



X815/75/11

Classical Studies

Duration — 2 hours

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 the experience of a visit to the market place (agora) in classical Athens. 4
2. Explain the reasons why the people of classical Athens looked forward so much to religious festivals such as the Panathenaia or the City Dionysia. 6
3. To what extent was life good for children in classical Greece? 8
You should explain **different aspects** of being a child in classical Greece and come to a reasoned conclusion.
4. Compare the contribution made by women to society in classical Athens with the contribution women make to society in the modern world. 4
You should identify **similarities** and **differences** between the contribution made by women to society in classical Athens and the contribution women make to society in the modern world.

Source A (below) is by a modern writer.

The people of classical Athens, like other societies at the time, owned large numbers of slaves. Slaves were to be found everywhere — in the home, in workshops, in trade and in agriculture — and their contribution to the state was enormous. Some had started life as slaves, while others had lost their freedom. The Athenians had a reputation for treating their slaves reasonably well, but those working in the mines would have disagreed, as would those who had to give evidence for a trial.

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

Source B (below) is about Aristides, an Athenian politician of the 5th century BC. It was written by Plutarch, a biographer from Thebes in the 2nd century AD.

Each citizen took an ostrakon and wrote on it the name of the person he wished to remove from the city. As they were doing this, an illiterate man handed his ostrakon to Aristides, whom he did not recognise, and asked him to write 'Aristides' on it. Astonished he asked what Aristides had done to him. 'Nothing', was the answer. 'I'm just fed up of hearing everyone say how fair he is.' Aristides made no reply, but wrote his own name on the ostrakon and handed it back.

6. Evaluate the usefulness of **Source B** for the study of ostracism 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**.

[Turn over

SECTION 2 — CLASSICAL LITERATURE — 20 marks

Attempt ALL questions

- | | | | |
|----|-----|---|---|
| 7. | (a) | Describe a situation in a classical text where a character has not been in control of his or her destiny. | 5 |
| | (b) | Explain what this tells us about the idea of fate in the classical world. | 3 |
| | (c) | Do people still view the idea of fate in the same way today?
Give reasons for your answer. | 2 |
| 8. | (a) | Describe the actions of a leader in a classical text. | 5 |
| | (b) | Explain what this tells us about leadership 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 bakery and its working conditions in Pompeii. 4
10. Explain the reasons why a visit to the theatre at Pompeii was an enjoyable experience. 6
11. To what extent were the people of Pompeii who died in the eruption of Vesuvius responsible for their own deaths? 8
You should explain **different aspects** of the eruption of Vesuvius and how people reacted and come to a reasoned conclusion.
12. Compare a temple in Pompeii with places of worship in the modern world. 4
You should identify **similarities** and **differences** between a temple in Pompeii and places of worship in the modern world.

Part A — Pompeii (continued)

Source A (below) is the dining area in the garden of a house in Pompeii.



Source B (below) is from a letter written by Pliny the Younger in the 1st century AD. He is writing to a guest who failed to turn up for dinner.

You promised that you'd come to dinner and then you stood me up. Just look what I'd prepared! A lettuce and three snails for each of us, two eggs, barley-water iced and served with wine, some olives, beetroot, gherkins and pickled onions — and a whole lot of other delicacies besides. For entertainment you'd have heard a comic play, a poetry reading or some music — whichever you wanted. Instead you preferred to go and eat elsewhere so you could have oysters, sow-belly, sea-urchins, and Spanish dancing girls!

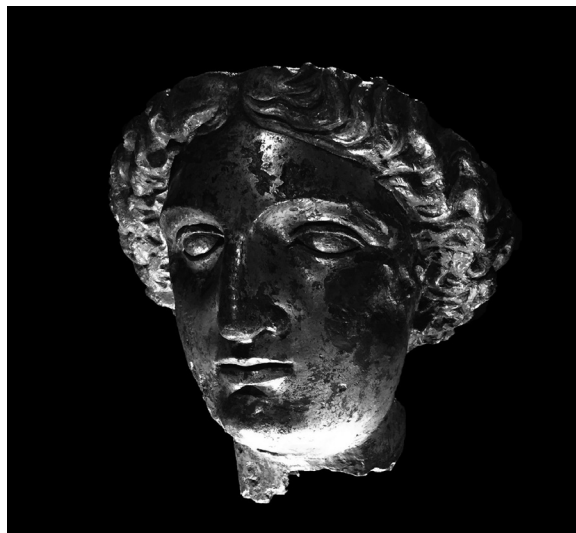
13. Explain what **Sources A** and **B** tell us about dinner parties in Pompeii. 4
 You should identify the relevant pieces of information in the sources and explain what they mean.
14. Evaluate the usefulness of **Source B** for the study of dinner parties in Pompeii. 4
 You could comment on **who** wrote it, **when** they wrote it, **what** they say, **why** they say it or what it has **missed out**.

Part B — Roman Britain

15. Describe the events that took place during Boudicca's rebellion. 4
16. Explain the reasons why the Romans invaded Britain. 6
17. To what extent was Vindolanda a good place for soldiers and civilians to live? 8
You should explain **different aspects** of life at Vindolanda for soldiers and civilians and come to a reasoned conclusion.
18. Compare a theatre in Roman Britain with places of entertainment in the modern world. 4
You should identify **similarities** and **differences** between a theatre in Roman Britain and places of entertainment in the modern world.

Part B — Roman Britain (continued)

Source A (below) is a gold and bronze statue of the goddess Sulis Minerva, found in the bathhouse at the Roman town of Aquae Sulis.



Source B (below) was written by the Roman historian Tacitus during the 2nd century AD about a Roman attack on a Druid settlement in the 1st century AD.

The enemy Britons lined the shore, armed with weapons. Among them were black-robed women, with wild hair, waving torches. Close by stood Druids, raising their hands to the skies and screaming dreadful curses. The terrified Romans could not move; but then they urged each other not to fear the wild women. In the end, the Romans conquered the island. They demolished the sacred groves devoted to barbarous superstitions. For it was their religion to drench their altars in the blood of prisoners and worship gods with human sacrifices.

19. Explain what Sources A and B can tell us about religion in Roman Britain. 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 Druidism 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**.

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Section 3 Part A Source A
Section 3 Part B Source A

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