

**Victorian Certificate of Education
2019**

CLASSICAL STUDIES

Written examination

Friday 15 November 2019

Reading time: 3.00 pm to 3.15 pm (15 minutes)

Writing time: 3.15 pm to 5.15 pm (2 hours)

QUESTION BOOK

Structure of book

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
A – Individual study	8	2	40
B – Comparative study	8	1	40
			Total 80

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners and rulers.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or correction fluid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Question book of 17 pages, including **assessment criteria** for Section B on page 16
- One or more answer books

Instructions

- Write your **student number** in the space provided on the front cover(s) of the answer book(s).
- All written responses must be in English.

At the end of the examination

- Place all other used answer books inside the front cover of the first answer book.
- You may keep this question book.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.

SECTION A – Individual study**Instructions for Section A**

There are eight questions in Section A. Answer only **two** of these. Each question has three parts. Clearly number your answers in the answer book(s) provided. The mark allocation for each question provides a guide in determining the length of your response. All questions in Section A are worth 20 marks.

Question 1 (20 marks)**Homer, *The Iliad*, Book 6**

translated by Robert Fagles with an introduction and notes by Bernard Knox, Penguin Classics, 1998

“... Up with you—

...

But rouse this fellow won't you? ...”

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- a. Describe the circumstances that have led to the encounter in this extract. 4 marks
- b. Identify the techniques used in this extract and explain how they are used to depict Hector, Paris and Helen. 6 marks
- c. Using evidence, evaluate the significance of this extract to Book 6 as a whole. 10 marks

Question 2 (20 marks)**Thucydides, *History of the Peloponnesian War***

translated by Rex Warner with an introduction and notes by MI Finley, Penguin Classics, 1972

‘... I know that no speech of mine could be powerful enough

...

we have secured the one we have already. ...’

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- a. Describe the circumstances that have led to this speech. 4 marks
- b. Using evidence from the extract, identify the speaker’s arguments and explain how they are used in this speech. 6 marks
- c. Analyse how Thucydides uses this speech to critique contemporary Athenian society. 10 marks

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Question 3 (20 marks)**Aeschylus, 'Agamemnon'**

translated by Robert Fagles with an introductory essay, notes and glossary by Robert Fagles and WB Stanford, Penguin Classics, 1977 (reprinted with revisions in 1979)

CLYTAEMNESTRA:

Words, endless words I've said to serve the moment –

...

CLYTAEMNESTRA: ...

Done is done.

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- a. Describe the circumstances that have led to this speech. 4 marks
- b. Identify the techniques used in this extract and explain how they are used to depict Clytaemnestra. 6 marks
- c. Using evidence, evaluate the significance of this extract to the work as a whole. 10 marks

Question 4 (20 marks)

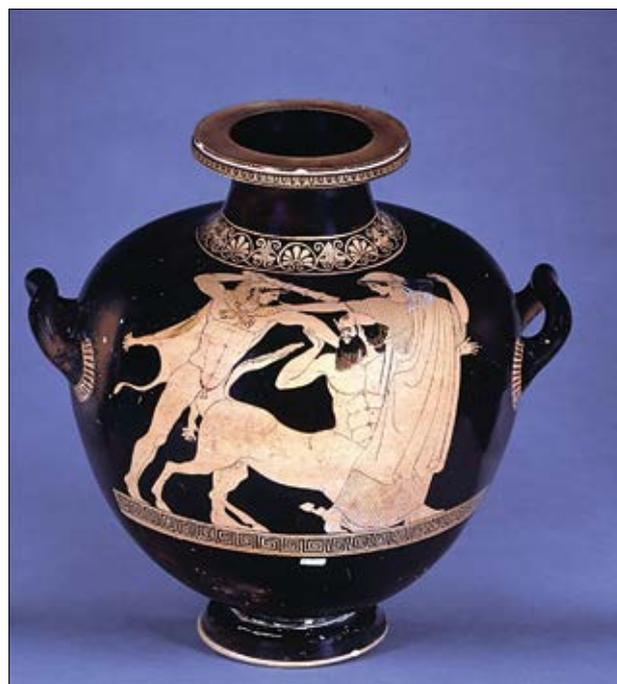
Greek vases

Image A



Source: Trustees of the British Museum

Image B



Source: Trustees of the British Museum

- a. Describe the techniques used to create the images on these two vases. 4 marks
- b. Identify the event depicted on each vase in Image A and Image B, and explain the ideas each depiction presents. 6 marks
- c. Analyse the portrayal of the Greek hero depicted on each vase. Refer to the vases presented in Image A and Image B, and to **two** other vases prescribed for study this year. 10 marks

Question 5 (20 marks)**Virgil, *The Aeneid*, Book 10**

translated and with an introduction by David West, Penguin Classics, 2003 (revised edition)

But Mezentius meanwhile, by the promptings of Jupiter, took the

...

and bombarded him with missiles and deafening shouts.

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this material is not supplied.

- a. Describe the context of Mezentius taking the place of Turnus. 4 marks
- b. Identify the techniques used in this extract and explain how they are used to depict Mezentius. 6 marks
- c. Analyse how the depiction of Mezentius changes throughout Book 10. 10 marks

Question 6 (20 marks)**Cicero, 'On Duties', Book 3**

from *Selected Works*, translated and with an introduction by Michael Grant, Penguin Classics, 1971
(reprinted with revisions)

PUBLIUS CORNELIUS SCIPIO, the first of that family to be called

...

I can; and I am often alone.

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- a. Describe the significance of this extract to Book 3 as a whole. 4 marks
- b. Identify the techniques used in this extract and explain how they are used. 6 marks
- c. Analyse the ideas of leisure and solitude in relation to the sociohistorical context of Book 3. 10 marks

Question 7 (20 marks)**Ovid, *Metamorphoses***

translated and with an introduction by Mary M Innes, Penguin Classics, 1955

All the gods muttered uneasily, and eagerly demanded the
...
inhospitable home of the Arcadian tyrant. ...'

- a. Describe the techniques used in this extract. 4 marks
- b. Explain the relationship of this extract to its sociohistorical context. 6 marks
- c. Evaluate the significance of this extract to the work as a whole. 10 marks

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Question 8 (20 marks)

Roman portraits

Image A



Source: Musei Vaticani

Image B



Source: National Museum of Antiquities,
Leiden (The Netherlands)

- a. Identify the emperors portrayed in Image A and Image B, and outline their sociohistorical contexts. 4 marks
- b. Identify the techniques used in Image A and Image B, and explain how these techniques are used to depict the emperors. 6 marks
- c. Analyse the depictions of emperors in Roman portraits. Refer to the portraits presented in Image A and Image B, and to **two** other portraits prescribed for study this year. 10 marks

SECTION B – Comparative study**Instructions for Section B**

Write an essay on **one** of the following questions. All questions in Section B are worth 40 marks. Clearly number your response in the answer book(s) provided.

Assessment criteria

The essay will be assessed against all four of the following criteria:

- knowledge of the classical works and their relationships with their sociohistorical contexts
- analysis of the ideas and the techniques used to express these ideas in the classical works
- comparison and evaluation of the ideas and techniques used in the classical works
- construction of an argument based on relevant evidence

Question 1 (40 marks)**Aeschylus, ‘The Persians’ and Herodotus, *The Histories***

‘There are more differences than similarities between “The Persians” and *The Histories*.’

Evaluate this statement using evidence from both works.

Question 2 (40 marks)**Aristophanes, ‘The Clouds’ and Plato, ‘Crito’**

‘Justice is not always fair.’

Evaluate this statement using evidence from both works.

Question 3 (40 marks)**Homer, *The Odyssey*, Books 21 and 22, and Sophocles, ‘Ajax’**

‘Revenge has terrible consequences for all.’

Evaluate this statement using evidence from both works.

Question 4 (40 marks)**Horace, *Odes* and Ovid, ‘Tristia’**

‘Horace and Ovid have a different relationship to those in power.’

Evaluate this statement using evidence from both works.

Question 5 (40 marks)**Livy, *The Rise of Rome* and Tacitus, *The Annals of Imperial Rome***

‘The strength of the state reflects the strength of the leader.’

Evaluate this statement using evidence from both works.

Question 6 (40 marks)**Suetonius, ‘Claudius’ and Seneca, ‘Apocolocyntosis’**

‘Suetonius and Seneca have different motivations for how they portray Claudius.’

Evaluate this statement using evidence from both works.

Question 7 (40 marks)**Pergamon Altar and Trajan's Column**

'The Pergamon Altar and Trajan's Column exist to glorify the context in which they were created.'

Evaluate this statement using evidence from both works.

Question 8 (40 marks)**Aristophanes, 'The Acharnians' and Plautus, 'The Swaggering Soldier' ('Miles Gloriosus')**

'The most powerful are not necessarily the eventual victors.'

Evaluate this statement using evidence from both works.