeland. **(4)**

(b) (i) Two other gods/goddesses involved in the war were Athena **(4)** and Thetis **(4)**.

Athena: Athena was on the Greek side. She helped because in Book 1 when Achilles was moving towards Agamemnon to kill him Athena appeared to him and told him not to and that great honour would befall him if he held back. **(4)** Also in Book 22 when Hector and Achilles were involved in a duel Athena appeared to Achilles and told him that she would help him win. She disguised herself as Deiphobus Hector's brother. And encouraged Hector to fight. Then Achilles cast his spear and missed. She handed it back to him and

when Hector turned to ask Deiphobus for a spear he realised that the gods were against him and that they had tricked him. **(4)**

Thetis: Thetis was the mother of Achilles but she was also a goddess. In Book 1 she helped Achilles. He was upset because Agamemnon had just stolen his concubine Briseis and had taken his honour from him. Thetis appeared and asked Achilles what was wrong. He asked her to make the Greeks lose the battle until he was begged to return. She went to Zeus and she got him to agree. **(4)** She also got him a new armour when his was taken by Hector and in Book 24 she was sent by Zeus to tell Achilles not to kill Priam when he came to visit him. **(4)**

(iii) I think that Zeus was not as unbiased as he should have been as he did help the Trojans when Thetis asked him to. He listened to other gods and goddess and their opinions when they had them and sometimes granted them permission to help or obstruct one side. **(4)** However Zeus did have a lot of people he cared about fighting for example his son Sarpedon but he let him die because he did not want to disturb the Fates. Zeus helped in the fighting but he did not greatly favour one side over the other however he was influenced by some people. **(4)**

(c) (i) This is when Priam goes to Achilles house to beg for the return of Hector's body who Achilles has killed. **(8)**

(ii) The result of this scene is that Achilles ordered his men to cleanse and clothe Hector's body and to return it to Priam. Priam took Hectors body back to Troy and Hecabe his mother, Andromache his wife and Helen all lamented for Hector. They then prepared him for burying and they did so on the eleventh day of mourning which Achilles gave them. **(8)**

(iii) I do think that these men were heroes. Achilles was hailed and respected by his men and his peers as the most awesome fighter the Greeks had. He struck fear into his enemies and was known all over the Greek world for his

fighting prowess. This means that her was the hero of many especially the Myrmidons. Priam was a hero to his people because in Book 24 he left the safety of Troy and risked his life to go to the Greek camp to rescue Hector's body. The people of Troy thought him a hero because of this. **(8)**

Result: 80 marks.

Comment:

- *The candidate fulfilled the criteria for awarding full marks in his/her answer to all parts of this topic.*
- *The candidate showed a detailed knowledge of the story of the text as well as the ability to form an opinion based on that knowledge.*
- *The candidate was able to extrapolate clearly from the source material shown in Photograph 1.*

Exemplar 2:

(a) (i) Oral poetry is a poem which isn't written but its recited down through the years. **(8)**

(ii) Because Achilles was already angered by the plague of Arrows and because he had to give back his women. **(0)**

(iii) Sarpedon was Hector's friend, he was killed by Patroclus. **(4)**

(b) (i) Hera **(4)** – She had an argument with Zeus.

Thetis **(4)** – Achilles mother who went to Zeus for help.

(ii) Thetis went to Achilles side by the stream and asked him why he was upset. He told her the story and he asked her to go to Zeus and ask him to help his army in the war. She went to Zeus saying that he owed her a favour because she saved him from the hundred armed monster. Zeus granted her wish. **(4)**

Hera was furious when she learned of this and she had an argument with Zeus saying that if he saved his favourite then all the gods and goddesses would save their family etc. **(4)**

(iii) Zeus seemed to be very passive throughout the war. He did what everybody asked of him which made things worse. I think that Zeus knew himself what was going to happen in the war. (2)

(c) (i) The soldiers kissing Achilles hand. (1)

(ii)The end of the Trojan war. (0)

(iii)Yes because they are kissing the oponents hand as a mark of respect. (2)

Result: 33 Marks.

Comment:

- *The candidate did not fulfil the criteria for awarding marks in a number of instances in this answer.*
- *Knowledge of the text was evidently incomplete in all parts of the answer.*

Topic 5. The Athenian Acropolis

Exemplar 1:

(a) (i) Phidias was a sculptor. **(4)** He made the statue of Athene for the Parthenon and worked on the sculpture for the Parthenon as well. **(4)**

(ii) It is called after King Erechtheus, a legendary king of Athens. **(8)**

(vi) A scene showing the Lapiths and the centaurs fighting, **(4)** It was found on the metopes of the external frieze of the Parthenon. **(4)**

(b) (i) The Delian League was set up as a fund of money used to fight the Persians who invaded Athens. **(4)**

(ii) The Delian League was set up to fight the Persians. However, when the Persians were finally defeated by the Athenians, the money was no longer needed. **(6)** A politician called Pericles suggested that the money from this League would honour the gods and be a testimonial to the greatness of the city of Athens. **(5)** Pericles' plans were presented to a council and approved by them. A certain amount of money from the Delian League was set aside every year to maintain and add to the Athenian fleet of ships, but the rest of the money, was used to build the temples on the Acropolis. These temples included the Propylea, the Parthenon, the Erechtheum and the Temple of Athene Nike. These temples included a statue of Athena made of ivory and gold, caryatids (columns shaped like women), sculptures in the friezes and pediment of the temples. The Delian League fund paid for all of this.

If the Persians had not been defeated and the money in the Delian League made available, this beautiful temple on the Acropolis would never have been built. **(5)**

(iv) I think Pericles meant that the other Greek cities could learn a lot from the accomplishments in Athens. The temples on the Acropolis stood as a model for all the other Greek cities that looked at them and admired them. The

Acropolis was a centre of art and culture at that time and there was a lot to be learnt from it. **(8)**

(c) (i) The type of sculpture shown in number 4 is called blank style, and the type in number 5 is called realistic style. **(2)**

(ii) Number 4 is a lot less realistic than no. 5. **(2)** The faces in no. 4 have no features on them, and the bodies are almost flat. In no. 5, however, the facial features are very well done and the skin on the bodies looks quite supple. The clothing in no. 5 is much more detailed than no. 4. **(4)**

(iii) I prefer the style shown in no. 5 because it's much more realistic than the type shown in no. 4. The faces look very life-like and the expressions on them are well done. The bodies look almost supple. They are so well done, and the folds in the material make it look much more realistic. No. 5 is definitely better quality sculpture than no. 4. **(8)**

Result: 68 Marks.

Comment:

- *The candidate fulfilled the criteria for awarding full marks in a number of his/her answers on this topic.*
- *Full marks were awarded for Part (a) as the candidate provided complete responses.*
- *In Part (b) a fuller expression of the origins of the Delian League was necessary for full marks in (i) (e.g. connection with Delos, league of coastal and island cities under the leadership of Athens, etc.).*
- *In Part (c) the candidate attempted to name the two styles of sculpture in (i) and was awarded some marks. In (ii) and (iii), in spite of repetition, the candidate provided a full expression of opinions and showed an ability to comment on source material.*

Exemplar 2:

- (a) (i) Pheidias did the sculpture in the Acropolis. **(4)**
- (ii) The Erechtheum got its name because king Erechtheus is tombed underneath the building. **(8)**
- (iii) A minotaur (1/2 man, 1/2 horse) fighting a man. **(2)**
- (b) (i) The Delian League was a fee. It was Greek. **(0)**
- (ii) Pericles a politician ordered the buildings to be built on the acropolis the money supporting it connect with the fees of the Delian League. **(6)**
- (iii) I think Pericles meant that the city was in such a good way that the rest of Greece should look up to it and use it as an example and imitate it. **(4)**
- (c) (i) descriptive and non-descriptive. **(0)**
- (ii) Photograph 5 has more detail and work gone into it. It is more three dimensional. Photograph 4 is more two dimensional the faces in photograph 5 have a lot more detail than those of photograph 4. **(4)**
- (iii) I prefer photograph 5 because it has beautiful little details and although it probably took longer to make than photograph 4 it looks better and it is the little details that count. **(4)**

Result: 32 Marks.

Comment:

- *The candidate did not fulfil the criteria for awarding marks in a number of instances in this answer.*
- *The answers to Parts (a), (b) and (c) lacked evidence of sufficient knowledge of the topic.*

- *Some attempt is made to respond to the source material in Part (c) and marks were awarded accordingly.*

Topic 6. The Quest of Aeneas

- (a) (ii) Hector (4) appears to him and he is dirty and unkempt. (4)
- (iv) Hermes tells him to, by order of Jupiter. (8)
- (v) He must find the golden bough. (4)
- (b) (i) She complains that Aeneas cannot reach Troy when he is tossed about on the seas. (3)
- (ii) Jupiter promises Venus that Aeneas will reach Italy and they will found an empire and they will defeat all of the barbarians that will live there and that it will be the mightiest empire ever. (6)
- (iii) Venus comes to Aeneas in the forests in Libya dressed as a Spartan huntress. She casually asked if they had seen any of her sisters. Aeneas said no and asked where they were. Venus said that they were in Libya and Tyrians lived in a settlement nearby. She pointed them in the direction of the settlement and protected them with a cloud of mist. (8)
- (c) (i) It seems from this that he is pious but indecisive, and sometimes panics. “But what, oh what, was he to do?” (8)
- (ii) When he wonders how he will be able to find the golden bough, book 6. (6)
- (iii) Aeneas shows his good leadership and bravery in Book 2 during the sack of Troy when he rallied all Trojans to him and said “Let us die. Let us rush into the thick of the fighting ...” (8)

Result: 59 Marks.

Comment:

- *The candidate did not entirely fulfil the criteria for awarding marks in a number of instances in this answer, particularly in Part (b).*
- *The candidate failed to expand adequately on the nature of Venus' complaints in (b) (i), and on the promises Jupiter made to Venus in (b) (ii).*

Topic 9. A Roman City – Pompeii.

Exemplar:

- (a) (i) Campania was the area in Italy around Pompeii. **(8)**
- (ii) Two temples in the forum in Pompeii were the temples of Apollo **(4)**, Vespasian **(4)**, Lares and Venus.
- (iii) They were advertised on the walls of buildings. People would write on the sides of buildings about battles and upcoming events in the town. **(8)**
- (b) (i) Two public baths in Pompeii were the forum baths **(4)** and the Stabian baths. **(4)**
- (ii) First the person would go in and a slave would take his clothes off him and mind them. He would then go into a tepidarium which was a slightly warm room which got his body ready for the temperature in the next room the caldarium. **(4)** Then a slave would rub olive oil into your skin and wipe it off with a strigil **(4)**. Then you went into the frigidarium which would bring your body temperature back down to normal. They used olive oil and a strigil because they didn't have soap. It would remove the sweat and dirt off your body. You could also get a massage off a slave. **(4)** The baths had a central heating system called a hypocaust which heated the room people could also go up stairs in some baths which would have a library so they could read. **(4)**

(iii) The baths played a large role in the life of the Romans. They kept the people clean and disease free. (4) They also served as a social place where people would meet each other and discuss certain things. They were also open to poor people. This was the Romans social and leisure time which they went to everyday. (4)

(c) (i) The street in photograph 7 is the street of the tombs. (4) It was found outside the walls of Troy near the Herculanium gate. (3)

(ii) They would have paid professional mourners to mourn the dead and they would of walked in front of the body. (4) They behind you would have family and friends of the dead person and musicians playing music as they brought the body through the streets. They would leave the body for a night I the atrium of a house so people could pay their last respects to the dead person. The body would be embalmed in oil to stop it smelling. (3) They would sometimes cremate the body and put the ashes in the tomb. On the 9 day after the person died the head of the household would wake at midnight and have black beans in his hand and throw them and say ‘spirits of my ancestor leave this house’ (3)

(iii) The sculpture is very detailed for the time and it also seems to be very life like. They pay a lot of attention to the detail of clothes, instruments and people. (4)

Result: 77 Marks.

Comment:

- *The candidate fulfilled the criteria for awarding full marks in a number of his/her answers on this topic.*

- *Full marks were awarded for Parts (a) and (b) as the candidate provided complete responses which displayed a thorough knowledge of the topic.*
- *In Part (c) the candidate's response to (iii) required a fuller expression.*

Topic 10. The Roman Army

Exemplar 1:

- (a) (i) The Praetorian Guard was the Emperors own personal bodyguards. **(8)**
- (iii) Auxiliaries were usually stationed away from their own country to prevent any type of rebellion. **(8)**
- (vi) Colonia was a group in the Roman Army, controlled by the Emperor alone. **(0)**
- (b) (i) The first thing to be observed in choosing a site for a new fort is a good source of water. **(4)** So, near a river would be a good choice. Another observation to be made is that the fort is in an open area so that if the enemy approaches, they will be seen immediately. **(4)**
- (ii) Firstly, a trench and a foundation should be dug. Simple shovels will cover this work. After measuring how big it will have to be, timber will be cut down and placed upright in a wall. **(6)** These will tied together with strong rope. Of course, the commanders base will be in the centre of the fort. Grainarys, armourys and smiths of all kinds will be at the edge of the camp. The rest will be taken up by the soldiers quarters. **(6)**
- (b) (i) A siege battering ram is shown in Photograph 9. **(4)**
- (ii) This was used for knocking down the doors of towns or forts. **(4)**
- (iii) Ballistae might also be used when besieging a town. **(4)** it fired large projectiles, usually boulders, at a medium speed. It could easily be used to take out a towns defences. **(4)**

(iv) The defenders of a besieged town would defend themselves either by pouring boiling oil (4) over the soldiers or by firing arrows through slit windows. (4)

Result: 60 Marks.

Comment:

- *The candidate did not entirely fulfil the criteria for awarding marks in this answer in Part (a) and, particularly, in Part (b).*
- *In Part (b) the candidate lost marks mainly because the answer was far too brief. Tools were only referred to in an incidental fashion and instruments not at all.*

Exemplar 2:

(a) (i) The Praetorian Guard was an elite group of up to 10,000 men who guarded the Emperor, his palace and kept control of the city while soldiers were at war, and in training or overseas. (8)

(iv) Decimation was a severe punishment given to a legion that disgraced itself. (4) One man out of every ten would be beaten to death by the rest of the army. By Trajan's time this punishment didn't exist. (4)

(vi) A colonia was the name given to a town. This town would have been settled in by retired soldiers. (8)

(b) (i) The site for a fort would need to be in an open area to prevent surprise attacks. (4) A hill is a great place to have a fort, It would also be good if the fort was built in the meander of a river, as this could provide a defense. If the river could carry boats, even better. The river would also be needed to supply water. (4)

(ii) The ground would have to be levelled of large rocks. Foundations would have to be dug for the wall surrounding the fort. These foundations would have to be deep for buildings wouldn't need to be as deep. (6) Headquarters

would be at the centre. A hospital, workshops and a granary would be positioned around headquarters. These workshops would include a bakery, a smiths and a carpenters. The soldiers barracks would be the buildings closest to the forts walls. The walls surrounding the fort would be thick and high. They would have gates in them that would be guarded. (6)

Gromas would be used to calculate right angles. (6) Mallets, pickets, axes would also be used in buildings, as would spades and baskets for carrying earth. (6)

(b) (i) This is a battering ram. (4)

(ii) It was used for crashing open the cities gates and possibly for knocking down weak walls. (4)

(iii) The Romans used the Ballista while besieging a town. (4) An elastic such as horse gut would be used to fire arrows, 50 lb missile, stones and lead balls at small bodies of men. The missiles travelled at a great speed and hit with a great force. (4)

(iv) The defenders would throw missiles over the walls and drop boiling oil on the testudos. (4) They would try and set fire to the siege towers with burning wood. (4)

Result: 80 Marks.

Comment:

- *This candidate fulfilled all the criteria for the award of full marks.*
- *The candidate displayed a sound knowledge of the topic in all responses.*
- *The candidate answered the questions directly and included the information required.*
- *The responses gave a good range of technical terms for tools, instruments and siege equipment.*

