



X715/77/11

Classical Studies

WEDNESDAY, 23 MAY
9:00 AM – 12:00 NOON

Total marks — 100

Choose **ONE** Section

Attempt **ALL** questions in **Part A** of your chosen Section
and

Attempt **TWO** questions in **Part B** of your chosen Section

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Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



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SECTION 1 — HISTORY AND HISTORIOGRAPHY

Part A — CLASSICAL LITERATURE — 50 marks

Attempt **ALL** questions in this Part if you have studied History and Historiography.

Study the sources below and attempt the questions which follow.

Source A: Thucydides, 7. 15

Nicias' letter to the Athenian assembly concluded thus, 'Now you are not to think that either your generals or your soldiers have ceased to be a match for the forces opposed to them. But you are to reflect that a general Sicilian coalition is being formed against us; that a fresh army is expected from the Peloponnese, while the force we have here is unable to cope even with our present antagonists; and you must promptly decide either to recall us or to send out to us another fleet and army as numerous again, with a large sum of money, and someone to succeed me, as a disease in my kidneys renders me unfit to retain my post. I have, I think, some claim on your indulgence as while I was in my prime I did you much good service in my commands.'

1. To what extent does Nicias' letter show us the causes of the failure of the Sicilian expedition?

10

Refer to **Source A** and your own knowledge.

Source B: Tacitus, *Annals*, 1. 4

No one had any worries as long as Augustus retained his physical powers, and kept himself going, and his ruling-house as well as the peace of the empire. But when old age incapacitated him, his approaching end brought hopes of change. A few people started idly talking of the blessings of freedom. Some, more numerous, feared civil war; others wanted it. The great majority, however, exchanged critical gossip about candidates for the succession: first, Agrippa Postumus — a savage without either the years or the training needed for imperial responsibilities. Tiberius, the next to be considered, had the seniority and military reputation, but he also possessed the ancient arrogance of the Claudian family, and signs of a cruel nature kept breaking out, no matter how much he tried to hide it. And then there was that feminine bully, his mother Livia. 'So, we have to be slaves to a woman,' people were saying.

2. In what ways does Tacitus show the problems caused by imperial succession?

10

Refer to **Source B** and your own knowledge.

Part A — Classical Literature (continued)

Source C: Thucydides, 1. 1

Thucydides, an Athenian, wrote the history of the war between the Peloponnesians and the Athenians, beginning at the moment that it broke out, and believing that it would be a great war, and deserved to be written about more than any that preceded it. This belief was not without grounds. The preparations of both Sparta and Athens were in every department in the last state of perfection; and he could see the rest of the Greek race taking sides in the quarrel. Indeed, this was the greatest movement yet known in history, not only of the Greeks, but of a large part of the barbarian world — I almost said of all mankind. For though the events of long ago could not, due to the distance in time, be clearly understood, all evidence points to the conclusion that there has been nothing on a greater scale, either in war or other matters.

Source D: Polybius, 3. 1

I have chosen to write on the theme of how, when and why all the known parts of the world were brought under the domination of Rome. This can be seen as a single action and a single spectacle, which has an identifiable beginning, a fixed duration and an acknowledged end. I propose to preface this with a short survey of the principal phases in this process from start to finish. In this way I can best convey to the student of my history a clear conception of my plan. From the beginning to the end of my chosen period there is a span of fifty-three years, which embraces a greater number of momentous events than any other period of comparable length in past history.

3. Compare the reasons Thucydides and Polybius give for writing their histories.
Refer to **Sources C, D** and your own knowledge.

15

Source E: 21st century British writer

It may seem unfashionable to say so, but history and historians should seize the imagination. In addition to this, they should seize the intellect. History can be an account of facts; a narrative of adventure and of vision; and a narrative of characters and of incidents. And on top of that, it is also a portrait of the great general drama of the human spirit.

4. Compare this modern attitude to history with the attitudes of **at least** two history writers of the classical world.
Refer to **Source E** and your own knowledge.

15

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SECTION 1 — HISTORY AND HISTORIOGRAPHY

Part B — CLASSICAL SOCIETY — 50 marks

Attempt **TWO** questions in this Part if you have studied History and Historiography.

5. 'The first book of Herodotus' *Histories* is no more than a collection of legends and folktales dressed up as history.'
- How valid is this statement? 25
- Refer to the *Histories* of Herodotus and your own knowledge.
6. 'The achievements of Rome's seven kings were all necessary steps in the city becoming the most powerful state in ancient Latium.'
- Discuss, with reference to Livy's *History*, and your own knowledge. 25
7. 'Polybius' description of events from the battle of Trebia to the battle of Cannae allows us to easily appreciate the reasons for Hannibal's success.'
- How valid is this statement? 25
- Refer to the *History* of Polybius and your own knowledge.
8. 'Tacitus unjustifiably idealises Germanicus and his wife.'
- Discuss, with reference to *The Annals* of Tacitus, and your own knowledge. 25

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DO NOT WRITE ON THIS PAGE

SECTION 2 — INDIVIDUAL AND COMMUNITY
Part A — CLASSICAL LITERATURE — 50 marks

Attempt **ALL** questions in this Part if you have studied Individual and Community.

Study the sources below and attempt the questions which follow.

Source A: from Plato, *Republic* 2. 373 b–e

Socrates said, ‘So now we should take our original city, what you earlier called the city of pigs, which met our basic needs. But that is no longer enough – we must swell our city beyond just what we need. We’ll add poets, dancers, craftsmen, jewellery makers, teachers, doctors and cooks.’

Glaucon said, ‘We will need more land to provide for all this.’

‘Yes indeed,’ responded Socrates, ‘and our neighbours will look at our land too if they also are swelling their city, so we will need soldiers, or guardians, to protect our land, and if necessary take that of our neighbours.’

9. In what ways is Plato’s account of the evolution of early city-states important in his development of the perfect city? 10

Refer to **Source A** and your own knowledge.

Source B: from Aristotle, *Politics* 2. 9

The constitution of the Spartans is no longer working properly for a number of reasons. Firstly, they choose their office holders from the whole body of citizens. As a result, the office often passes to poor men, who being badly off, are open to take bribes, and who are too ignorant to reach sensible decisions. The power given to these magistrates is too great, and as a result they often terrorise other office holders, and so Sparta has changed from an aristocracy, or rule of the best, to a democracy, or rule of the mob. I do not mean that the fact that the whole people choose the magistrates is in itself wrong - it is the fact that they choose unwisely that is the problem.

10. To what extent does this extract reveal Aristotle’s attitude to democracy? 10

Refer to **Source B** and your own knowledge.

Part A — Classical Literature (continued)

Source C: from Plato, *Republic* 3. 414c–415b

Glaucon said, ‘Now Socrates could you give me an example of a noble lie which it is permissible to tell in order to persuade the guardians, or more likely the ruled, to accept a course of action which is for the best, but which they may not like?’

Socrates replied, ‘I am shaking with shame as I say this, but here is one. It is permissible to convince the warriors and guardians that they dreamed the education and rearing which we gave them, and that they experienced it as young men in the depth of the earth, and that the earth, as if it were a mother or nurse to them, made them ready to rule. Furthermore, it is permissible to tell those who are not to rule, that their rulers were fashioned out of gold in the depth of the earth, and that this is why they are in power over them.’

Source D: from Cicero, *De Officiis* 3. 49

The Athenian statesman Themistocles had a plan which would advance the standing of the state. He told the people of Athens he had a plan which would benefit them, but that it could not be revealed. He told the respected politician Aristides his plan – to burn the fleet of their rival Sparta before they declared war, thus catching their enemy off guard. Aristides told the Athenian people that the plan was indeed to their advantage but was dishonourable, but did not reveal the plan itself. Without learning more of the plan, the Athenians rejected the plan as it involved dishonest behaviour. The Athenians were wise to do this. So let it be established that it is never acceptable for the state to perform a dishonourable act, as this saps the moral strength of the state, and discredits it.

11. Compare the views of Plato and Cicero on the morality of state deception.

15

Refer to Sources C, D and your own knowledge.

Source E: from a newspaper article, published in 2016

We might agree that education is at the core of what makes an effective state. This in turn produces a good citizen. Traditionally, education was about gaining the skills and qualifications for the workplace. Later, education came to be seen as a vehicle for social mobility — to allow people to improve their status and wealth in society. Today, we see education now as more about personal fulfilment and following our interests.

12. Compare this modern view of education with the views of Plato.

15

Refer to Source E and your own knowledge.

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SECTION 2 — INDIVIDUAL AND COMMUNITY

Part B — CLASSICAL SOCIETY — 50 marks

Attempt **TWO** questions in this Part if you have studied Individual and Community.

13. ‘Life in Plato’s *Republic* for both rulers and ruled would be unbearable.’
How valid is this statement? 25
Refer to any relevant parts of Plato’s *Republic* and your own knowledge.
14. ‘The concept of what is “natural” forms the foundation of Aristotle’s view of society and government.’
Discuss this statement with reference to relevant parts of Aristotle’s *Politics* and your own knowledge. 25
15. ‘In *De Officiis*, Cicero fails in his attempt to prove that there is no need for a politician to ever perform a dishonourable act.’
How valid is this statement? 25
Refer to any relevant parts of Cicero’s work and your own knowledge.
16. ‘The problems faced by political thinkers in the classical world, and the solutions offered by Plato, Aristotle and Cicero, provide useful lessons for all-time.’
Discuss, with reference to any relevant classical source(s), and your own knowledge. 25

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DO NOT WRITE ON THIS PAGE

SECTION 3 — HEROES AND HEROISM
Part A — CLASSICAL LITERATURE — 50 marks

Attempt **ALL** questions in this Part if you have studied Heroes and Heroism.

Study the sources below and attempt the questions which follow.

Source A: Homer, *Iliad* 24. 193–237

Then godlike Priam said to his wife, ‘I will go. Do not try to hold me back. If it were a mortal man that told me this, one of the seers who divine from sacrifice, or the priests we would call it false and reject it. But I have heard the god’s voice with my own ears and looked at her face-to-face, so I shall go now. If it is my fate to die beside the ships of the Achaeans, then I welcome it — Achilles can kill me outright, once I have taken my son in my arms and filled my need to mourn him.’
 He brought out gold, weighing out ten talents in all, and two gleaming tripods and a cup of great beauty which the men of Thrace had given him when he made a royal visit — but he did not spare even this treasure of his house, as his heart was filled with the desire to win release for his dear son.

17. To what extent does Priam act according to heroic values?

10

Refer to **Source A** and your own knowledge.

Source B: Homer, *The Odyssey* 6. 20–55

Athene drifted in like a breath of wind to where the girl slept and spoke to her as she dreamed. ‘Nausicaa,’ the goddess said, ‘how could your mother have a child so careless? The shining clothes are lying away uncared for, while your marriage is not far off, when you should be in your glory for clothes to wear, and provide too for those who attend you. It is from such things that a good reputation among people springs up, giving pleasure to your father and the lady, your mother.’ And the next morning Nausicaa went through the house to give word to her dear father and mother. She found her mother, the queen, sitting by the fireside with her attendant women turning sea-purple yarn on a distaff; and she met her father as he was going out of the door to the council of nobles, where the proud people of Phaeacia used to summon him.

18. In what ways does this scene help us to understand the life of a woman in heroic society?

10

Refer to **Source B** and your own knowledge.

Part A — Classical Literature (continued)

Source C: Homer, *Iliad* 1. 352–422

‘Mother,’ said Achilles, ‘since it was you that bore me, if only to a life doomed to shortness, surely honour should have been granted to me by Olympian Zeus. But now he has shown me not even the slightest honour. Agamemnon has dishonoured me: he has taken my prize with his own hands, and keeps it for himself. Go to Zeus and ask him to bring aid to the Trojans and to pen the Greeks back by the shore and their ships amid much slaughter.’ Then Thetis answered with her tears falling: ‘Oh my child, if only you could sit by your ships without tears and sorrow. But I shall go myself to snow-capped Olympus and make this appeal to Zeus, in the hope that he will grant it. But you now must sit close by your speedy ships and continue your rage against the Greeks and withdraw completely from the fighting.’

Source D: Virgil, *Aeneid* 2. 594–619

Venus said to me, ‘O my son, why this wild anger? Where is all the love you used to have for me? Will you not go first and see where you have left your father, crippled with age, and find whether your wife Creusa is still alive, and your son Ascanius? The whole Greek army is prowling all around them and they would have been carried off by the flames or slashed by the swords of the enemy if my loving care were not defending them. It is not the hatred of Helen that is overthrowing all this wealth and laying low the topmost towers of Troy, nor is it Paris although you all blame him, it is the gods, the cruelty of the gods. You are my son, do not be afraid to do what I command you, and do not disobey me. It is Jupiter himself who is rousing the Greeks against the armies of Troy. Escape, my son, escape with all haste.’

19. Compare the Greek and Roman heroic values illustrated in these sources.

15

Refer to Sources C, D and your own knowledge.

Source E: An American musician, 21st Century

Heroes represent the best of ourselves, respecting that we are human beings. A hero can be anyone, from an inspirational leader of nations to your classroom teacher: anyone who can show courage when faced with a problem. A hero is someone who is willing to help others in his or her best capacity.

20. Compare this modern attitude to heroism with the classical views you have studied.

15

Refer to Source E and your own knowledge.

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SECTION 3 — HEROES AND HEROISM
Part B — CLASSICAL SOCIETY — 50 marks

Attempt **TWO** questions in this Part if you have studied Heroes and Heroism.

21. ‘Homer’s Odysseus is an example of a very successful anti-hero.’
How valid is this statement? 25
Refer to *The Odyssey* by Homer and your own knowledge.
22. ‘Aeneas was a perfect role model for the Roman people.’
Discuss, with reference to *The Aeneid* by Virgil and your own knowledge. 25
23. ‘*The Trojan Women* makes it clear that there was no morality in the world of heroic warfare.’
How valid is this statement? 25
Refer to *Trojan Women* by Euripides and your own knowledge.
24. ‘*The Heroides* presents a new perspective on heroism in the classical world.’
Discuss, with reference to *Heroides* by Ovid and your own knowledge. 25

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DO NOT WRITE ON THIS PAGE

SECTION 4 — COMEDY, SATIRE AND SOCIETY
Part A — CLASSICAL LITERATURE — 50 marks

Attempt **ALL** questions in this Part if you have studied Comedy, Satire and Society.

Study the sources below and attempt the questions which follow.

Source A: From Aristophanes *Clouds*, 865–889

Pheidippides: I will go to Socrates' school, the Thinkery. But I swear you'll be sorry for this one day.

Strepsiades: Good for you my boy! Socrates! Come out! I've brought my son to be taught the Wrong Argument.

Socrates: I dare say he's immature and doesn't yet know the ropes here.

Phedippides: (*Aside*) I'd like to see Socrates tied up with some, and getting a good lashing.

Socrates: Did you hear his slack pronunciation - the drawl, the sagging lips? It's not going to be easy to teach him to win cases and master the technicalities and make good, empty debating points. And yet it's true for a high price, others have managed to learn it from me.

Strepsiades: Don't worry, you can teach him to argue against any justified claim at all.

25. To what extent is Aristophanes' depiction of Socrates and his philosophical ideas accurate in his play *Clouds*?

10

Refer to **Source A** and your own knowledge.

Source B: From Horace *Satires* 2.2, 20—110

To really enjoy food you must exercise to work up an appetite. The lazy man who is pale and bloated from over-eating will never enjoy his oysters and fancy fish. Those who excessively eat too richly, too frequently become ill and deprive themselves of the pleasure the food was supposed to bring. However, the other man who lives simply from time to time can switch to a better diet when in the course of the year some holiday comes around, or when he is undernourished and in need of a treat. And who will survive the troubles life throws at them? Will it be the man who has led his mind and body to expect luxury as of right or the man with few needs with a healthy mind and body?

26. In what ways does **Source B** illustrate the view found in the *Satires* of Horace that a life led simply is better than one given over to luxury?

10

Refer to **Source B** and your own knowledge.

Part A — Classical Literature (continued)

Source C: From Aristophanes, *Assembly Women*, 210–228

I propose that we hand over the running of Athens to the women. They are, after all, the people to whom we look for the efficient management of our homes. Unlike men governing the city, they do not experiment with new methods of governing their homes. Women still sit down to do the roasting as they've always done. They collect water as they have always done. They manage religious festivals as they've always done. They infuriate their husbands as they have always done. They conceal lovers, have affairs and drink their wine neat as they've always done.

Source D: from Juvenal, *Satires* 6, 28–53

But marrying, Postumus? You used to be quite sane.
 Don't you think it better to mix with men?
 Men don't quarrel all night, or nag you,
 or complain that you don't come up to their expectations.
 You say with marriage you uphold the Family Encouragement Act, you want
 a sweet little heir. If you're in luck and you find a faithful partner,
 well may you go down and kiss the Tarpeian Shrine's
 threshold, and slaughter a gilt horned cow for Juno!
 Few girls are fit to serve the Corn-Goddess, or would behave
 in a way their fathers would approve of.
 Is one man enough for any woman?

27. Compare Aristophanes' and Juvenal's depiction of women and their role in society.
 Refer to Sources C, D and your own knowledge.

15

Source E: Extract from a modern magazine

All politicians are corrupt! To become politically powerful, you must become politically corrupt. These people are more successful in government, because they are willing to carry out dubious actions for their own personal gain. People with a more honest, moral code could never behave in this way to achieve political success.

28. Compare this modern attitude towards politicians and politics with that found in Aristophanes' plays.
 Refer to Source E and your own knowledge.

15

[Turn over for next question

SECTION 4 — COMEDY, SATIRE AND SOCIETY

Part B — CLASSICAL SOCIETY — 50 marks

Attempt **TWO** questions in this Part if you have studied Comedy, Satire and Society.

29. 'Through his play *The Assembly Women*, Aristophanes demonstrates why the creation of an ideal state is always nothing but a philosophical dream.'
- Discuss with reference to Aristophanes' *The Assembly Women*, and your own knowledge. 25
30. 'Horace is successful at highlighting the social issues of his own time.'
- How valid is this statement? 25
- Refer to Horace's *Satires* and your own knowledge.
31. 'Juvenal fails to acknowledge the benefits of Roman society, preferring only to depict the city as a dangerous and corrupting place to live.'
- How valid is this statement? 25
- Refer to any of Juvenal's *Satires* and your own knowledge.
32. 'Aristophanes' comedies teach us a lot about the political problems facing Athenian society in the 5th century BC.'
- Discuss with reference to any of Aristophanes' comedies, and your own knowledge. 25

[END OF QUESTION PAPER]