



National  
Qualifications  
2023

**X815/75/11**

**Classical Studies**

WEDNESDAY, 3 MAY

12:30 PM – 2:30 PM

**Total marks — 80**

**SECTION 1 — LIFE IN CLASSICAL GREECE — 30 marks**

Attempt ALL questions.

**SECTION 2 — CLASSICAL LITERATURE — 20 marks**

Attempt ALL questions.

**SECTION 3 — THE ROMAN WORLD — 30 marks**

Attempt ONE part, EITHER

Part A — Pompeii

*pages 06–07*

OR

Part B — Roman Britain

*pages 08–09*

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 8 1 5 7 5 1 1 \*

## SECTION 1 — LIFE IN CLASSICAL GREECE — 30 marks

Attempt ALL questions

1. Describe what a man was expected to do in classical Athens in order to be considered a good citizen. 4
  
2. Explain the reasons why the subjects taught in classical Greek schools prepared boys well for their adult lives. 6
  
3. To what extent were trials in the courts in classical Athens fair to everyone involved? You should explain **different aspects** of trials at Athens and come to a reasoned conclusion. 8
  
4. Compare having dinner in classical Greece with having dinner in the modern world. You should identify **similarities** and **differences** between having dinner in classical Greece and dining in the modern world. 4

Source A (below) is by a modern writer.

Although their gods and goddesses often behaved badly, the Athenians thought they should treat them with the greatest respect. This is shown by the way that religious festivals were held every year in the city to honour both Athena and Dionysus. These festivals were on a grand scale with many citizens taking part or watching. They were religious but could also be very entertaining. Huge sums of money were also spent on constructing and decorating buildings for the worship of the gods.

5. Explain what **Source A** tells us about religion in classical Athens. 4  
You should identify what points about religion are being made in the source and explain what they mean.

**Source B** (below) is from *The Odyssey* by the Greek poet Homer. He is thought to have lived in the 8<sup>th</sup> century BC.

When she heard the words, Penelope came down by the steep staircase, not alone, but with two slave-girls in attendance. When she saw the men, she covered her cheeks with a fold of her head-dress. Her son, however, said 'Mother, go to your quarters now and attend to your own work, the loom and the spindle, and tell the slaves to get on with theirs. Talking must be the men's business, and mine in particular; for, while my father is absent, I am master in this house.'

6. Evaluate the usefulness of **Source B** for the study of the lives of classical Greek women in the 5<sup>th</sup> century BC.

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

- |    |     |   |   |
|----|-----|---|---|
| 7. | (a) | Describe a difficult decision or decisions a leader has had to make in a classical text.                | 5 |
|    | (b) | Explain what this tells us about leadership in the classical world.                                     | 3 |
|    | (c) | Do leaders in the modern world still have to make difficult decisions?<br>Give reasons for your answer. | 2 |
| 8. | (a) | Describe the actions of a woman or women from a classical text who were treated badly.                  | 5 |
|    | (b) | Explain what this tells us about attitudes to women in the classical world compared to today.           | 5 |

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## SECTION 3 — THE ROMAN WORLD — 30 marks

Attempt EITHER Part A OR Part B

## Part A — Pompeii

9. Describe a fullery (laundry) at Pompeii and the work done there. 4
10. Explain the reasons why a visitor to Pompeii in ancient times would think the people of the town thought religion was important. 6
11. To what extent was a visit to the theatre at Pompeii more entertaining than a visit to a gladiator show? 8  
You should explain **different aspects** of a visit to the theatre and a visit to a gladiator show and come to a reasoned conclusion.
12. Compare a snack bar (thermopolium) in Pompeii with a café or take-away in the modern world. 4  
You should identify **similarities** and **differences** between a snack bar in Pompeii and a café or take-away in the modern world.

## Part A — Pompeii (continued)

Source A (below) is a modern photograph of Mt. Vesuvius and the ruins of Pompeii.



Source B (below) is from a letter written by Pliny the Younger to the historian Tacitus in the early 2<sup>nd</sup> century AD.

They put pillows on their heads, tied down with strips of cloth, and lit torches and lamps. My uncle went to find out if they could escape by sea, but the waves were still too dangerous. A sheet was spread on the ground for him. He kept asking for cold water to drink. Then the heat and the strong smell of sulphur reached the group. The others fled. My uncle stood up, leaned on two slaves, then suddenly collapsed. Two days later, when daylight returned, his body was found.

13. Explain what **Sources A** and **B** tell us about the destruction of Pompeii in 79 AD. 4  
 You should identify the relevant pieces of information in the sources and explain what they mean.
14. Evaluate the usefulness of **Source B** for teaching us about the effects of the eruption of Vesuvius in 79 AD. 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**.

## Part B — Roman Britain

15. Describe a visit to a bathhouse in Roman Britain. 4
16. Explain the reasons why Boudicca's rebellion was very successful in the beginning. 6
17. To what extent was a visit to a gladiator show in Roman Britain more entertaining than a visit to the theatre? 8  
You should explain **different aspects** of a visit to a gladiator show and a visit to the theatre and come to a reasoned conclusion.
18. Compare the life of a soldier at Vindolanda in Roman Britain with the life of a soldier in the modern world. 4  
You should identify **similarities** and **differences** between life as a soldier at Vindolanda and life as a soldier in the modern world.



## Part B — Roman Britain (continued)

Source A (below) shows a carving of the god Mithras.



Source B (below) was written by a Christian writer in Rome around the 2<sup>nd</sup> century AD.

When a soldier of Mithras is initiated in a cave, deep in the darkness, a crown is offered to him on a drawn sword. Then this crown is placed on his head, and he himself is asked to lift it from his head with his own hand and to put it on his shoulder instead, declaring that Mithras is his crown. And this is regarded as evidence of his faith and, from then on, he is regarded as a soldier of Mithras, who will never break his oath of service.

19. Explain what **Sources A** and **B** tell us about Mithraism. 4  
 You should identify the relevant pieces of information in the sources and explain what they mean.
20. Evaluate the usefulness of **Source B** for teaching us about Mithraism. 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**.

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Section 3 Part A Source A Darryl Brooks/Shutterstock.com

Section 3 Part B Source A Image of Mithras is taken from Wikimedia, [https://upload.wikimedia.org/wikipedia/commons/b/b5/Mithras\\_tauroctony\\_Louvre\\_Ma3441b.jpg](https://upload.wikimedia.org/wikipedia/commons/b/b5/Mithras_tauroctony_Louvre_Ma3441b.jpg). Public Domain.