



National  
Qualifications  
2017

**X715/75/11**

**Classical Studies**

THURSDAY, 18 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.



\* X 7 1 5 7 5 1 1 \*

## SECTION 1 — LIFE IN CLASSICAL GREECE — 20 marks

Attempt ALL questions

1. Explain the reasons why the education of Athenian boys and girls prepared them well for their lives as adults. 6
2. Describe some of the ways the people of Athens honoured **either** the god Dionysus **or** the goddess Athena. 6

Source A (below) is by an ancient Greek writer.

According to the rules we have laid down, a good wife should be the mistress of her home, having under her care all that is within it. She should allow nobody to enter without her husband's knowledge. She should remember that women are not praised for their rich clothes and expensive gold jewellery, but for their self-control. Let it be her aim to obey her husband, paying no attention to public business. She should have no part in arranging her children's marriages.

3. Explain what **Source A** tells us about the lives of women in classical Greece. 4  
You should identify the points made in the source and explain what they mean.

Source B (below) is from the play *Hecuba*, by the Athenian playwright Euripides, (5th century BC).

My father was a king and I was destined to be the bride of a king. I was admired among girls. But now that the enemy have captured the city, I am a slave! That word makes me long for death, it sounds so strange; and then perhaps I might fall into the hands of some cruel master, one that would buy me for money — me, a princess. This man would force me to make bread for him, or sweep his house or he might set me working at the loom, leading a life of misery.

4. Evaluate the usefulness of **Source B** for the study of slavery in classical Greece. 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 actions of a leader in a classical text.                                       | 5 |
|    | (b) | Explain what this tells us about the qualities of a leader in the classical world.          | 3 |
|    | (c) | Do the same qualities apply to a leader today?<br>Give reasons for your answer.             | 2 |
| 6. | (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 |

[Turn over

## SECTION 3 — THE ROMAN WORLD — 20 marks

Attempt EITHER Part A or Part B

## Part A — Pompeii

7. Describe a temple found in Pompeii. 4
8. To what extent were the effects of the eruption of Vesuvius disastrous to the town and people of Pompeii? 8
- You should explain different aspects of the eruption of Vesuvius and its effects and come to a reasoned conclusion.

Source A (below) is a picture of the cold room found in a Pompeian bath house.



Source B (below) is a letter written by Seneca, (1st century AD).

My dear Lucilius,

Here I am, surrounded by all kinds of noise (my lodgings overlook a bath-house). I hear the grunts of musclemen exercising and lifting those heavy weights around. I hear their sharp hissing when they release their breath. If there happens to be a lazy man content with a simple massage I hear the slap of his hand on the customer's shoulder. Add to this the noise of a man who likes the sound of his own voice in the bath, plus those who plunge into the pool with a huge splash of water. Besides those who just have loud voices, imagine the armpit-hair plucker whose cries are shrill so as to draw people's attention and never stop except when he's doing his job and making someone else shriek for him.

## Part A — Pompeii (continued)

9. Explain what Sources A and B tell us about a visit to a Pompeian bathhouse. 4  
You should identify the relevant pieces of information in the sources and explain what they mean.
10. Evaluate the usefulness of Source B for describing a bath house and the type of leisure enjoyed there. 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

## Part B — Roman Britain

11. Describe in detail one of the religions practised in Roman Britain. 4
12. To what extent did the Romans find it easy to invade and control Britain? 8  
You should explain different aspects of the invasion and control of Britain and come to a reasoned conclusion.

Source A (below) is a picture of a Roman bath house in Britain.



Source B (below) was written by a Roman historian to honour the memory of his father-in-law who was a governor of Britain, (1st century AD).

In order to get the Britons to live in peace and enjoy life's pleasures, the Roman governor encouraged individuals and helped local communities to build temples, forums and houses. He rewarded hard workers and scolded the lazy. Further, he encouraged the sons of tribal chieftains to have a Roman education. He made it clear that he preferred British natural ability to that of the Gauls. Therefore the Britons who had at first rejected the Latin language became keen to speak it fluently. In the same way our style of dress became popular and the toga came into fashion.

## Part B — Roman Britain (continued)

13. Explain what **Sources A** and **B** can tell us about the ways in which the Roman occupation changed the lives of the Britons.

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 Roman attitudes towards 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 Source A – duchy/shutterstock.com

Section 3 Part B Source A – Cedric Weber/shutterstock.com