



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Cycle Final Examination 2026

Classics

Common Level

Friday 12 June Afternoon 1:30 - 3:30

360 marks

Examination Number

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Date of Birth

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For example, 3rd February
2005 is entered as 03 02 05

Centre Stamp

Do not write on this page

Instructions

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

Write your answers in blue or black pen.

You may use pencil, including colouring pencils, **only** in drawings or diagrams.

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

This examination booklet will be scanned and your work will be presented to an examiner on screen. Anything that you write outside of the answer areas may not be seen by the examiner.

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

- Attempt all questions

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

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

OR

- Section C*: Latin – Classical Language Page 28
 - Attempt all questions

OR

- Section D: Ancient Greek – Classical Language Page 37
 - Attempt all questions

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

m. = masculine

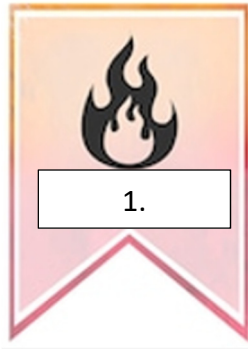
f. = feminine

n. = neuter

pl. = plural

Question 1

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



1.



2.



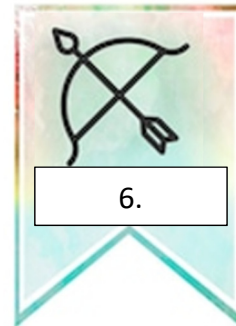
3.



4.



5.



6.

- (a) Complete the following table by filling in both the Greek **and** Roman names of the god/ goddess associated with each symbol shown above. The first one has been completed as an example.

Image number	Greek name	Roman name
1.	Hestia	Vesta
2.		
3.		
4.		
5.		
6.		

(b) Explain why **two** gods/ goddesses in part **(a)** are associated with their symbols.

Name of god/ goddess 1:
Explanation:

Name of god/ goddess 2:
Explanation:

(c) Why do you think the Greeks and Romans used symbols to represent gods and goddesses?

Question 2

Read this passage about Penelope, a character in the *Odyssey*, and answer the questions below.

After her husband, Odysseus, left for war in Troy, Penelope remained at home in Ithaca. For twenty years, she raised their son Telemachus and managed the kingdom on her own. As years passed without any word from Odysseus, many suitors gathered at her home, seeking to marry her and to take control of Ithaca.

To delay choosing a suitor, the queen devised a clever trick. She promised the suitors she would marry one of them as soon as she finished weaving a funeral shroud for Odysseus' father, Laertes. Each day she worked tirelessly at her loom and each night she secretly unravelled all the work she had done. In this way Penelope remained faithful to Odysseus, believing that he would one day return. However, after three years the suitors discovered the queen's secret and demanded that she immediately choose one of them as a husband.

Penelope still did not wish to marry any of them, so she proposed an impossible task. She promised that she would marry the man who could string Odysseus' bow and shoot an arrow through twelve axe-heads. All the suitors quickly tried, but they were all too weak to even string the bow, except for one man dressed like an old beggar. To everyone's surprise, this weary looking old man easily strung the bow and shot the arrow straight through the axe-heads. Penelope at once recognised her husband as his beggar's disguise fell away. At last, Odysseus and Penelope were reunited.



- (a) Read the following statements about the passage. Put a tick (✓) in the box to indicate whether each statement is true or false.

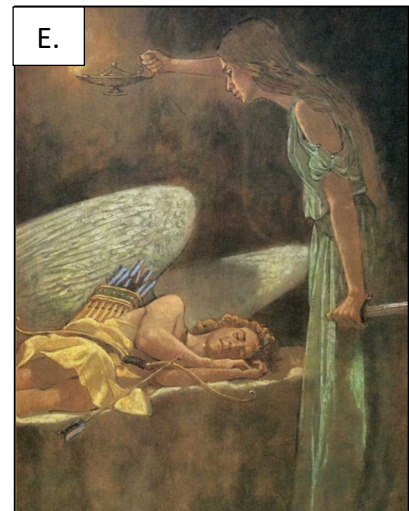
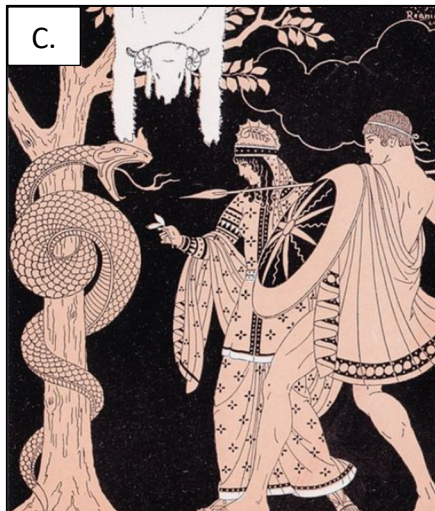
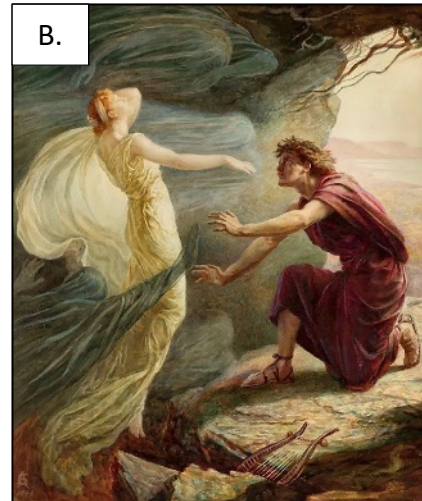
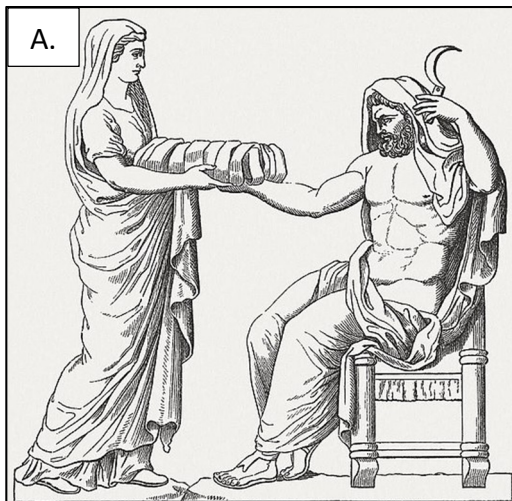
	True	False
(i) Penelope was the queen of Ithaca.	☐	☐
(ii) Penelope wove a funeral shroud for Odysseus' brother.	☐	☐
(iii) Odysseus came home disguised as a beggar.	☐	☐
(iv) All suitors strung the bow, but only one shot the arrow.	☐	☐
(v) Penelope remarried in Odysseus' absence.	☐	☐

- (b)** In your opinion, what was Penelope's greatest strength? Support your answer with evidence from the passage.

- (c)** Do you think that the final paragraph in this passage makes for a good ending to the story? Give reasons for your answer.

Question 3

Study these **five** images of married couples from Greek and Roman mythology.



(a) Identify the married couple shown in **one** image.

Give the name of each person in the couple and describe what is happening in the image.

Image letter:	Married couple:
Description:	

- (b) Discuss the theme of love or marriage in Greek/ Roman myth. Support your answer with examples from **any two** myths you studied. You may refer to myths shown in Images A–E.

- (c) In your opinion, are myths about love or marriage relevant in today's world?
Explain your answer.

Question 4

Answer the following questions about public entertainment.

Text A: Emperor Domitian constantly gave grand and costly entertainments, both in the Colosseum and in the Circus. He gave hunts of wild beasts, gladiatorial shows at night by the light of torches, and not only combats between men but even between women as well.

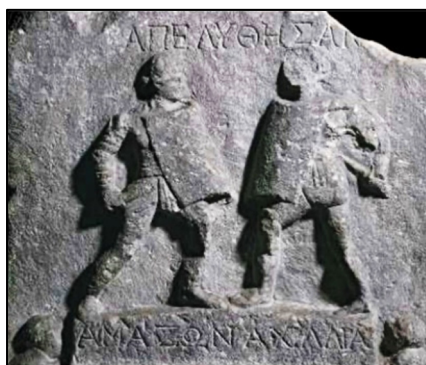
Text B: Women gladiators also competed in a contest so fiercely that jokes about their behaviour were directed at other very important women. Because of that, the emperor Septimius Severus no longer permitted any woman, whatever her origin, to fight in a gladiatorial contest.

(a) Use Text A and Text B to answer the questions below.

(i) What evidence is there in Text A **and** Text B that female gladiator contests were rare?

Text A:
Text B:

(ii) Explain what we learn from Text B about attitudes to women in ancient Rome.

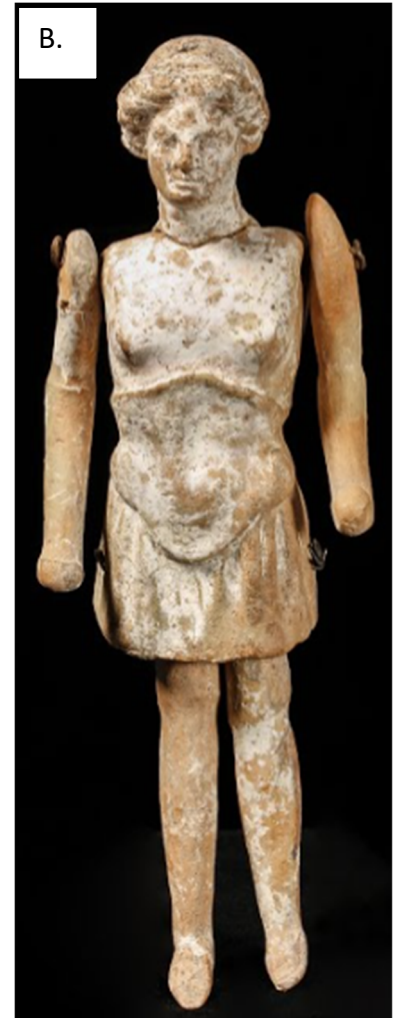


- (b) Describe **another** type of public entertainment in ancient Greece **or** Rome.
You may **not** write about gladiators.

- (c) Do you think that public entertainment was important for people in the ancient world?
Support your answer with details from **any** type of public entertainment in ancient Greece or Rome.

Question 5

Answer the questions below about the Roman artefacts shown in Images A–F.





(a) Give a detailed description of **one** of the artefacts shown in Images A–F.

- (b) What do these artefacts tell us about the ancient Romans who owned them?
Discuss **at least two** artefacts in your answer.

Question 6

Answer the following questions about daily life.

Text A: Life in the ancient Greek countryside

Since men spent most of their time away from the house, Greek home life in the countryside was dominated by women. Just like the free women who lived in the city, free women in the countryside were also in charge of raising the children, spinning, weaving and sewing the family's clothes. They supervised the daily running of the household, including chores such as cooking, cleaning, and carrying water from the fountain. Their duties also extended to agricultural work such as the growing and harvesting of olives, fruit and vegetables. In this society, lots of slaves were available to carry out these tasks. It was only in the poorest homes that free women were expected to carry out all of these duties on their own.

(a) Read Text A and answer the following questions.

(i) List **two** responsibilities of women who lived in the ancient Greek countryside.

Responsibility 1:
Responsibility 2:

(ii) How was life in the ancient Greek countryside different for wealthy women compared to poor women?



- (b) Write about **one** topic from List A **or** List B. Include detailed information and key terms in your answer. You may use a labelled diagram as part of your answer.

List A: The Roman home	List B: The Greek home
Hospitality in the <i>triclinium</i>	Hospitality in the <i>andron</i>
Religion in the <i>atrium</i>	Religion in the <i>oikia</i>
Layout of the rooms in the <i>domus</i>	Layout of the rooms in the <i>oikia</i>

Name of Topic:

Optional Diagram:

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 28)

OR

Section D: Ancient Greek – Classical Language (page 37)

Question 7

- (a) Complete the following table by ticking the correct box to indicate whether this character from the *Iliad* is Trojan or Greek. The first one has been completed as an example.

Name of character	Greek	Trojan
Astyanax		✓
Ajax		
Odysseus		
Priam		
Diomedes		
Hector		
Hecuba		
Menelaus		
Paris		
Andromache		
Helen		



(b) Write down the epithets of **any two** characters in the *Iliad*.

Name of character 1:
Epithet:

Name of character 2:
Epithet:

(c) What do epithets add to the storytelling in the *Iliad*?

(d) Which army in the Trojan War do you think acted more honourably, the Greeks or the Trojans? Explain your answer with examples from the *Iliad*.

Question 8

Read Text A, which is similar to the story of the *Iliad*, and answer the following questions.

Text A is based on the *Táin*, an Irish epic poem which tells the story of the Irish hero Cú Chulainn.



Cú Chulainn



Achilles

Text A: The *Táin*

Cú Chulainn, trained by the druid Cathbad, became the most outstanding warrior in all of Ulster. On the day he was to take up the weapons which would prove his coming of age, the druid prophesied that the one who earned their rightful spear, sword and shield that day would become the greatest hero of all time but would also die an early death. Cú Chulainn, thinking only of immortal fame, wielded one weapon after another, but they all shattered with the force of his extraordinary strength.

Finally, the king gave his own weapons to Cú Chulainn which were strong enough to withstand the warrior's might. However, Cú Chulainn's most deadly weapon turned out to be his supernatural anger. When Cú Chulainn was possessed by his anger, he was an unstoppable force that would kill friend and foe alike. And so, he gained fame and glory on the battlefield until his early death as prophesied by Cathbad.

- (a) Give **two** similarities between Cú Chulainn and Achilles based on Text A and your study of the *Iliad*.

Similarity 1:
Similarity 2:

(b) How does the *Iliad* explore the theme of anger? Support your answer with examples.

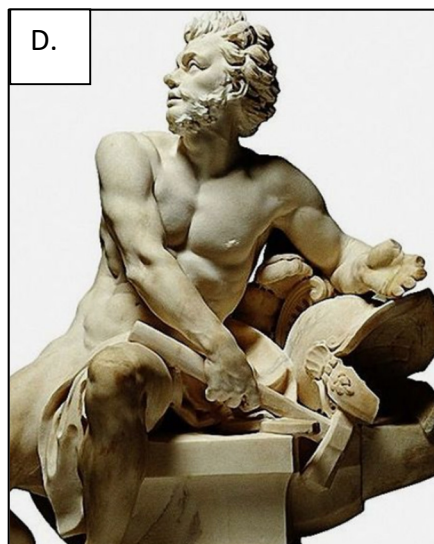
(c) (i) Identify **another** ancient Greek or Roman source which deals with anger.

Author:	Title:
---------	--------

(ii) What does this source say about views or values related to anger in the ancient world?

Question 9

Study these sculptures of gods and goddesses who are in the *Iliad*.



- (a) Complete the table by writing the letter of each god/ goddess shown beside the correct description below. The first one has been completed as an example.

B.	is persuaded by Thetis to favour the Trojans.
	a river god of Troy, who tries to prevent Achilles' anger from destroying all the Trojans.
	supports the Greeks, especially the heroes Achilles and Odysseus.
	makes new armour and an elaborate shield for Achilles.
	hates the Trojans with a passion and seduces Zeus to distract him.

(b) Explain how you identified **two** of the gods/ goddesses in Images A–E.

Image Letter:	Explanation:

Image Letter:	Explanation:

(c) Give a detailed account of **one** scene from the *Iliad* which features **any** god/ goddess. You may discuss gods/ goddesses in Images A–E.

Question 10

Answer the following questions about classical architecture in Ireland.



Image A: The Four Courts in Dublin

(a) Name and describe **four** features of classical architecture shown in Image A.

Name of architectural feature 1:
Description:

Name of architectural feature 2:
Description:

Name of architectural feature 3:
Description:

Name of architectural feature 4:
Description:

- (b) Explain what you have learnt from comparing a building in your local area with a building in ancient Rome. Make **two** points.

1:

2:



Reconstruction of ancient Rome

Question 11

Discuss **three** aspects of Roman history, society or public life which you explored in your study of Roman buildings, structures and public spaces.

1:
2:
3:

Question 12

Imagine that you are giving a guided tour of your favourite ancient Roman building, structure or site, and answer the following questions.

(a) Briefly describe **two** historical sources that you would use to prepare for your guided tour.

(b) Explain how you would use **one** of the sources named in part **(a)** to prepare for your tour.

(c) What would you consider to be the highlight of your tour? You may include details about architecture, decoration, layout, and history of the building, structure or site.

Question 13

- (a) Match the following Latin legal terms to their English translations. Write the number of each Latin term into the table beside its translation. The first one has been completed as an example.

1. **res ipsa loquitur**
2. bona fide
3. in absentia
4. pro bono publico
5. lex loci
6. amicus curiae

English translation	Number of Latin legal term
while not present	
a friend of the court	
law of the place	
in good faith	
for the public good	
The thing speaks for itself.	1.

- (b) Give **two** other Latin phrases or abbreviations that you know, and explain the English meaning of each one.

Latin phrase or abbreviation 1:
Meaning:

Latin phrase or abbreviation 2:
Meaning:

Question 14

(a) For each of the following sets of English words, write the Latin word that the set derives from. The first one has been completed as an example.

(i) regal, royalty, regicide

rex

(ii) dominant, domineering, predominate

--

(iii) civilian, civilisation, uncivilised

--

(b) Choose **three** of the English words below and give **one** Latin word which each derives from.

urban; empire; senatorial; legal; judicial; nautical.

English word 1:
Latin word 1:

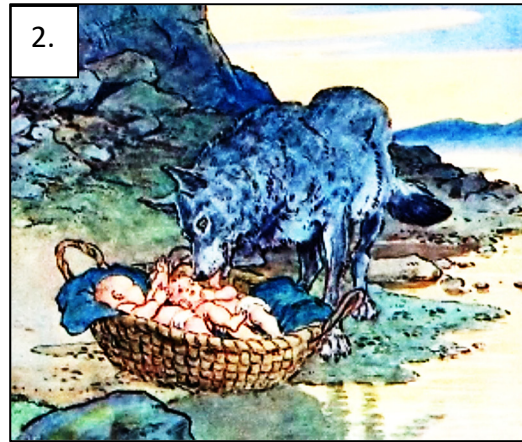
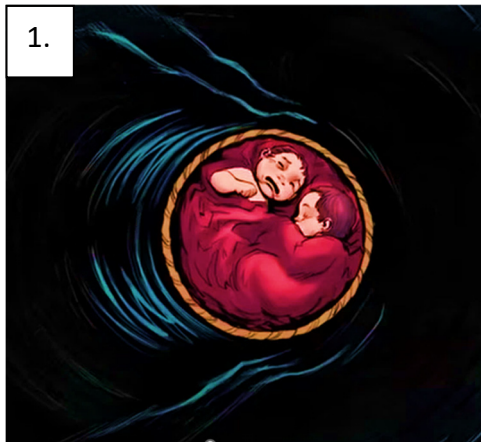
English word 2:
Latin word 2:

English word 3:
Latin word 3:

(c) Explain the connection between the meaning of **one** English word from parts (a) or (b) and the meaning of the Latin word it derives from.

Question 15

Match these images from the myth of Romulus and Remus to their descriptions below. Write the number of each image into the table beside its description.



	Romulus et Remus sunt infantes quos lupa prope aquam invenit.
	Faustulus est pastor qui duos infantes prope aquam lupamque invenit.
	Faustulus duos infantes ad uxorem suam portat. uxor et ancilla sua parvos pueros amant.
	duo infantes, Romulus et Remus, sunt in cista quam aqua ad terram portat.

Question 16

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

Text A is adapted from Cicero's book *On Divination*.

The underlined words are listed alphabetically in the glossary below.

Text A: Remus auspicio se devovet sed Romulus pulcher in alto quaerit Aventino.

auspiciū, -i (n.) = prophecy using the flight of birds

Aventinus, -i (m.) = The Aventine Hill

devoveo, devovere, devovi, devotum = to devote

	True	False
(a) <i>Remus</i> and <i>Romulus</i> are both in the nominative case.	☐	☐
(b) <i>se</i> is a reflexive pronoun.	☐	☐
(c) <i>pulcher</i> is a feminine, nominative adjective.	☐	☐
(d) <i>alto</i> and <i>Aventino</i> are in the same gender, number and case.	☐	☐
(e) <i>quaerit</i> is a verb in the infinitive.	☐	☐



Question 17

The following sentences are about the Vestal Virgins.

For each sentence, write the English translation of the words in bold.

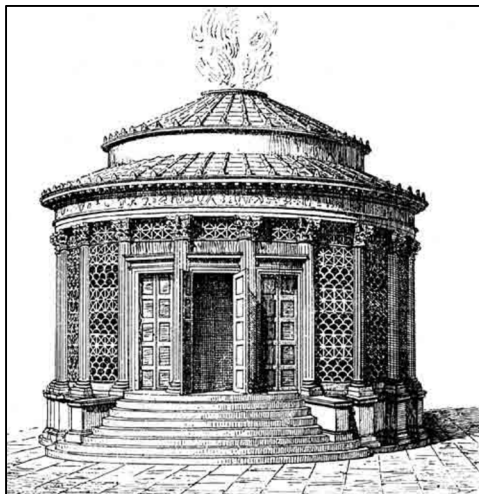
- (a) Rhea Silvia, **mater Romuli** et Remi, erat Vestalis.

- (b) Vestales erant sex virgines **quae** prope templum Vestae **habitabant**.

- (c) **multos annos** in templo deae laborabant.

- (d) si nulla flamma **in sacro templo** erat, scelus grave erat.

- (e) si Vestalis non erat virgo, pontifex maximus eam **morte horribili** puniebat.



Temple of Vesta

Question 18

The following sentences are based on Livy's *History of Rome*.
In each sentence, change the Latin word in bold from singular to plural.
An example is given below.

Example:

Sentence: Romulus urbem Romam **aedificavit**.

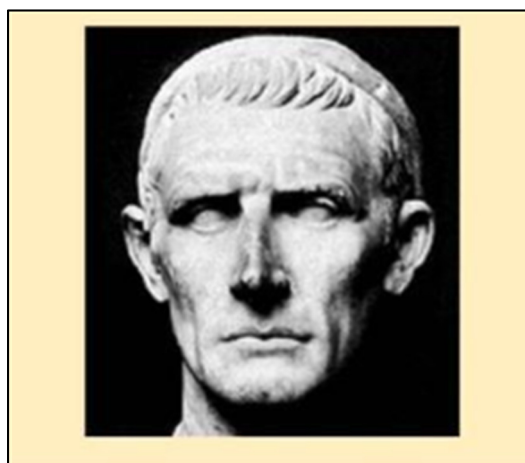
Answer: aedificaverunt

(a) Romulus populum Romae multos annos **ducebat**.

(b) Romulus et Romani **multam** terram prope Romam regebant.

(c) post mortem **regis** Romuli, Romani erant tristissimi.

(d) Romani Romulum **deum** facere constituerunt.



Question 19

Read the following passage and answer the questions below in English. The passage tells the story of Aeneas' escape from Troy. The underlined words are listed alphabetically in the glossary below.

Aeneas erat miles Troianus qui in bello contra Graecos pugnabat. Venus et Anchises erant parentes Aeneae. Aeneas uxorem etiam habebat, nomine Creusam. Creusa et Aeneas filium, nomine Ascanium, habebant.

post decem annos dux Graecorum, Ulysses, consilium cepit. Graecos equum aedificare iussit. tum Ulysses dixit, "relinquite equum extra muros Troiae." Troiani erant laeti quod crediderunt equum esse donum. dum Aeneas dormit, umbra Hectoris ad eum in somnio venit. Hector Aenean monuit et dixit, "equus non est donum. dolus est; Ulysses milites in equo posuit." subito Aeneas surrexit. tum Aeneas totam urbem in flammis vidit.

Aeneas patriam servare non poterat. patrem suum, qui erat senex, in umeris portavit et filium, qui erat puer parvus, manu tenuit. dum Aeneas eos ex urbe ducit, uxorem suam amisit et necesse erat sibi fugere sine Creusa.

Aenean = Aeneas (accusative case)

Aeneas, Aeneae (m.) = Aeneas

amitto, amittere, amisi, amissum = to lose

Anchises, Anchisae (m.) = Anchises

Ascanius, -i (m.) = Ascanius

capio, capere, cepi, captum + consilium = to make a plan

contra + accusative = against

Creusa, -ae (f.) = Creusa

dolus, -i (m.) = trick

extra + accusative = outside

Graeci, -orum (m. pl.) = the Greeks

Hector, Hectoris (m.) = Hector

manu = 'by the hand'

somnium, -i (n.) = dream

totus, -a, -um = whole, entire

Troia, -ae (f.) = Troy

Troianus, -a, -um = Trojan

Ulysses, Ulyssis (m.) = Ulysses

umbra, -ae (f.) = ghost

umerus, -i (m.) = shoulder

(a) Who was Aeneas?

(b) List **three** members of Aeneas' family and state their relationship to him.

Name 1:	Relationship to Aeneas:
---------	-------------------------

Name 2:	Relationship to Aeneas:
Name 3:	Relationship to Aeneas:

(c) What did Ulysses tell his men to do?

(d) Why were the Trojans happy?

(e) What did Aeneas learn from Hector's ghost?

(f) What did Aeneas see when he woke up?

(g) What was Aeneas unable to do?

(h) In your opinion, was Aeneas successful in helping his family to escape from Troy?
Give reasons for your answer.

Question 20

Translate the following passage into English. It continues the story from the previous question. The underlined words are listed alphabetically in the glossary below.

miser Aeneas ad Italiam Troia navigat. iter est longum et mare magna pericula habet. una nocte tempestas ferox multos nautas necat. Aeneas est perterritus. Venus ab monte Olympo omnia spectat et auxilium ab Iove petit. dea rogat, “quod fatum erit meo filio?”

Aeneas, Aeneae (m.) = Aeneas
fatum, -i (n.) = fate, destiny
Italia, -ae (f.) = Italy
Olympus, -i (m.) = Olympus
tempestas, tempestatis (f.) = storm
Troia, -ae (f.) = Troy



Question 21

- (a) Match the following Ancient Greek phrases to their English translations. Write the number of each phrase into the table beside its translation. The first one has been completed as an example.

1. γνωθι σεαυτον.
2. ἐν οἶδα ὅτι οὐδεν οἶδα.
3. παντα χωρει και οὐδεν μενει.
4. πολεμος παντων μεν πατηρ ἐστιν.
5. ηὔρηκα.



6. ἄνθρωπος μετρον [ἐστιν].

English translation	Number of Ancient Greek phrase
Man is the measure.	6.
Everything flows and nothing remains.	
War is the father of all things.	
I have discovered.	
The one thing that I know is that I know nothing.	
Know yourself.	

- (b) Transliterate into English the following names of Ancient Greek philosophers.

(i) Θαλης

(ii) Διογενες

(iii) Πυθαγορας

Question 22

- (a) For each of these sets of English words, write the Ancient Greek word that the set derives from. The first one has been completed as an example.

- (i) choral, choreographer, choir

χορος

- (ii) dialogue, monologue, epilogue

--

- (iii) acropolis, metropolis, politics

--

- (b) Choose **three** of the English words below and give **one** Ancient Greek word which each derives from.

acoustics; philanthropist; protagonist; geography; megaphone; democracy.

English word 1:

Ancient Greek word 1:

English word 2:

Ancient Greek word 2:

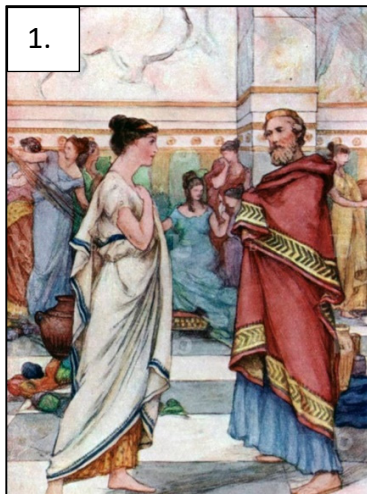
English word 3:

Ancient Greek word 3:

- (c) Explain the connection between the meaning of **one** English word from parts (a) or (b) and the meaning of the Ancient Greek word which it derives from.

Question 23

Match these images from Homer's *Odyssey* to their descriptions below.
Write the number of each image into the table beside its description.



	Τηλεμαχος, ός νεανιας έστι, τον άγαθον βασιλεα έν καλη οίκια χαιρει.
	ό των Φαιακων βασιλευς έν καλη οίκια τη θυγατρι λεγει και ή κορη άκριβως άκουει.
	ή δουλη, ή τους του γεροντος ποδας λουει, αύτον γινγνωσκει.
	έν τω πλοιω ό άνηρ τον νεανιαν κελευει πλειν προς την γην του βασιλεως.

Question 24

Read the following statements about Text A and Text B.

Place a tick (✓) in the box to indicate whether each statement is true or false.

Text A is the first line of Homer's *Iliad* and Text B is the first line of Homer's *Odyssey*.
The underlined words are listed alphabetically in the glossary below.

Text A: μηνιν ἀειδε, θεα, Πηληιαδεω Ἀχιλῆος

Text B: ἄνδρα μοι ἐννεπε, Μουσα, πολυτροπον

ἀειδω = I sing

Ἀχιλλεύς, Ἀχιλῆος, ὁ = Achilles

ἐνεπω = I tell

μηνις, μηνιος, ἡ = anger

Μουσα, -ης, ἡ = Muse

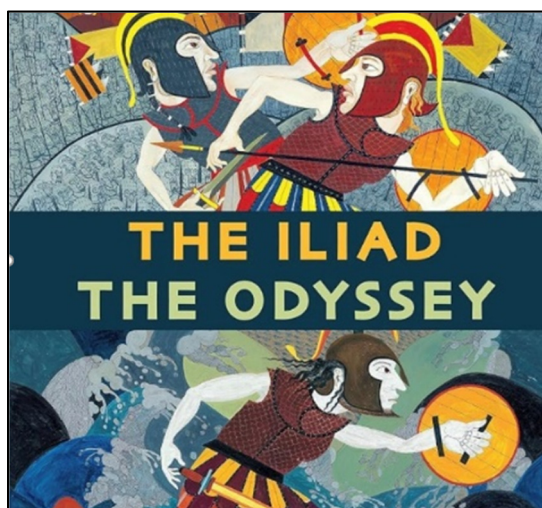
Πηληιαδεω = 'son of Pelias'

πολυτροπος, -ον = much-wandering, wily

True False

- (a) Text A and Text B both have a verb in the imperative mood.
- (b) In Text A, *θεα* is a feminine noun.
- (c) In Text B, *πολυτροπον* is an adjective.
- (d) In Text B, *μοι* is in the nominative case.
- (e) In Text B, *ἄνδρα* is a neuter plural noun.

☐	☐
☐	☐
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Question 25

The following sentences are about Agamemnon, the leader of the Greeks in Homer's *Iliad*. For each sentence, write the English translation of the words in bold.

- (a) ἡ Ἰφιγενεία ἐστὶ θυγατὴρ τοῦ Ἀγαμέμνονος.

- (b) Ἀγαμέμνων πεμπει τὴν ἐπιστολὴν τῇ μητρὶ τῆς Ἰφιγενείας.

- (c) Ἰφιγενεία μετὰ τῆς μητρὸς πρὸς Ἄυλῖδα βαίνει.

- (d) τέλος Ἰφιγενεία μαρτυρεῖ ὅτι ὁ Ἀγαμέμνων κακίστος πάντων πατέρων ἐστίν.

- (e) Ἀγαμέμνων Ἰφιγενείαν ἀποκτείνει. οὐκ ἔξεστι τῇ κορῇ αὐτὸν παύειν.



Question 26

For each sentence below, change the Ancient Greek word in bold from singular to plural.
An example is given below.

These sentences are based on a comedy by Aristophanes, which tells the story of an old man who loves to go to the lawcourts and his son who wants to stop him.



Example:

Sentence: ὝΙΟΣ: ὦ γερων, μη τρεχε προς **το** δικαστηριον, ἀλλα δει σε μενειν.

Answer: τα

(a) ΓΕΡΩΝ: ἡ οἰκια το δεσμωτηριον ἐστι και οὐκ ἔξεστι μοι λειπειν.

(b) ὝΙΟΣ: ἀλλα νυν εἷ κριτης ἐν **οἰκια**.

(c) ΓΕΡΩΝ: τίς κακος **ἄνηρ** ἐστι; τίνα κρινω;

(d) ὝΙΟΣ: κρινεις τον κυνα διοτι ὁ κυων **ἐκλεψε** τον τυρον.

Question 27

Translate the following passage into English. It is about the trial of Socrates in Athens. The underlined words are listed alphabetically in the glossary below.

Σωκρατης μετα των φιλων δια της αγορας ἐβαινεν. ὁ Σωκρατης τοις φιλοις τους σοφους λογους περι της σοφιας και της ἀληθειας ἐλεγεν. οἱ πολλοι Ἀθηναιοι τους του Σωκρατους λογους ἐθαυμαζον, ἀλλὰ οἱ ἄλλοι τον γεροντα οὐκ ἐφιλησαν. οἱ ἐχθροι τον Σωκρατην προς το δεσμωτηριον προσεπεμψαν. οἱ μεν φιλοι φοβον εἶχον, ὁ δε Σωκρατης τον του θανατου φοβον οὐκ εἶχεν.

ἀληθεια, -ας, ἡ = truth
φιλεω = I like, love
Σωκρατης, Σωκρατους, ὁ = Socrates



Question 28

Read this passage and answer the questions below in English.
This passage is about the contest between Athena and Poseidon.
The underlined words are listed alphabetically in the glossary below.

ὁ μὲν Ποσειδῶν θεὸς τῆς τε θαλάσσης καὶ τῶν ἵππων ἦν, ἡ δ' Ἀθηνῆ θεὰ τῶν τε τεχνῶν καὶ τοῦ πολέμου ἦν. Ποσειδῶν δυσκολωτάτος πάντων τῶν θεῶν ἦν, ἀλλὰ Ἀθηνῆ σοφωτάτη. οἱ δύο θεοὶ τὰ αὐτὰ οὐκ ἐφίλησαν, ἀλλὰ οὔτοι τὴν τιμὴν τῆς αὐτῆς πολέως, ἢ καλὴ καὶ κλεινὴ ἦν, ἔχουν ἠθέλησαν.

ἦν οὖν ἄγων τῇ πόλει μεταξὺ τῶν δύο θεῶν. ὁ δὲ Κεκροψ ἦν κριτὴς τοῦ ἀγώνος διὰ τὴν ἑαυτοῦ δοξάν. πρῶτος μὲν Ποσειδῶν ἐν τῇ ἀκροπόλει τὴν κρήνην τοῦ ἁλμυροῦ ὕδατος ἀπὸ τῆς θαλάσσης ἐθήκεν, ἀλλὰ οἱ πολῖται οὐκ ἐφίλησαν τὸ τοῦ θεοῦ δῶρον διότι οὐ χρησιμὸν ἦν.

ἔπειτα δὲ Ἀθηνῆ τὴν ἐλαίαν ἐν τῇ ἀκροπόλει ἐθήκεν. εὐθύς Κεκροψ τὴν τῆς θεᾶς νικὴν ἠγγείλεν. ὁ γὰρ κριτὴς ἐνόμιζε ὅτι ἡ ἐλαία τῷ δήμῳ σίτον αἰεὶ παρέξει. νυν δὲ τὸ ὄνομα τῆςδε τῆς πολέως ἐστὶν αἱ Ἀθηναί. οἱ πολῖται τῶν Ἀθηνῶν πολλὰ τῇ σοφωτάτῃ θεᾷ Ἀθηνῇ ἐν τῇ ἀκροπόλει θύουσιν.

ἀγγέλλω = I announce

Ἀθῆναι, -ων, αἱ = Athens

ἀκρόπολις, ἀκροπόλεως, ἡ = acropolis

ἁλμυρός, -α, -ον = salty, salt

δόξα, -ης, ἡ = good reputation

δυσκόλος, -ον = hard to please, grouchy

ἐθήκεν = 'he/ she placed'

ἐλαία, -ας, ἡ = olive tree

Κεκροψ, Κεκροπος, ὁ = Kekrops

κλεινός, -η, -ον = famous

κρήνη, -ης, ἡ = spring, fountain

μεταξὺ + genitive = between

οὔτοι = 'they'

τὰ αὐτὰ = 'the same things'

τεχνη, -ης, ἡ = art, skill, craft

φιλέω = I like, I love

χρησιμός, -η, -ον = useful

(a) What do we learn about Poseidon in the first sentence?

(b) What do we learn about Athena in the first sentence?

(c) How are the personalities of Poseidon and Athena different?

(d) Why did Poseidon and Athena want to have the honour of this particular city?

(e) Who was the judge of the competition **and** why was he chosen?

(f) What did the citizens think of Poseidon's gift?

(g) Explain why Athena was chosen as the winner.

(h) How do the citizens honour Athena?

(i) Identify **two** Ancient Greek prepositional phrases in the passage and translate them into English.

Prepositional phrase 1:
Translation:

Prepositional phrase 2:
Translation:

Additional writing space. Label all work clearly with the question number and part.

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Junior Cycle Final Examination – Common Level

Classics

Friday 12 June

Afternoon 1:30 - 3:30