



Leaving Certificate Classical Studies Strands of Study

The world of heroes

Characteristics and types of heroes and leaders

- 1.1. Identify and analyse the key characteristics, qualities and attitudes of Greek and Roman heroes, heroines and leaders
- 1.2. Discuss the relevance of different types of abilities (strength and prowess, intelligence and verbal skills) for the heroes of Homer and Virgil
- 1.3. Analyse the decision-making process of Greek and Roman epic leaders and how they weigh their own interest and the interest of the collective
- 1.4. Identify attributes of epic heroes and leaders that are relevant to heroes and leaders in the modern world
- 1.5. Analyse whether epic heroes and heroines conform to or challenge the social and political norms of the world they inhabited and the world that created them.

Heroic society

- 1.6. Outline the myths and legends that underpin the epics of Homer and Virgil
- 1.7. Evaluate the relationship between gods and humans in Homer and Virgil and the importance of divine intervention and the role of the gods and goddesses as guarantors of key values
- 1.8. Discuss how Homer and Virgil portray the impact of war on the combatants and non-combatants affected by it and debate the claim that the Odyssey and Aeneid could be interpreted as antiwar poems
- 1.9. Assess the extent to which the portrayal of women in Homer and Virgil reflects their role in historical society
- 1.10. Critically examine Virgil's Aeneid as a work of propaganda on behalf of Augustus
- 1.11. Assess to what extent the values displayed in epic were relevant to the daily lives of Greeks and Romans Heroic narratives
- 1.12. Create a visual representation of key events, plot and locations of the epics studied
- 1.13. Illustrate by examples the use of poetic devices and techniques that are characteristic of epic poetry (such as epithets and similes¹) and explain their effects and how they develop from Homer to Virgil
- 1.14. Examine the story telling techniques of Homer and Virgil (such as narrative voice, perspective and bias, use of direct speech, type-scenes, ring composition, and the handling of time and space)
- 1.15. Appraise how the heroes and leaders of Homer and Virgil are visually represented inside and outside the epics and the importance of visual elements (such as ecphrases and other descriptions) within the epics

Drama and spectacle

Greek tragedy

- 2.1. Create a visual representation of the plot and structure of the tragedy studied
- 2.2. Identify core themes explored in the studied Greek tragedy and how the play may have reflected or challenged the social and (democratic) political norms of the audience
- 2.3. Critically evaluate how the playwright creates tension, suspense and elicits emotional responses through devices (such as dramatic irony, catharsis, recognition, reversal, divine prologues and deus exmachina scenes)

The context of Greek tragedy

- 2.4. Examine the audience experience of Athenian tragedy considering the design of the theatre and production aspects (such as costumes, masks, props, actors and chorus)
- 2.5. Examine the religious festival of the Dionysia as context for the performance of Athenian tragedy, considering its programme, organisation, audience and political relevance
- 2.6. Explore how the characters in the studied Greek tragedy, including the Chorus, reflect social roles in Greek society
- 2.7. Discuss why theatres are found throughout the eastern Mediterranean and near east world, and explain their role as focal points for civic life in Hellenic cities

The Colosseum, the Circus Maximus and Roman spectacle

- 2.8. Identify key architectural elements of the Colosseum and the Circus Maximus
- 2.9. Examine the audience experience in the Colosseum and the Circus Maximus considering the environment, the seating arrangements and the types of entertainment they provided
- 2.10. Explore who was responsible for the funding and building of these structures, the organisation of the events within them, and their motivation for doing so
- 2.11. Appreciate the significance of different types of written sources in exploring the Colosseum, the Circus Maximus and Roman spectacle
- 2.12. Compare the role and the significance of spectacle in Roman society with the role and significance of tragedy in Athenian society and with modern forms of entertainment

Power and identity

The time of Alexander or Caesar

- 3.1. Recognise key historical events that shaped the world of Alexander (the late Classical period) or Caesar (the late Roman Republic)
- 3.2. Identify key political and social tensions at the time in which Alexander or Caesar came to power
- 3.3. Compare maps showing the changes in political geography before and after the conquests of Alexander or Caesar

The political and military exploits of Alexander or Caesar

- 3.4. Create an outline of the life of Alexander or Caesar
- 3.5. Examine key moments and events during Alexander's Persian campaign or Caesar's Gallic campaign
- 3.6. Discuss the composition and tactics of the army of Alexander or Caesar in light of its operations during at least one major military event

The characterisation of Alexander or Caesar

- 3.7. Critically examine how Alexander or Caesar is characterised in the studied literary texts
- 3.8. Examine the relevance of the text type of the studied literary texts (such as biography, autobiography, history) for the characterisation of Alexander or Caesar
- 3.9. Evaluate how literary texts select, present and assess actions and decisions that illustrate the character of Alexander or Caesar

The attitudes of Alexander and Caesar towards foreign peoples

- 3.10. Compare how Alexander treats the Persians with how Caesar treats the Gauls
- 3.11. Explore what Alexander's interactions with the Persians and Caesar's interactions with the Gauls suggest about their cultural ambitions and norms, and their conception of what it means to be 'civilised' or 'barbarian'

Gods and humans

The Greek and Roman gods

- 4.1. Identify the major gods in artistic representations from key physical characteristics and attributes
- 4.2. Match the Roman names of the Greek gods with their Greek counterparts
- 4.3. Outline the key domains of the major gods and their relationships with each other within the pantheon
- 4.4. Explore approaches to explaining the origins, nature and purpose of the gods through ancient sources

The Athenian Parthenon and Erechtheion and the Roman Pantheon and Temple of Vesta

- 4.5. Discuss Greek and Roman temples using the correct terminology for common architectural features
- 4.6. Analyse how the structure, design and sculptures of the studied temples impacted on the attendees' experience of visiting the temple
- 4.7. Explore the roles, duties and expectations of the different kinds of attendees and officials present at ceremonies associated with each temple
- 4.8. Comment on the political and civic importance of these temples and the rituals associated with them

Greek and Roman funerary practices and the afterlife

- 4.9. Examine material and textual evidence associated with Greek and Roman funerary practices
- 4.10. Discuss the key elements of Greek and Roman funerals and their significance to the participants
- 4.11. Evaluate what Greek and Roman funerary practices imply about perceptions of the afterlife
- 4.12. Contrast the purpose and nature of these ancient practices with collective and private experiences today

Philosophical ideas about mortality and living well

- 4.13. Examine what constitutes 'living well' when faced with the inevitability of death according to Socrates as depicted in Plato's Crito and Horace in the Odes and Epodes
- 4.14. Explore how the relationship between human decision and responsibility on the one hand and divine will and fate on the other is viewed by Socrates as depicted in Plato's Crito and Horace in the Odes and Epodes
- 4.15. Examine how their own views about what it means to live well relate to the ideas of Socrates as depicted in Plato's Crito and Horace in the Odes and Epodes

