



National  
Qualifications  
2016

**X715/75/11**

**Classical Studies**

WEDNESDAY, 4 MAY

1:00 PM – 2:30 PM

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**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. Describe some of the problems, decisions or ceremonies associated with the birth of a child in 5th century BC Athens.

4

2. To what extent did all the people who lived in classical Athens have equal rights and responsibilities?

8

**You should explain different aspects of the rights and responsibilities different groups of people had and come to a reasoned conclusion.**

Source A (below) is from *Oeconomicus*, by Xenophon (4th century BC).

When I first received my wife from her father she was not yet fifteen and had lived a very sheltered life, seeing and hearing very little and asking very few questions. I would have been happy if she had just known how to take the wool and weave a dress and how her mother shared out the spinning among the female slaves. I told her that the house is our shared property as also is the dowry she brought with her from her father.

3. Explain what Source A tells us about the lives of women in classical Athens.

4

**You should identify what points about women's lives are being made in the source and explain what they mean.**

Source B (below) is from a party song by the poet Alcaeus (6th century BC).

Let us start drinking now! Why are we waiting for them to light the lamps? There is still a little daylight left. Take down the big painted cups, slave! The son of Zeus and Semele gave men wine to help them forget their troubles. Mix one part of wine to two parts of water, pour it in right up to the top, and drink one cup after another until morning comes.

4. Evaluate the usefulness of Source B for the study of parties (symposia) in Athens in the 5th 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.**

## SECTION 2 — CLASSICAL LITERATURE — 20 MARKS

Attempt ALL questions

- |    |     |   |   |
|----|-----|---|---|
| 5. | (a) | Describe the heroic actions of a character or characters from a classical text.   | 5 |
|    | (b) | Explain what these actions tell us about attitudes to heroism in the classical world.   | 3 |
|    | (c) | Is our idea of a hero in the modern world the same as that of the classical world?<br>Give reasons for your answer.                     | 2 |
| 6. | (a) | Describe a situation in a classical text where a woman or women behaved in a way which was considered inappropriate in classical times. | 5 |
|    | (b) | Explain what these actions tell us about the role of women in the classical world compared to today.                                    | 5 |

[Turn over

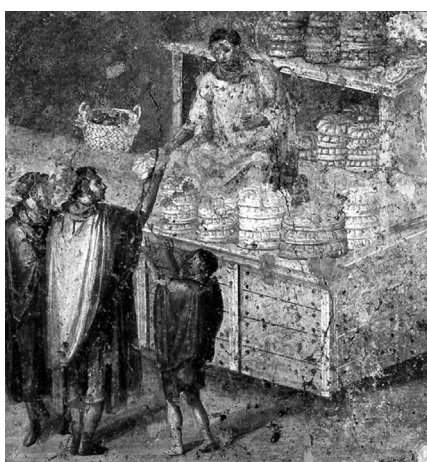
## SECTION 3 — THE ROMAN WORLD — 20 MARKS

Attempt EITHER Part A or Part B

## Part A — Pompeii

7. Explain the reasons why religion was important to the people of Pompeii. 6
8. Describe the different types of leisure activities and entertainment available to the people of Pompeii. 6

Source A (below) is a wall painting found in the House of the Baker in Pompeii.



Source B (below) is from *The Golden Ass*, by Apuleius (2nd century AD).

I was extremely tired from turning the mill; even so I took care to observe the way this unpleasant workplace was run . . .

Good gods! What wretched slaves they were who worked in the bakery, their skin picked out all over with dark bruises, and their backs scarred where they had been whipped. There were foreheads branded with letters, hair half shaved off, ankles in shackles; their faces were yellow, their eyes damaged by the thick smoke and the clouds of steam from the ovens, so that they were barely able to see. A layer of flour, like ash, made them a dirty white colour.

9. Explain what Sources A and B tell us about bakeries in Pompeii. 4  
You should identify the relevant information in the sources and explain what they mean.
10. Evaluate the usefulness of Source A for describing the different tasks involved in working in a bakery. 4  
You could comment on the type of source, when it was produced, what it shows, why it was made or what it does not show about working in a bakery.

## Part B — Roman Britain

11. Explain the reasons why Britain was an important and valuable province for the Romans. 6
12. Describe a typical day in the life of a soldier at Vindolanda. 6

**Source A** (below) shows a model of a large public building outside the Roman town of Silchester.



**Source B** (below) is taken from a poem, written in Turkey, about the sport of hunting in Roman Britain (3rd Century AD).

There is a strong breed of hunting dog, small in size but no less worthy of great praise. The wild tribes of Britons, with their tattooed backs, breed these. Their size is like that of worthless and greedy domestic dogs: squat, skinny, shaggy, dull-eyed but with feet armed with powerful claws and a mouth sharp with close-set, poisonous, tearing teeth. It is for its nose, however, that it is most celebrated, and for tracking it is the best there is; for it is very good at discovering the tracks of things that walk upon the ground, and skilled too at following the scent.

13. Explain what **Sources A** and **B** can tell us about entertainment activities in Roman Britain. 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 leisure activities in Roman Britain. 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 – Roman fresco from the Praedia of Julia Felix in Pompeii. Public Domain.

Section 3 Part B Source A – ‘Reconstruction artwork showing spectators arriving at the amphitheatre for a gladiatorial contest c. AD 250. Silchester Roman City’ (No 80914). © Historic England Archive.