



National
Qualifications
2014

X715/75/01

Classical Studies

FRIDAY, 9 MAY
1:00 PM – 2:30 PM

Total marks – 60

SECTION 1 – LIFE IN CLASSICAL GREECE – 20 MARKS

Attempt ALL questions.

SECTION 2 – CLASSICAL LITERATURE – 20 MARKS

Attempt ALL questions.

SECTION 3 – THE ROMAN WORLD – 20 MARKS

Choose Part A or B – attempt ALL questions in your chosen Part.

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.



SECTION 1 — LIFE IN CLASSICAL GREECE — 20 MARKS

Attempt ALL questions

1. Explain the reasons why some people might think that Athenian democracy was not fair to all the people who lived in Athens.

6

2. Describe the ways in which the Athenians honoured

either

the goddess Athena

or

the god Dionysus.

6

Your answer should include details of a building and a festival.

Source A (below) is from *The Symposium*, by Plato.

After this, when Socrates had taken his place and dined with the others, they poured out an offering of wine and sang a hymn to the god as custom demands; then they started drinking. All agreed not to drink too much, but just what each man pleased. Eryximachus proposed that the flute-girl, who had just come in, should be sent away to pipe to herself or to the women-folk, if she liked, and that the men should seek their entertainment in conversation.

3. Explain what **Source A** tells us about Athenian parties.

4

You should identify what points about a party are being made in the source and explain what they mean.

Source B (below) is from *The Constitution of Athens*, by Xenophon (5th Century BC).

Slaves are extremely undisciplined here at Athens. You are not allowed to hit other people's slaves, and a slave will not get out of your way. If it were allowed for a free man to strike a slave he might easily hit an Athenian citizen by mistake, thinking that he was a slave. For the ordinary citizens here are no better dressed. In Sparta my slave would fear you, but in Athens there is more equality between slaves and free men because the slaves are so important to our economy.

4. Evaluate the usefulness of Source B for the study of slavery in classical Athens.

4

You could comment on who wrote it, when they wrote it, what they say, why they say it or what it has missed out.

[Turn over

SECTION 2 — CLASSICAL LITERATURE — 20 marks

Attempt ALL questions

- | | | | |
|----|-----|--|-----------|
| 1. | (a) | Describe a situation in a classical text where a woman or women have behaved in a way women would never have acted in classical times. | 5 |
| | (b) | Explain in what ways women were expected to behave in the classical world. | 3 |
| | (c) | In what ways does life for women today compare with life in the classical world? | 2 |
| | | Total marks | 10 |
| 2. | (a) | Describe a conflict between two characters or two groups of characters in a classical text. | 5 |
| | (b) | Explain what this tells us about conflict in the classical world compared to today. | 5 |
| | | Total marks | 10 |

[Turn over for Section 3 on *Page six*

SECTION 3 — THE ROMAN WORLD — 20 MARKS

Attempt EITHER Part A or Part B

Part A— Pompeii

1. Describe the different types of shops and businesses there were in Pompeii. 4
2. To what extent did religion play an important role in the lives of the people of Pompeii? 8

You should explain different aspects of religion and come to a reasoned conclusion.

Source A (below) is the cast from Pompeii of a victim of the eruption of Vesuvius.



Source B (below) is from Pliny the Younger's *Letters*.

The courtyard outside, from which the room was entered, was full of ash and pumice stones. The level of the fallen material was rising so, if there was any further delay in the room, the escape would have been blocked.

3. Explain what Sources A and B tell us about the dangers of the eruption of Vesuvius. 4
You should identify the relevant information in the sources and explain what they mean.
4. Evaluate the usefulness of Source A for understanding what happened to the victims of the eruption of Vesuvius. 4
You could comment on who produced it, when it was produced, why it was made, what it shows and what it does not tell us about the victims.

Part B — Roman Britain

1. Describe different jobs done by people living in Vindolanda. 4
2. To what extent was being part of the Roman Empire of benefit to the lives of the ancient Britons? 8
- You should explain different aspects of life of the ancient Britons during the Roman Occupation and come to a reasoned conclusion.**

Source A (below) is a carving from a temple of Mithras.



Source B (below) is from the Roman historian Tacitus' description of the Roman attack on the British Druids.

The Druids were lined up for battle, with their hands lifted high, calling on their gods, and screaming out horrible prayers. The Roman soldiers were shocked and terrified at the strangeness of the Druids. Their Roman general spurred them on and the Britons were defeated. The island fell in flames. The woods, dedicated to the British superstition and barbarous ceremonies, were completely destroyed. In these places, the natives had poured the blood of their sacrificed prisoners over their altars and had looked for signs from their gods in the entrails.

3. Explain what Sources A and B tell us about different religions in Roman Britain. 4
- You should identify the relevant information in the sources and explain what they mean.**
4. Evaluate the usefulness of Source B for understanding the native religion of the Britons. 4
- You could comment on who wrote it, when they wrote it, what they say, why they say it or what it has missed out.**

[END OF QUESTION PAPER]

ACKNOWLEDGEMENTS

Section 3 Part A Question 2—109263620 vagabond54/Shutterstock.com

Section 3 Part B Source A—Image of Cult Relief: Mithras Slaying the Bull (Accession No: 1968.112).

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