

# X013/701

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NATIONAL  
QUALIFICATIONS  
2010

THURSDAY, 3 JUNE  
1.00 PM – 4.00 PM

CLASSICAL  
STUDIES  
ADVANCED HIGHER

Answer **Part 1** and **Part 2**.

200 marks are allocated to this paper.



## Part 1

Choose ONE section—A or B or C or D.

### SECTION A—HISTORY AND HISTORIOGRAPHY

If you choose this section, read the following passages carefully, and answer Questions 1–4. (Note: there are two options in Question 4.)

In your answers, you will be expected to draw on what you have learned in your study of your chosen area throughout the course.

100 marks are allocated to this part of the paper.

#### Passage 1

“I am an old man, Sire, and I beg you in pity to release from service one of my sons—the eldest—to take care of me and my property. Take the other four—and may you return with your purpose accomplished.”

Xerxes was furiously angry. “You miserable fellow,” he cried, “have you the face to mention your son, when I, in person, am marching to the war against Greece with my sons and brothers and kinsmen and friends—you, my slave, whose duty it was to come with me with every member of your house, including your wife?”

(Herodotus, 7.38)

#### Passage 2

And it may well be that my history will seem less easy to read because of the absence in it of a romantic element. It will be enough for me, however, if these words of mine are judged useful by those who want to understand clearly the events which happened in the past and which (human nature being what it is) will, at some time or other and in much the same ways, be repeated in the future.

(Thucydides, 1,22,4)

#### Passage 3

A physician cannot help the sick if he is ignorant of the cause of certain conditions of the body, nor can a statesman help his fellow citizens, if he cannot follow how, why or by what process, each event has developed. The first is hardly likely to institute proper treatment for the body, or the second to be able to deal with the demands of the situation unless he possesses a knowledge such as I have described of each event as it occurs.

(Polybius, 3.7)

#### Passage 4

So it was decided to extract a confession of adultery from someone against whom a charge of revolution could also be concocted. A suitable person seemed to be the aforementioned Anicetus, fleet commander at Misenum and instrument of Nero’s matricide. After the crime he had been fairly well regarded. Later, however, he was in serious disfavour; for the sight of a former accomplice in terrible crimes is a reproach.

(Tacitus, *Annals* 14.62)

### Passage 5

Tarquin, strolling up and down in silence, began knocking off poppy heads with his stick. The messenger at last wearied of putting his question and waiting for the reply, so he returned to Gabii supposing his mission to have failed. He told Sextus what he had said and what he had seen his father do: the king, he declared, whether from anger, or hatred, or natural arrogance, had not uttered a single word. Sextus realised that although his father had not spoken, he had, by his action, indirectly expressed his meaning clearly enough; so he proceeded at once to act on his murderous instructions.

(Livy, 1.54)

### Questions

*Marks*

1. Read **Passage 1**. In what ways does the story of Xerxes and Pythius contribute to a central purpose of Herodotus in writing his *Histories*? **10**
2. Read **Passage 2**. Choose any of the major disputes which immediately preceded the Peloponnesian War. What makes Thucydides' analysis of the dispute so timeless and effective? **10**
3. Read **Passage 3**. Polybius is discussing the Second Punic War here. What general point is he making about history? In what ways does this apply to his analysis of the causes of the First Punic War? **10**
4. **Either**
  - (a) Read **Passages 1, 4 and 5**. Compare the three writers for the effectiveness with which they depict tyrants. **20**

**or**

  - (b) Read **Passages 1–5**. Is it important for history to be entertaining? **20**

**(50)**  
**(scaled to 100)**

[Turn over

## SECTION B—INDIVIDUAL AND COMMUNITY

If you choose this section, read the following passages carefully, and answer Questions 5–8. (Note: there are two options in Question 8.)

In your answers, you will be expected to draw on what you have learned in your study of your chosen area throughout the course.

100 marks are allocated to this part of the paper.

### Passage 1

But shall we lay it down that older men are to have authority over all younger men, and power to punish them.

(Plato, *Republic* 5.465a)

### Passage 2

We may assume then that our Guardians need these qualities. But how are they to be brought up and educated? If we try to answer this question, I wonder whether it will help us at all in our main enquiry into the origin of justice and injustice.

(Plato, *Republic* 2.376)

### Passage 3

For the male is more fitted to rule than the female, unless conditions are quite contrary to nature; and the elder and fully grown is more fitted than the younger and underdeveloped.

(Aristotle, *Politics* 1.1259b)

### Passage 4

It is incumbent on everyone who holds a high governmental office to make absolutely sure that the private property of all citizens is safeguarded, and that the State does not encroach on these rights in any way whatever.

(Cicero, *On Duties* 2.71)

## Questions

Marks

5. Read **Passage 1**. Are there other places in the *Republic* where Plato shows a preference for age and experience over youth? **10**
6. Read **Passage 2**. What aspects of the Guardians' education would, in your view, help them to distinguish between justice and injustice? **10**
7. Read **Passage 3**. Are Aristotle's views on the relative roles of men and women in society different from those envisaged by Plato? **10**
8. **Either**
- (a) Read **Passage 4**. To what extent do Cicero's views on private property differ from those of Plato and Aristotle? Which system do you think is the most practical? **20**
- or**
- (b) Read **Passages 1–4**. Which of the classical philosophers whose works you have studied seems to you to have the most innovative ideas about social change? **20**
- (50)**  
**(scaled to 100)**

[Turn over

## SECTION C—HEROES AND HEROISM

If you choose this section, read the following passages carefully, and answer Questions 9–12. (Note: there are two options in Question 12.)

In your answers, you will be expected to draw on what you have learned in your study of your chosen area throughout the course.

100 marks are allocated to this part of the paper.

### Passage 1

Achilles leapt to his feet . . . “No; give the girl back now, as the god demands, and we will make you triple, fourfold compensation, if Zeus ever allows us to bring down the battlements of Troy.”

King Agamemnon took him up at once. “You are a great man, Prince Achilles, but do not imagine you can trick me into that. I am not going to be outwitted or cajoled by you. “Give up the girl,” you say, hoping, I presume, to keep your own prize safe. Do you expect me tamely to sit by while I am robbed?”

(Homer, *Iliad*, 1.121-134)

### Passage 2

Paris had also been quick . . . Directly he had put on his splendid armour with its trappings of bronze, he hurried off through the town at full speed, like a stallion who breaks his halter at the manger where they keep and fatten him, and gallops off across the field in triumph to his usual bathing-place in the delightful river. He tosses up his head; his mane flies back along his shoulders; he knows how beautiful he is; and away he goes, skimming the ground with his feet, to the haunts and pastures of the mares.

(Homer, *Iliad*, 6.503-511)

### Passage 3

There, where you see masses of masonry scattered, stones wrenched from stones, and smoke and dust billowing upwards together, there Neptune himself is at work, shattering the walls and the foundations dislodged by his mighty trident, and tearing the whole city from its site. Over there stands Juno, most furious in the van before the Scaean Gates . . . On the citadel’s height sits Tritonian Pallas . . . the merciless gorgon-head on her breast. Even the Supreme Father gives renewed courage, strength and victory to the Greeks, and inspires the gods themselves to fight against the arms of Troy.

(Virgil, *Aeneid*, 2.608-618)

#### Passage 4

Then looking darkly at him resourceful Odysseus answered:  
“Eurymachus, if you gave me all your father’s possessions,  
All that you have now, and what you could add from elsewhere,  
Even so, I would not stay my hands from the slaughter,  
Until I had taken revenge for all the suitors’ transgressions.  
Now the choice has been set before you, either to fight me  
Or run, if any of you can escape death and its spirits.  
But I think not one man will escape sheer destruction.”

(Homer, *Odyssey* 22, 60-67)

#### Passage 5

Beast that you are, I could be pregnant too!  
My body may conceal some part of you.  
The wretched child will share his mother’s doom;  
You’ll send him yet unborn into his tomb.  
Thus Iulus’s brother and his mother share  
One death; one penalty removes the pair.  
A god says you must go; would he had banned  
All Trojans from approaching Punic land!

(Ovid, *Heroides* 7, 133-140)

#### Questions

*Marks*

9. Read **Passage 1**. For what reasons do both men feel angered in the scene of which this passage is a part? **10**
10. Read **Passage 2**. What do we learn about Greek views of the “anti-hero” from Homer’s depiction of Paris here and elsewhere? **10**
11. Read **Passage 3**. Are these gods and goddesses unjustified in feeling anger against Troy or do the Trojans deserve their fate? **10**
12. **Either**
- (a) Read **Passages 1, 3 and 4**. Discuss the advantages and the limitations of revenge as a motive for action in these passages. **20**
- or**
- (b) Read **Passages 1, 2, 4 and 5**. To what extent can any of the mortals in these passages control their own destiny? **20**
- (50)**
- (scaled to 100)**

[Turn over

## SECTION D—COMEDY, SATIRE AND SOCIETY

If you choose this section, read the following passages carefully, and answer Questions 13–16. (Note: there are two options in Question 16.)

In your answers, you will be expected to draw on what you have learned in your study of your chosen area throughout the course.

100 marks are allocated to this part of the paper.

### Passage 1

Praxagora: And what I'm going to say is that everyone is to have an equal share in everything and live on that; we won't have one man rich while another lives in penury, one man farming hundreds of acres while another man hasn't enough land to get buried in; one man with dozens of slaves and another with none at all. There will be one common stock of necessities for everybody and these will be shared equally.

(Aristophanes, *Assembly Women*, 589–594)

### Passage 2

Strepsiades: Heavens, no—I thought they were mist, dew, smoke, vapour, something like that.

Socrates: Well, well! Then you can't have known that they nourish the brains of the whole tribe of sophists? No? And the prophets and teachers of medicine and other such dirty long-haired weirdos—anyone in fact, so long as he doesn't do any useful work?

(Aristophanes, *Clouds*, 329–334)

### Passage 3

Suppose a servant, told to remove a dish, has a lick at the half-eaten fish and the lukewarm sauce; if his master hanged him sane people would swear he was more insane than Labeo. How much madder and graver a fault is this: a friend commits some trivial offence which you really ought to ignore if you're not to appear churlish; yet you loathe him heartily and dodge him like a fellow who owes Ruso money . . .

(Horace, *Satires* 1.3.80–86)

### Passage 4

Young men are all individuals: A will have better looks or brains than B, while B will beat A on muscle; but all old men look alike, with tremulous limbs and voices, bald pates, wet runny noses, like a baby's, and toothless gums with which they must mumble their bread: so repulsive to their wives, their children—indeed, themselves—that they arouse distaste even in legacy-hunters.

(Juvenal, *Satires* 10. 196–202)



## Questions

Marks

13. Read **Passage 1**. What are the main ideas in Praxagora's plan? Is Aristophanes seriously advocating a programme of wealth redistribution? **10**
14. Read **Passage 2**. What role does the chorus play in *Clouds*? Do you feel the chorus enhances or distracts from the effectiveness of the play as a piece of satire? **10**
15. Read **Passage 3**. What point is Horace making in this passage? How is it linked to his philosophical ideas? **10**
16. **Either**
- (a) Read **Passage 4**. What arguments here and elsewhere does Juvenal put forward to support his view that we should not pray for a long life? Are there any weaknesses in his arguments? **20**
- or**
- (b) Read **Passages 1–4**. From these passages and your wider reading do you feel that the criticisms satirists make are not really constructive and lack solutions? **20**
- (50)**  
**(scaled to 100)**

[Turn over

## PART 2

Choose ONE section—A or B or C or D.

Answer TWO questions from your chosen section.

Each question is allocated 50 marks.

### SECTION A—HISTORY AND HISTORIOGRAPHY

1. In what ways do Herodotus' and Thucydides' purposes in writing history differ, and how does this determine their selection of content?
2. "Polybius is unusual among classical historians in the extent to which he enjoys discussing the techniques of his trade." What are his techniques and how effective is his use of them?
3. 'Livy's main fault is a too uncritical patriotism.' Discuss.
4. What qualities as a historian does Tacitus display in his treatment of Rome's wars in Germany, Britain and elsewhere?

### SECTION B—INDIVIDUAL AND COMMUNITY

5. "Of all the classical philosophers Aristotle is the best at offering solutions relevant to contemporary British society."  
Is this a reasonable assessment?
6. "I find that I admire and detest Plato's views on organising society in equal measure."  
What do you find in Plato's *Republic* that merits your admiration or provokes your detestation?
7. "Cicero was no philosopher, regardless of his legal and rhetorical skills."  
Is this a fair view of Cicero's *De Officiis (On Duties)*?
8. "Organised society and individual freedom are irreconcilable concepts in classical philosophy."  
Do you agree or disagree with this statement from your reading of Aristotle, Plato and Cicero?

### SECTION C—HEROES AND HEROISM

9. Consider the ways that Helen has been characterised in Homer and in Euripides. Can she be excused for her behaviour?
10. Is there any change in the hero's treatment of women between Homer and Virgil? Compare Odysseus and Aeneas in this respect.
11. Consider the combat between Hector and Achilles on the one hand, and that of Aeneas and Turnus on the other. Which duel affects you more and for what reasons?
12. Which of the heroes do you find most attractive as a role model and why?

### SECTION D—COMEDY, SATIRE AND SOCIETY

13. "Aristophanes is, at times, little better than a traitor who seems to delight in undermining the democracy in which he lived and of which he was part."  
Is this, in your view, a reasonable criticism of Aristophanes? Support your answer with appropriate references to the plays you have studied.
14. "A true satirist should have the courage to tackle more dangerous subjects than Horace ever does."  
Does Horace deserve such criticism?
15. What are the main criticisms Juvenal makes of vice in Roman society?  
Is the impact of his criticisms weakened by the unbridled viciousness with which he attacks his targets?
16. "What are the main similarities and differences between Greek comedy and Roman satire?"

[END OF QUESTION PAPER]

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