



National
Qualifications
2015

X715/75/11

Classical Studies

WEDNESDAY, 29 APRIL

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.



* X 7 1 5 7 5 1 1 *

SECTION 1 — LIFE IN CLASSICAL GREECE — 20 MARKS

Attempt ALL questions

1. Explain the reasons why slaves were necessary to the people of classical Athens. 6
2. Describe the different ways an Athenian citizen was involved in the running of the city of Athens. 6

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

Parents send their boys to school and instruct the teachers to pay much more attention to their good behaviour than to their letters and music. They are given the works of good poets to read at their benches and are made to learn them by heart. Parents also send their boys to the trainers to exercise and improve their bodies. The parents who do these things are the wealthiest. Their sons begin to go to school at the earliest age and finish their schooling latest.

3. Explain what Source A tells us about education in classical Athens. 4
You should identify the points made in the source and explain what they mean.

Source B (below) is from the play *Medea*, by Euripides [5th century BC].

Of all living creatures, we women are the most unfortunate. First a large dowry must be paid for us to get a husband and master for our bodies. Our happiness depends on whether he is good or bad, for divorce is shameful for a woman and it is not possible to refuse marriage. Men say we live free from danger while they go off to war. How wrong they are! I would rather fight three battles than give birth once.

4. Evaluate the usefulness of Source B for studying the lives of women 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.

SECTION 2 — CLASSICAL LITERATURE — 20 marks

Attempt ALL questions

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|----|-----|---|---|
| 5. | (a) | Describe a situation in a classical text where a character has not been in control of his or her destiny. | 5 |
| | (b) | Explain what this tells us about attitudes to fate in the classical world. | 3 |
| | (c) | Do you think the idea of fate is relevant today?
Give reasons for your answer. | 2 |
| 6. | (a) | Describe the actions of a leader in a classical text. | 5 |
| | (b) | Explain what this tells us about leadership in the classical world compared to today. | 5 |

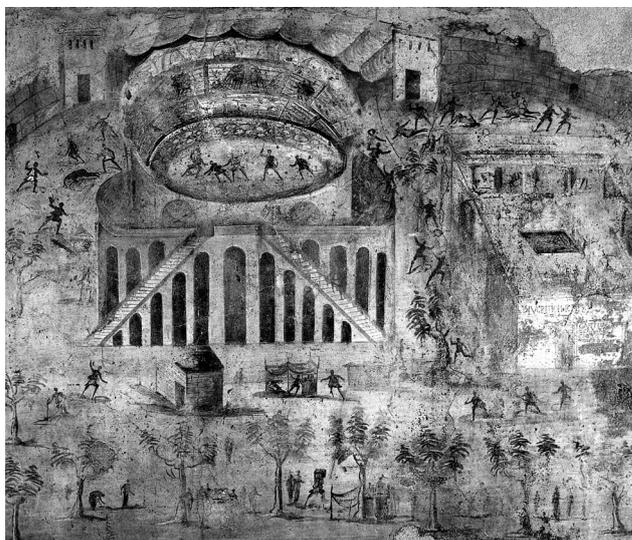
SECTION 3 — THE ROMAN WORLD — 20 MARKS

Attempt EITHER Part A or Part B

Part A— Pompeii

7. Describe the eruption of Vesuvius and its effects on the town of Pompeii. 4
8. To what extent did Pompeii provide many opportunities for people to make a living? 8
You should explain different aspects of making a living in Pompeii and come to a reasoned conclusion.

Source A (below) is a wall painting that shows a riot at the amphitheatre between spectators from Pompeii and the neighbouring town of Nuceria.



Source B (below) is an extract from a letter written by the Roman philosopher Seneca in 1st century AD describing a visit to the amphitheatre in Rome.

It was pure murder. The men have no way to protect themselves. They leave their bodies wide open, and every blow counts. There's no helmet or shield to interfere with the swordplay. Who needs armour? Who needs skill? Such things only postpone the moment of death. In the morning they throw men to the lions and the bears, at noon they throw them to the crowd.

9. Explain what Sources A and B tell us about the experience of going to the amphitheatre. 4
You should identify the relevant information in the sources and explain what they mean.
10. Evaluate the usefulness of Source B for telling us about the experience of going to the amphitheatre. 4
You could comment on who wrote it, when they wrote it, what they say, why they say it and what has been missed out.

Part B — Roman Britain

11. Describe some of the buildings and their uses inside the fort at Vindolanda. 4
12. To what extent did religion play an important role in the lives of people in Roman Britain? 8
- You should explain different aspects of Roman and/or native British religion and come to a reasoned conclusion.**

Source A (below) is a picture of the Roman town of Corinium (modern Cirencester).



Source B (below) was written by the Roman historian Dio Cassius (2nd Century AD).

The Maetae live near the wall which divides the island in two, and the Caledonians beyond them. Both tribes inhabit wild and waterless mountains and marshy plains, and possess neither walls, nor cities, nor farms. They live in tents without clothes or shoes; they share their women and bring up all their children in common. They choose their boldest men to be their leaders. They go into battle both in chariots with small swift horses, and on foot.

13. Explain what Sources A and B can tell us about the Roman and the native British ways of life. 4
- You should identify the relevant information in the sources and explain what they mean.**
14. Evaluate the usefulness of Source B for teaching us about the way of life of the native 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]

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ACKNOWLEDGEMENTS

Section 3 Part A Source A–Image, “*Pompeii–Battle at the Amphitheatre*” is taken from Wikimedia Commons. Public Domain.

Section 3 Part B Source A–Image of the Roman town of Corinium is reproduced by permission of the Corinium Museum, Cirencester.