

[X013/SQP352]

Classical Studies
Advanced Higher
Specimen Question Paper

Time: 3 hours

NATIONAL
QUALIFICATIONS

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

For these reasons I have now prepared to make war upon them, and, when I consider the matter, I find several advantages in the venture; if we crush the Athenians and their neighbours in the Peloponnese, we shall so extend the empire of Persia that its boundaries will be God's own sky, so that the sun will not look down upon any land beyond the boundaries of what is ours. With your help I shall pass through Europe from end to end and make it all one country. For if what I am told is true, there is not a city or nation in the world which will be able to withstand us, once these are out of the way. Thus the guilty and the innocent alike shall bear the yoke of servitude.

(Herodotus, 7.8)

Passage 2

Then there is a great difference between us and our opponents, in our attitude towards military security. Here are some examples: our city is open to the world, and we have no periodical deportations in order to prevent people observing or finding out secrets which might be of military advantage to the enemy. This is because we rely, not on secret weapons, but on our own real courage and loyalty.

(Thucydides, 2.39)

Passage 3

The truth is that there is no more precious asset for a general than a knowledge of his opponent's guiding principles and character, and anyone who thinks the opposite is blind and foolish. When individuals or ranks of soldiers are matched against one another the one who means to conquer must search out relentlessly how best to achieve his object, and in particular the point at which his enemy appears most vulnerable or least protected. In the same way the commander must train his eye upon the weak spots of his opponent's defence, not in his body but in his mind.

(Polybius, 3.81)

Passage 4

This made a profound impression on Tiberius. There was something behind these careful attentions to the army, he felt; they were not simply because of the foreign enemy. “The commanding officer’s job,” he reflected, “is a sinecure when a woman inspects units and exhibits herself before the standards with plans for money-distributions.” Lucius Aelius Seianus aggravated and intensified his suspicions. He knew how Tiberius’ mind worked. Inside it, for the eventual future, he sowed hatreds. They would lie low, but one day bear fruit abundantly.

(Tacitus, *Annals* 1.69)

Passage 5

“We British are used to woman commanders in war,” she cried. “I am descended from mighty men! But now I am not fighting for my kingdom and wealth. I am fighting as an ordinary person for my lost freedom, my bruised body, and my outraged daughters. Nowadays Roman rapacity does not even spare our bodies. Old people are killed, virgins raped. But the gods will grant us the vengeance we deserve! The Roman division which dared to fight is annihilated. The others cower in their camps, or watch for a chance to escape. They will never face even the din and roar of all our thousands, much less the shock of our onslaught. Consider how many of you are fighting-and why. Then you will win this battle, or perish. That is what I, a woman, plan to do!-let the men live in slavery if they will.”

(Tacitus, *Annals* 14.35)

Questions

Marks

1. Read **Passages 1** and **2**. Do you agree that both writers exhibit a rather simplistic view of the reasons why events occurred in the classical world? **10**
2. Read **Passage 3**. What evidence does Polybius give to suggest that Hannibal was good at spotting weaknesses in enemy commanders, and in turning them to his own advantage? **10**
3. Read **Passages 4** and **5**. In the light of these passages and from your wider reading, discuss briefly Tacitus’ attitude to women. **10**
4. **Either**
 - (a) Can it be reasonably argued that classical historians attach too much importance to the roles of the gods and fortune and too little to the motivations of humans? **20**

or

 - (b) What influences of rhetorical education can you detect in the work of classical historians? **20**

(50)

(scaled to 100)

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

“Interference by the three classes with each other's jobs, and interchange of jobs between them, therefore, does the greatest harm to our state, and we are entirely justified in calling it the worst of evils.”

“Absolutely justified.”

“But will you not agree that the worst of evils for one’s own community is injustice?”

“Of course.”

“So that is what injustice is. And conversely, when each of our three classes (businessmen, Auxiliaries, and Guardians) does its own job and minds its own business, that, by contrast, is justice and makes our state just.”

(Plato, *Republic*, 4.434c)

Passage 2

The first part of what remains to be discussed will deal with the question, “What are the fundamental postulates for a state which is to be constructed exactly as one would wish, and provided with all the appropriate material equipment, without which it could not be the best state?”

(Aristotle, *Politics*, 1325b)

Passage 3

But if anyone kills a tyrant—be he never so intimate a friend—he has not laden his soul with guilt, has he? The Roman People, at all events, are not of that opinion; for of all glorious deeds they hold such a one to be the most noble. Has advantage, then, prevailed over right? Not at all; right has gone hand in hand with advantage.

(Cicero, *On Duties*, 3.4.19)

Passage 4

“It would be the most dreadful disgrace for a shepherd to keep sheep-dogs so badly bred and trained, that disobedience or hunger or some bad trait or other led them to worry the sheep and behave more like wolves than dogs.”

“It would of course be dreadful.”

“We must therefore take every possible precaution to prevent our Auxiliaries treating our citizens like that because of their superior strength, and behaving more like savage tyrants than partners and friends.”

“We must certainly try to prevent that.”

“And the greatest possible precaution will have been taken, will it not, if they have been properly educated?”

(Plato, *Republic*, 3.416)

Passage 5

But of all the safeguards that we hear of as helping to maintain constitutional stability, the most important, but today universally neglected, is education for the way of living that belongs to the constitution in each case

(Aristotle, *Politics*, 5.9)

Questions

Marks

5. Read **Passage 1**. What argument has Plato put forward to justify this conclusion?
Do you feel that Plato really has shown what justice is or what is needed to ensure a just state? **10**
6. Read **Passage 2**. How helpful would you find the *Politics* in establishing an ideal new community? **10**
7. Read **Passage 3**. Do you think Cicero’s views on tyrannicide would have been generally accepted in his own time?
Do you feel tyrannicide is ever justifiable? **10**
8. **Either**
- (a) Read **Passages 4** and **5**. Both writers stress the importance of education in preserving their ideal society. Do you think that this aspect of their political thinking is worth studying in our present world? You should support your view by reference to the works you have studied. **20**
- or**
- (b) Which of the three authors (Plato, Aristotle, Cicero) do you prefer? Give reasons for your answer. **20**

(50)

(scaled to 100)

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

As he came to an end, Priam plucked at his gray locks and tore the hair from his head; but he failed to shake Hector's resolution. And now his mother in her turn began to wail and weep. Thrusting her dress aside, she exposed one of her breasts in her other hand and implored him, with the tears running down her cheeks. "Hector, my child," she cried, "have some regard for this and pity me. How often I have given you this breast and soothed you with its milk! Bear in mind those days, dear child. Deal with your enemy from within the walls and do not go out to meet that man in single combat. He is a savage; and you need not think that, if he kills you, I shall lay you on a bier and weep for you, my own, my darling boy; nor will your richly dowered wife: but far away from both of us, beside the Argive ships, you will be eaten by the nimble dogs".

(Homer, *Iliad* 22. 77-89)

Passage 2

As they were talking, Melanthius the goatherd set out once more to fetch another fine load of armour from the storeroom. But the worthy swineherd spied him and at once said to Odysseus, who was close at hand: "My royal master, the very scoundrel we suspected is off again to the armoury. What are your orders? If I can overpower him, shall I kill him or shall I bring him to you here to pay for all his misdeeds in your house?"

(Homer, *Odyssey* 22. 160-169)

Passage 3

Meanwhile Aeneas the True longed to allay her grief and dispel her sufferings with kind words. Yet he remained obedient to the divine command, and with many a sigh, for he was shaken to the depths by the strength of his love, returned to his ships.

(Virgil, *Aeneid* 394-396)

Passage 4

Even if you, persuaded by the calmness of the seas, were to loosen the cables holding your ships, there are still many misfortunes to be faced on the vast sea. Nor is it a good idea for those who have broken their word to risk sea travel. That is the place which exacts punishment for such betrayal, especially when love has been wronged.

(Ovid, *Heroides* 7.55-59)

Questions

Marks

9. Read **Passage 1**. What does this passage tell us about the nature of heroism in the Homeric world and especially the attitude to death? **10**
10. Read **Passage 2**. How does this passage exemplify the attitude in Homer's works towards treachery and the punishment of those perceived to have committed it? **10**
11. Read **Passage 3**. Why does Aeneas not stay with Dido whom he clearly loves? Do you have any sympathy for him in his decision to leave her? **10**
12. **Either**
- (a) Read **Passages 3 and 4**. From your study of *Aeneid 4* and *Heroides 7*, do you think it is reasonable to claim that Ovid provides us with a fuller and more sympathetic portrayal of Dido than Virgil does? **20**
- or**
- (b) Read **Passages 1-4**. How valid is it to suggest that examples of selflessness are hard to find in the heroes of classical literature? **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

Pheidippides: It's delightful to be acquainted with the wisdom of today, and to be able to look down on convention . . . I'm intimate with all the new ideas, I can dance on the point of a needle. And I can prove that it's right to punish my father.

(Aristophanes, *Clouds*, 1399-1405)

Passage 2

Do you not realise what money is for, what enjoyment it gives?
You can buy bread and vegetables, half a litre of wine,
and the other things which human life can't do without.
Or maybe you prefer to lie awake half dead with fright,
to spend your days and nights in dread of burglars or fire
or your own slaves, who may fleece you and then disappear? For myself,
I think I can always do without blessings like those!

(Horace, *Satires*, 1.1 73-79)

Passage 3

Almost the first prayer, best known
in every temple, calls
For wealth, that riches increase,
that our coffer be the biggest in all
The forum. But no aconite is drunk
from earthenware cups.

(Juvenal, *Satires*, 10. 23-26)

Passage 4

I revert now to myself-only a freedman's son,
run down by everyone as only a freedman's son,
now because I'm a friend of yours, Maecenas, before
because as a military tribune I commanded a Roman legion.
The two factors are different; a person might have reason
to grudge me that rank, but he shouldn't grudge me your
friendship too,
especially as you are so careful to choose suitable people,
and to hold aloof from twisters on the make.

(Horace, *Satires*, 1.6.45-52)

Questions

Marks

13. Read **Passage 1**. What aspects of life and philosophical ideas in contemporary Athens is Aristophanes mocking here? **10**
14. Read **Passage 2** and **3**. Why do Horace and Juvenal both treat the subject of wealth in their satire? Do you feel that either of them was genuine in his attack on riches or is this merely something that was expected of a Roman satirist? **10**
11. Read **Passage 4**. Do Roman satirists' accounts of childhood and education tell you anything about their own lives? **10**
12. **Either**
- (a) From **Passages 1-4**, and your wider reading, do you consider satire and comedy constructive or destructive? **20**
- or**
- (b) How useful are comedy and satire to social historians in helping them reconstruct the society in which such works were produced? **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. Cicero calls Herodotus “the father of history”. Does this seem to you a reasonable assessment?
2. How true is it to claim that Thucydides, who had been an Athenian general, is too close to the events he is describing to be objective?
3. “We learn more about Tacitus’ prejudices than what actually happened when Tacitus writes about the lives and motives of the imperial family.” Do you think such a view is fair or unfair?
4. Which of the historians whose work you have studied seems to you most like a modern historian in his approach to historiography?

SECTION B—INDIVIDUAL AND COMMUNITY

5. “There is no place for those we may term ‘disadvantaged’ in Plato’s society.” Is this a fair assessment?
6. “A Utopia which is perhaps desirable but certainly unattainable.” Do you think that Plato ever intended the ideal state he describes in the Republic to be taken as a model for a real state?
7. “Society today is organised to a degree of complexity which makes it unlikely that we can learn anything of worth from classical philosophers.” Are the ideas of Plato, Aristotle and Cicero on how society should best be organised still relevant in modern Britain? Discuss.
8. What were the strengths and weaknesses of democracy, according to the authors you have read? Are their views still valid today?

SECTION C—HEROES AND HEROISM

9. “The faults of pride and arrogance which we find in Homer’s heroes are more than compensated by their qualities of valour and leadership.”

Discuss with reference to those parts of the *Iliad* and *Odyssey* you have read

10. From those texts you have studied, is it reasonable to conclude that women, at all levels of classical society, were without power and wholly dependent on men?
11. From your study of selected books of the *Aeneid*, would you agree that Aeneas’ virtues, most notably his pietas, have been constructed by Virgil to reflect the real-life virtues of the emperor Augustus?
12. “The heroism of Aeneas is very different from that of the Homeric heroes.”
To what extent do these different types of heroism reflect the different values of the societies at the time when these works were produced?

SECTION D—COMEDY, SATIRE AND SOCIETY

13. “Classical writers are good at identifying society’s vices, but far less good at producing solutions.” Is this a fair statement?
14. How successful is Aristophanes in delivering serious social messages side by side with slapstick comedy?
15. Aristophanes, Horace and Juvenal all lived in times when it was dangerous to challenge the leaders in their own societies. How successful were they in exposing political corruption?
16. “The common characteristic of all classical writers is a deeply-held hatred of women.” From the works you have studied, does this view seem to you to be sustainable?

[END OF SPECIMEN QUESTION PAPER]

[X013/SQP352]

Classical Studies
Advanced Higher
Specimen Marking Instructions

NATIONAL
QUALIFICATIONS

Answer Part 1 and Part 2

200 marks are allocated to this paper

MARKING INSTRUCTIONS

General Criteria

When marking an essay the marker should mark positively and give credit in the following general areas:

- where there is a clear structure to the answer;
- where the candidate cites relevant examples from the prescribed texts;
- where there is good analysis of the evidence. More specifically, markers will consider the extent to which the candidate:
 - gives an answer which is explicitly related to the terms of the question;
 - argues a case, when requested to do so;
 - is able to make the various distinctions required by the question;
 - responds to all the elements of the question;
- where required, explains, analyses, discusses and assesses rather than simply describes or narrates;
- answers with clarity and fluency, and in language appropriate to Advanced Higher level.

Candidates should not, however, be rewarded solely, or even mainly, according to the quantity of knowledge conveyed.

PART 1

SECTION A – HISTORY AND HISTORIOGRAPHY

1. This question can be answered well by arguing for or against the proposition. The examples provided show that the writers had at least an awareness of historical causation, but the passage from Herodotus especially shows the tendency of the classical historian to view causation as the prerogative of powerful individuals.
2. A good answer will focus on the difference between the high aspirations of Polybius and the clear bias of Tacitus towards Tiberius. The best answers will go beyond this and find failings in Polybius and strengths in Tacitus.
3. A good answer will examine the traditional prejudices of men towards women and more especially how Tacitus seems unable to accept the idea that the women of the imperial family were a key element in imperial rule.
4. (a) This question demands an understanding of the development of historiography from epic origins. Candidates should also show knowledge of the different approaches of different historians towards the role of the gods and be able to explain these differences.
4. (b) A good answer here will go beyond the set speeches where rhetorical input is obvious to examine the more general influence of the writers' rhetorical training on the whole of their work.

SECTION B—INDIVIDUAL AND COMMUNITY

5. Candidates should relate Plato's arguments to his ideas on the rigid divisions of classes. They should also analyse and provide appropriate examples of Plato's view of justice.
6. The candidates should be able to demonstrate a sound knowledge of Aristotle's basic principles for the organisation of a state and also the main elements which are necessary for that state to be successful.
7. There are two main concepts to be developed in answering this question. Firstly, candidates should show knowledge of how Cicero's views on tyrannicide are shaped by previous Roman history and by events occurring during his own lifetime. In the second part of the answer, candidates should consider the arguments both for and against tyrannicide, and especially to tackle the important issue of what (and who) defines tyranny.
8. (a) The focus of the answer should be more than just an account of the views of Plato and Aristotle on education. It should deal more specifically with their ideas on the relationship between education and society at large. A good answer will also include an understanding of the purpose of education today. This is a difficult question and full credit should be given for appropriate quotations.
8. (b) There is a wide range of options open to the candidates in this question. They should identify two or three concepts in any one of the writers and explain why they regard these as important. This analysis should be supported by appropriate quotations. A comparative element may also be offered in the answer.

SECTION C HEROES AND HEROISM

9. A good answer will examine Hector's motivations for meeting Achilles in single combat – honour, fear of being accused of cowardice, a sense of responsibility to his city – and also look at the points his mother makes to try to dissuade him from fighting.
10. Candidates should show awareness of the code of loyalty which kings and chiefs expected from their people in the feudal and tribal societies of the classical world. The ferocity of the reaction of such leaders as Odysseus was in part prompted by the need to maintain, through fear if necessary, the loyalty of their people. Details should be given of Melanthius' fate and supplemented by other examples.
11. There will be three parts to a good answer to this question. The first will touch on the importance of his mission – to found the Roman race – and of his need to obey the orders of the gods. The second will focus on whether he did love her. To modern eyes, he certainly appears cold and unfeeling. This leads to the question of whether he deserves our sympathy which was probably more readily given in the classical world than it would be today.
12. (a) This is a difficult question which demands an understanding of the different purposes of Virgil and Ovid in creating their characterisation of Dido. Virgil has created her as a danger to the future of Rome, a foreigner aiming to divert Aeneas from his higher mission as Cleopatra did to Mark Antony. Ovid is more directly trying to rouse our sympathy for the queen. It is good writing, but less significant than Virgil's.
12. (b) The best answers to this question will acknowledge the selfishness of the Homeric heroes, but also recognise that many certainly felt responsibility for their people. There should also be an understanding that the position of Aeneas is very different in this regard.

SECTION D – COMEDY, SATIRE AND SOCIETY

13. The answer here should focus on Aristophanes' suggestion in *Clouds* that the young are being **corrupted by exposure to the teaching of the sophists. Candidates should show awareness that Aristophanes may be exaggerating about sophists and playing to the audience's prejudices.** It should also be made clear in a good answer that the Socrates of *Clouds* is certainly not Plato's Socrates.
14. A good answer should include the following points.
- Both Horace and Juvenal lived in societies in which the acquisition of wealth was ruthlessly pursued.
 - Attack on the acquisition of wealth was commonplace in classical satire.
 - The passion of Horace's and Juvenal's attacks suggest more than a perfunctory attitude to the acquisition of wealth.
 - Both satirists show real quality in their writing on this issue.
15. A good answer will contain a balance between:
- Commonplace generalisation in satire about education
 - Insights into the development of the satirist's character through his revelations about his own experiences of education as a youth and adolescent.
16. (a) A wide-ranging answer is required covering all three satirists. Answers should include examples of the vices the writers condemn and quote any solutions they offer. A good answer will relate the dearth of solutions to the political situations in the societies in which the satirists lived.
16. (b) The following points may be made:

Comedy and satire provide valuable insights into some aspects of life in classical societies.

- Comedy and satire by their very nature exaggerate and are inherently unreliable as a source of social history.
- The best use a social historian can make of comedy and satire is to regard them as a source of limited value.

PART 2

SECTION A – HISTORY AND HISTORIOGRAPHY

1. Valid Points

Herodotus deserves the title because of

- his attempts to give an accurate account
- his selection and arrangement of material
- his sense of compassion
- his eagerness to consider different accounts of the same event.

Herodotus does not deserve the title because of

- his inability to distinguish between myth and historical truth
- his tendency to digress
- his willingness to attribute to the gods a role in historical causation
- his failure to consider economic factors.

Full credit should be given for any point which is developed, especially when supported by appropriate evidence from the text.

2. Valid Points

- Polybius's view of Longus before the battle of Trebia, was that he was ambitious for a battle. Scipio, his wounded colleague, knew this was not the right time
- Longus had blind confidence in his own good fortune, and so his judgement was bound to be at fault, according to Polybius
- Hannibal wished to exploit the warlike qualities of the Celts before they lost interest, and he needed a rash opponent like Longus, whom he could easily defeat
- Longus lost the battle of Trebia: through overconfidence after his success the day before; by ignoring Scipio's advice; by advancing the army unbreakfasted into a trap
- Hannibal discovered that Flaminius was a good speaker, but an impetuous, overconfident general
- Flaminius was goaded by Hannibal's raids and would not stay on the defensive
- Trasimenus was a Punic victory because of the trap laid by Hannibal for Flaminius, who advanced along a narrow path by the lakeside in pursuit of Hannibal. Carthaginians were hidden on higher ground by a seasonal mist, which Hannibal turned to his advantage
- Hannibal's use of the rivalry between Minucius and Fabius to lead the rash Minucius into an ambush

Full credit should be given for any point which is developed, especially when supported by appropriate evidence from the text.

3. **Valid Points**

- Tacitus' experiences with regard to Domitian
- his negative attitude towards Tiberius especially
- his willingness to attribute base motives to imperial actions
- his negative attitude towards female members of the imperial family

There is a wide range of evidence in the text to support the view that Tacitus shows bias in his treatment of the imperial family. A good answer should give examples of this and also consider why such distortions have occurred.

4. **Valid Points**

A good answer to this question will seek to examine and define what criteria modern historians use when writing history. The emphasis should be on accessing all possible sources and on historical veracity. The comparative part of the question should focus on those aspects of historiography commonly found in classical historians, including myth, didactic elements, attitudes to evidence, set speeches. It may be valuable to compare the extent to which historical bias is present in both classical and modern histories.

SECTION B – INDIVIDUAL AND COMMUNITY

5. A good answer will focus on two main issues. Firstly the extent to which, in terms of social organisation, the *Republic* can be regarded as élitist. This should be supported by reference to the text. And, secondly, whether Plato is aware of what may be called the “disadvantaged” in society. Candidates should consider Plato’s view of the relationship between the élite in his society and those “disadvantaged”.
6. A good answer will firstly seek to identify the main elements of the Platonic state and proceed to consider the practicality of Plato’s suggestions. Candidates should be expected to show a knowledge and appreciation of the social and political systems which existed in Greece at the time that Plato was writing.
7. This question demands a sound understanding of the views of all three philosophers – Plato, Aristotle and Cicero – on how best society can be organised. At the same time candidates should show an awareness of the main organisational structures in the modern world – capitalism, socialism, fascism.
8. A good answer to this question will demand that the candidate is aware of the attitudes of Plato, Aristotle and Cicero towards democracy. Candidates should be able to compare the different approaches of each of the three writers with each other. They must show an appreciation of how democracy works today and identify any elements which can be found both in today’s democratic states and societies, and also in the prescribed works which they have studied.

SECTION C – HEROES AND HEROISM

9. A good answer will consist of the following; examples from both books of the pride of men like Agamemnon, Achilles and Odysseus; an assessment of the impact of their pride on others and how it effected their relationships with others; examples of the leadership qualities of those same heroes and, finally, an evaluation of the relationship between those leadership qualities and the success of the enterprises they were undertaking.
10. A good answer will require a range of examples of women portrayed as dependent on men and the wider implications for this on women's lives in a male-dominated society. Suggested examples might include Helen, Penelope, Hecuba, Andromache, Briseis, and Dido.
11. There is a need to be careful with this question. It is not suggesting that Aeneas is a literary version of Augustus. Rather that the values which Augustus was trying to promote, a sense of duty, religious and family values, are a reflection of the values Aeneas needed when trying to found Rome.
12. The question requires an evaluation of the values which are found in Homer's heroes supported by examples. Candidates should address the limitations of such heroes. They should see Aeneas as a different kind of hero, less selfish and less brutal and be able to relate the characteristics of the heroes to the values of the societies of which they were part.

SECTION D – COMEDY, SATIRE AND SOCIETY

13. It is important in answering this question that the candidates show an awareness of the different social and political conditions under which Aristophanes, Horace and Juvenal wrote. The candidates should be able to provide appropriate examples from the texts of the satirists' ability at identifying vices in the societies in which they lived. They should also address the question of whether they were able to offer solutions or whether the mere highlighting of the vices is all that we can reasonably expect of these satirists.
14. A good answer will focus on Aristophanes' motives in writing comedy. Another important consideration is the conventions of old comedy and the expectations of the audience. Candidates may wish to consider the possibility that the serious political points which Aristophanes wanted to make were more effectively delivered when intermingled with slapstick. It is expected that the answer will draw heavily on examples from the prescribed texts.
15. Candidates need to show an appreciation of the political systems which existed in late 5th century Athens and in late Republican and early Imperial Rome. There should be reference to the texts they have studied. They should provide examples of political corruption mentioned by the writers. They should also show understanding of the limitation on the writers and of the serious dangers they risked in exposing political corruption.
16. Candidates should, in a good answer, not only provide examples of the writers' misogyny, but should also mention instances where women are portrayed positively. They should also relate the misogyny to the wider feelings in the classical world about women's place in society. There is also the need for a comparative element to be included, reflecting the different attitudes of Aristophanes, Horace and Juvenal towards women.

[END OF MARKING INSTRUCTIONS]