National Qualifications 2026

X815/75/11 Classical Studies

FRIDAY, 22 MAY

9:00 AM – 11:00 AM

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.

You must leave your answer booklet on your desk; if you do not, you could lose all the marks for this paper.

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MARKS

SECTION 1 — LIFE IN CLASSICAL GREECE — 30 marks

Attempt ALL questions

1. Describe some of the ceremonies and events connected with a marriage in classical Greece. **4**

2. Explain the reasons why the marketplace (agora) in classical Athens was a busy and important place. **6**

3. To what extent did everyone who lived in classical Athens have the same 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.

4. Compare a religious festival in classical Athens, such as the Panathenaia or the City Dionysia, with a religious festival in the modern world. **4**

You should identify **similarities** and **differences** between a religious festival in classical Athens and a religious festival in the modern world.

Source A (below) is by a modern writer.

> The Athenians tried to make the courts fair by the way they selected jurors and by the size of the juries themselves. They made sure that the prosecution and defence got exactly the same amount of time to make their speeches. Nobody could tell how each juror voted. But some aspects of the system were not so fair. There were no trained lawyers to speak for you in court which could make it difficult for some, and the way enslaved witnesses were treated was a disgrace.

5. Explain what **Source A** tells us about the law courts in classical Athens. **4**

You should identify what points about the law courts in classical Athens are being made in the source and explain what they mean.

MARKS

Source B (below) is from a book written by the Athenian philosopher Plato in the early 4th century BC.

> Parents never stop criticising their children from the day they are born. From the moment the child can understand what he is told, his nurse, his mother and even his father tell him he must do this, he must not do that — that this is good and that is bad. If he has other ideas, he is punished. After this they send him to school and tell the teacher that the boy's manners are more important than reading or music.

6. Evaluate the usefulness of **Source B** for the study of the lives of children 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**.

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MARKS

SECTION 2 — CLASSICAL LITERATURE — 20 marks

Attempt ALL questions

7. (a) Describe a situation in a classical text where a character or characters behave in a heroic way. **5**

(b) Explain what this tells us about heroism in the classical world. **3**

(c) In what ways does this compare with heroism today? **2**

8. (a) Describe a situation in a classical text where a woman or women challenge the authority of a man or men. **5**

(b) Explain what this tells us about women in the classical world compared to today. **5**

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MARKS

SECTION 3 — THE ROMAN WORLD — 30 marks

Attempt EITHER Part A OR Part B

Part A — Pompeii

9. Describe some of the ways in which the people of Pompeii honoured their gods. **4**

10. Explain the reasons why we know so much about what happened to the people of Pompeii on the day it was destroyed by the eruption of Vesuvius. **6**

11. To what extent did workplaces in Pompeii have good working conditions? **8**

You should explain **different aspects** of working conditions in Pompeii and come to a reasoned conclusion.

12. Compare having dinner in Pompeii with having dinner in the modern world. **4**

You should identify **similarities** and **differences** between dining in Pompeii and having dinner in the modern world.

Part A — Pompeii (continued)

Source A (below) is a photograph of the theatre at Pompeii.

Source B (below) is the words of a playwright to the audience before a performance of his play in Rome in the 2nd century BC.

> The comedy we are going to act for our sponsor today is called Hecyra. The first time it was performed, the women in the audience were noisy and most of the crowd left to go and watch boxers and tightrope walkers instead. The second performance was abandoned too when the audience left because of a rumour that a gladiator fight was about to begin in the amphitheatre. So, third time lucky. An intelligent audience like yourselves will appreciate our play and listen respectfully. Remember that today is a religious holiday.

13. Explain what **Sources A** and **B** tell us about the experience of attending a show in the theatre. **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 the study of shows in the theatre at Pompeii in the 1st century 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**.

MARKS

Part B — Roman Britain

15. Describe some of the buildings in the fort at Vindolanda and their purpose. **4**

16. Explain the reasons why the Vindolanda Tablets are a valuable source of information about life on the frontier of Roman Britain. **6**

17. To what extent did the lives of the native Britons change after the Roman invasion? **8**

You should explain **different aspects** of the lives of the native Britons under Roman rule and come to a reasoned conclusion.

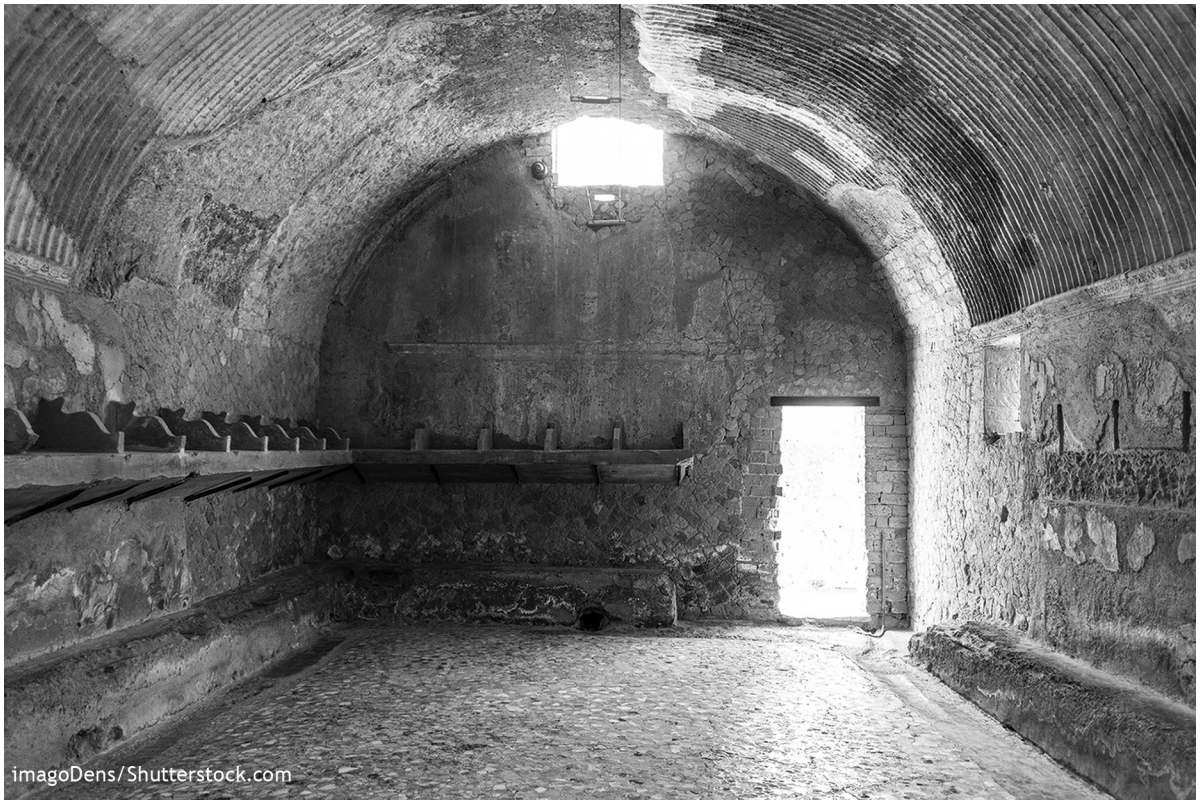
18. Compare the forms of religious worship brought by the Romans to Britain with religious worship in the modern world. **4**

You should identify **similarities** and **differences** between the forms of religious worship brought by the Romans to Britain and religious worship in the modern world.

MARKS

Part B — Roman Britain (continued)

Source A (below) is a photograph of the changing room in public baths like the ones the Romans built in Britain.



Source B (below) is from a letter by the Roman philosopher Seneca describing the public baths in Rome in the 1st century AD.

> Just imagine all the noises in the baths! I can hear the grunts of men swinging weights in the exercise area. I can hear the slapping of hands on the shoulders of someone having a massage and the shouts of a thief caught red-handed. Then you have the man who likes to hear the sound of his own voice in the bath and the chap who loves to jump into the pool with a loud splash. Then there are the cries of the people selling drinks and sausages and pastries.

19. Explain what **Sources A** and **B** tell us about the experience of visiting the public baths. **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 the study of public baths in Roman Britain in the 1st century 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**.

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