



National
Qualifications
2019

X815/75/11

Classical Studies

TUESDAY, 21 MAY

1:00 PM – 3:00 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 a myth which shows what the classical Greeks thought their gods were like. 4

2. Explain the reasons why classical Athens was a very good place for people to make a living. 6

3. To what extent was a classical Greek house well designed to suit the climate and the lives of the people who lived in it? 8
You should explain **different aspects** of a classical Greek house and come to a reasoned conclusion.

4. Compare marriage in classical Athens with marriage in the modern world. 4
You should identify **similarities** and **differences** between marriage in classical Athens and marriage in the modern world.

Source A (below) is by a modern writer.

Athens was called a 'democracy', but it was not perhaps very democratic in our sense of the word. Citizens were at the top of the social scale and performed a vital political and military role. Yet other groups in society also contributed to the success and prosperity of the city. The metics were important for the economy, while behind the scenes, women also played their part. And where would Athens have been without its many slaves?

5. Explain what **Source A** tells us about the parts played by different groups within Athenian society. 4
You should identify what points about the parts played by different groups are being made in the source and explain what they mean.

Source B (below) is from a speech written by an Athenian citizen, Aeschines, for a trial in Athens (4th century BC).

Gentlemen of the jury, I tell you this. When a case is tried in court, the day is divided into three parts. The water clock is first filled for the accuser, a second time for the defendant and those who speak on the question at issue; but when the question of guilt has been decided by the first vote, then the clock is filled again for the question of the penalty and the extent of your anger.

6. Evaluate the usefulness of **Source B** for the study of the law courts 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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SECTION 2 — CLASSICAL LITERATURE — 20 marks

Attempt ALL questions

- | | | | |
|----|-----|--|---|
| 7. | (a) | Describe a conflict in a classical text(s). | 5 |
| | (b) | Explain what this tells us about conflict in the classical world. | 3 |
| | (c) | Do we still view conflict in the same way today?
Give reasons for your answer. | 2 |
| 8. | (a) | Describe the heroic actions of a character or characters in a classical text(s). | 5 |
| | (b) | Explain what this tells us about heroism in the classical world compared to today. | 5 |

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SECTION 3 — THE ROMAN WORLD — 30 marks

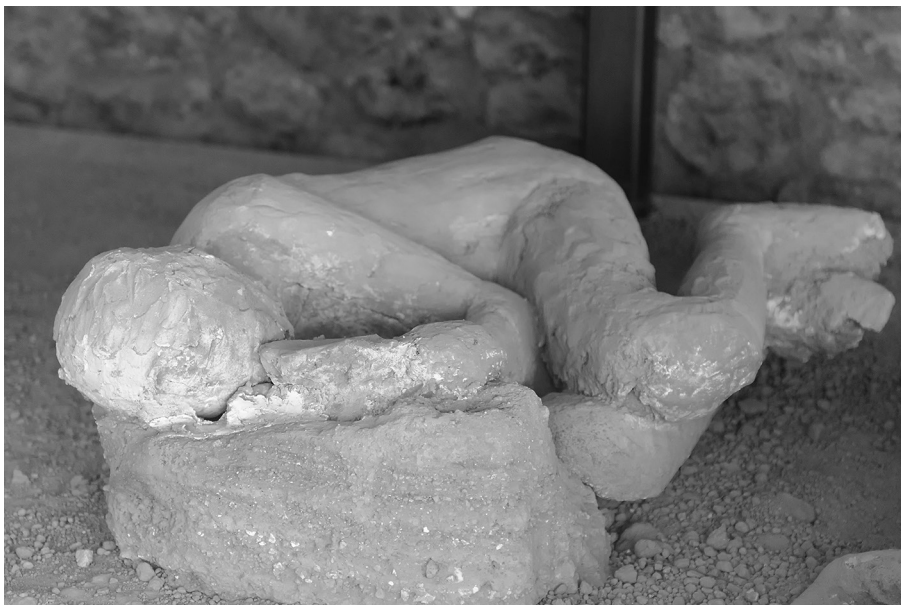
Attempt EITHER Part A OR Part B

Part A — Pompeii

9. Describe a snackbar (thermopolium) and the services it provided. 4
10. Explain the reasons why the baths were popular with the people of Pompeii. 6
11. To what extent was a visit to the amphitheatre more exciting and eventful than a visit to the theatre in Pompeii? 8
You should explain **different aspects** of a visit to the amphitheatre and the theatre and come to a reasoned conclusion.
12. Compare religious worship in Pompeii with religious worship carried out in the modern world. 4
You should identify **similarities** and **differences** between religious worship in classical Pompeii and the modern world.

Part A — Pompeii (continued)

Source A (below) is a plaster cast of a victim of the eruption, found in a building in Pompeii.



Source B (below) is from a letter written by Pliny the Younger in the early 2nd century AD describing the eruption of Vesuvius.

They discussed whether to stay indoors or take their chances outside, for the buildings were now shaking, and seemed to be swaying backwards and forwards as if they were torn from their foundations. The pumice and ash were also building up quickly. Outside there was the danger of falling pumice stones, even though these were light they could still cause injury; however, after comparing the risks they chose to leave. As a protection against falling objects, they put pillows on their heads tied down with cloths.

13. Explain what **Sources A** and **B** tell us about the dangers experienced by people during the eruption of Vesuvius. 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 describing the impact of the eruption of Vesuvius on the town of Pompeii. 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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Part B — Roman Britain

15. Describe the reasons for Boudicca's rebellion. 4
16. Explain the reasons why leisure and entertainments introduced by the Romans were popular with the people of Britain. 6
17. To what extent were civilians important to life at Vindolanda? 8
You should explain **different roles** played by civilians in the daily life of the settlement and come to a reasoned conclusion.
18. Compare Druidism in Roman Britain with religious worship in the modern world. 4
You should identify **similarities** and **differences** between Druidism in Roman Britain and religious worship in the modern world.

Part B — Roman Britain (continued)

Source A (below) is an archaeological reconstruction of the Roman town of Silchester.



Source B (below) was written about Agricola, a governor of Britain in the 1st century AD. It was written by his son-in-law, the Roman historian Tacitus, during the 2nd century AD.

The governor Agricola understood the feelings of those who lived in the province and he had learned from the experience of other governors that using armed force doesn't achieve any lasting success if people are then treated unfairly. He made sure he enforced discipline among his Roman staff. He preferred to appoint men he could trust to be honest to positions of authority in the province. He made the way tax was collected from the natives more fair and stopped tax collectors forcing natives to pay more than they should.

19. Explain what **Sources A** and **B** can tell us about the good and bad ways in which the lives of natives were affected by the Romans. 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 understanding what life was like for the Britons under Roman rule. 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 BlackMac/Shutterstock.com

Section 3 Part B Source A IC090_006 (J950063), Silchester Roman City Walls, Hampshire. Aerial reconstruction drawing by Ivan Lapper. 3rd century AD.
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