

June 1997

Media and Communications:

# From Papyrus to Print

5661/3346

Time: *Three hours*

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In addition, candidates are allowed ten minutes, before the examination begins, to read the paper

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Answer **FOUR** questions, **THREE** from Section A, **ONE** from Section B.

All questions are of equal value.

## - Section A -

- 1 Discuss some ways in which spoken communication in the ancient world sought to be more effective in entertaining and influencing hearers.

How did the growing ascendancy of the written word over the spoken word affect the early development of Irish and English law? –

How does script make possible larger and more complex societies? (You may limit your discussion to alphabetic script of your wish).

4. **Either**

a) *'Inscriptions show how people wanted to appear to society and to posterity.'* To what extent does this explain the functions of inscriptions? Apart from making people look good, what other reasons did people (individuals or communities) have for erecting inscriptions?

or

b) Why were mediaeval texts illustrated more than ancient ones?

How was visual symbolism employed differently by Greek and Roman states?

- 6 *'Religious propaganda is more effective than political propaganda because people are more willing to believe it.'* Do you think that Christianity had certain inherent advantages or were Christian leaders, teachers and artists particularly skilful in propagating their message?

Discuss the importance of Roman roads as a means of holding the Roman Empire together and facilitating the spread and exchange of goods and information. What was needed, apart from good roads, for people, animals and vehicles to travel from A to B?

## Section B

- 8 What messages could visual/pictorial media convey in the classical and mediaeval worlds? (You may limit discussion to three or four examples or types, e.g. public sculpture, coins, clothing).
- 9 Compared to our society, levels of literacy in the classical and mediaeval worlds are thought to be fairly low. Why would that be, and what are some of the consequences for communication between regimes and subjects, and between individuals?

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*Classics, University of Adelaide - June 1997*