



National  
Qualifications  
2025

**X815/75/11**

**Classical Studies**

WEDNESDAY, 28 MAY

1:30 PM – 3:30 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 **one** of the religious festivals held in classical Athens, such as the Panathenaia or the City Dionysia. 4
  
2. Explain the reasons why parties (symposia) in classical Greece were enjoyable events. 6
  
3. To what extent was the work done by men and women in classical Greece boring and exhausting? 8  
 You should explain **different aspects** of the work done by men and women in classical Greece and come to a reasoned conclusion.
  
4. Compare a wedding in classical Greece with a wedding in the modern world. 4  
 You should identify **similarities** and **differences** between a wedding in classical Greece and a wedding in the modern world.

**Source A** (below) is by a modern writer.

Not everyone who lived in classical Athens was treated in the same way. Whole groups of people were excluded from citizenship, which might seem unfair to us today, but was accepted then. Those who were citizens played an active part in political decision-making. Some citizens also played important roles in the courts and legal system. In addition to this, when they reached a certain age, all citizens could be called on to perform military roles either on land or at sea.

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

**Source B** (below) is from a speech about democracy made at Athens by the Athenian politician Pericles in the 5<sup>th</sup> century BC.

Athens does not have the same system of government as other cities. Here power is in the hands of the whole people, and everyone is equal before the law. We choose public officials based on their ability, not on the family they come from. Nobody is so poor that he is kept out of politics. In our private lives we get on well with our neighbours and are very tolerant of one another. However, in public life we always obey the law because we have a deep respect for it.

6. Evaluate the usefulness of **Source B** for telling us about democracy in Athens in the 5<sup>th</sup> 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 leader deals with a problem.                        | 5 |
|    | (b) | Explain what this tells us about leadership in the classical world.                                  | 3 |
|    | (c) | In what ways do leaders in the modern world deal with problems?                                      | 2 |
| 8. | (a) | Describe a conflict in a classical text which ends badly for one or more of the characters involved. | 5 |
|    | (b) | Explain what this tells us about conflict in the classical world compared to today.                  | 5 |

**[Turn over for next question**

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## SECTION 3 — THE ROMAN WORLD — 30 marks

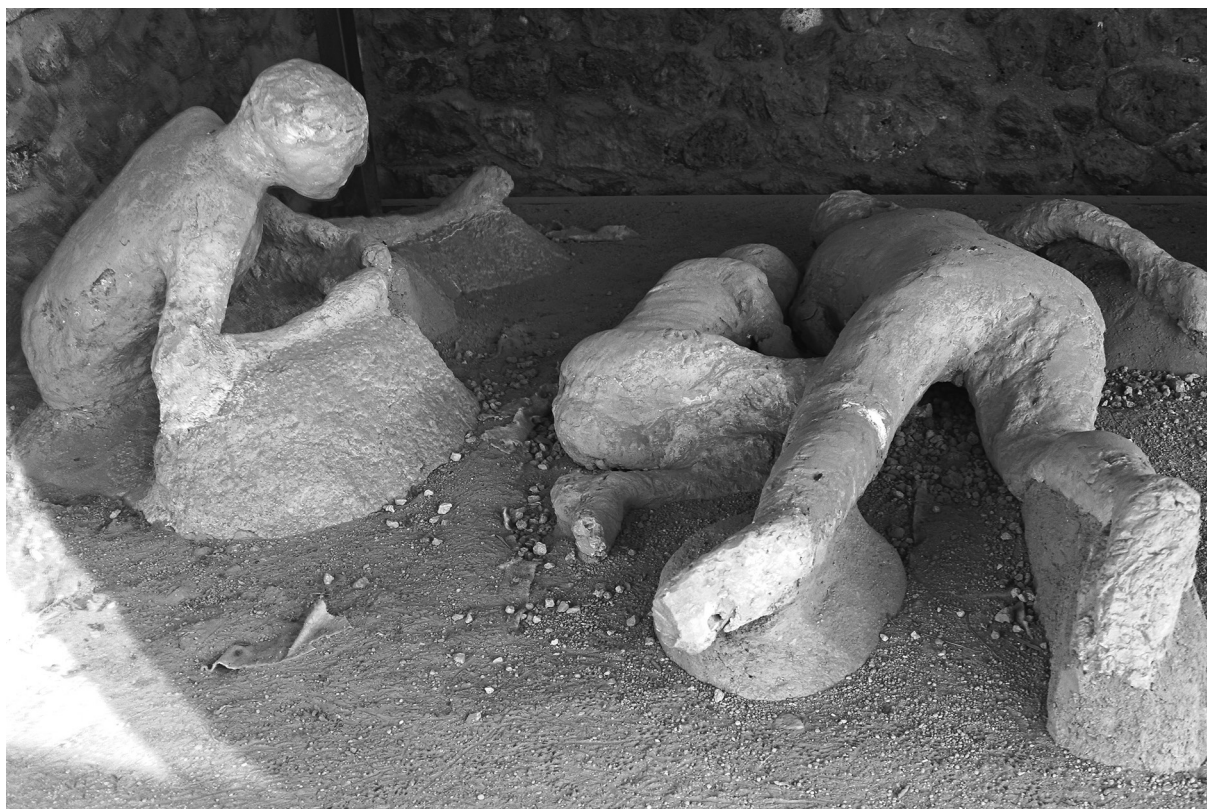
Attempt EITHER Part A OR Part B

## Part A — Pompeii

9. Describe the kinds of performance staged in the theatre at Pompeii. 4
10. Explain the reasons why we know that religion was important to the people of Pompeii. 6
11. To what extent was a visit to a show in the amphitheatre at Pompeii an enjoyable experience? 8  
You should explain **different aspects** of a visit to a show in the amphitheatre and come to a reasoned conclusion.
12. Compare the work done in a fullery (laundry) at Pompeii with the ways we clean clothes in the modern world. 4  
You should identify **similarities** and **differences** between the work done in a fullery at Pompeii and the ways we clean clothes in the modern world.

## Part A — Pompeii (continued)

**Source A** (below) is a photograph of part of a house in Pompeii containing three plaster casts made by archaeologists.



**Source B** (below) is from a letter written by Pliny the Younger to his friend the historian Tacitus in the early 2<sup>nd</sup> century AD.

We saw empty wagons rolling in different directions even though the ground was level. We also saw the sea retreat far from the shore leaving many sea creatures on the dry sand. On the opposite side of the bay, the terrible black cloud burst open revealing huge tongues of flame. Not long after, the black cloud came down to earth and covered the sea and hid the island of Capri. Now ash was falling. I looked back and saw a thick cloud spreading over the earth.

13. Explain what **Sources A** and **B** tell us about the dangers caused by the eruption of Vesuvius in 79 AD.

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 telling us about the destruction of Pompeii in 79 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**.

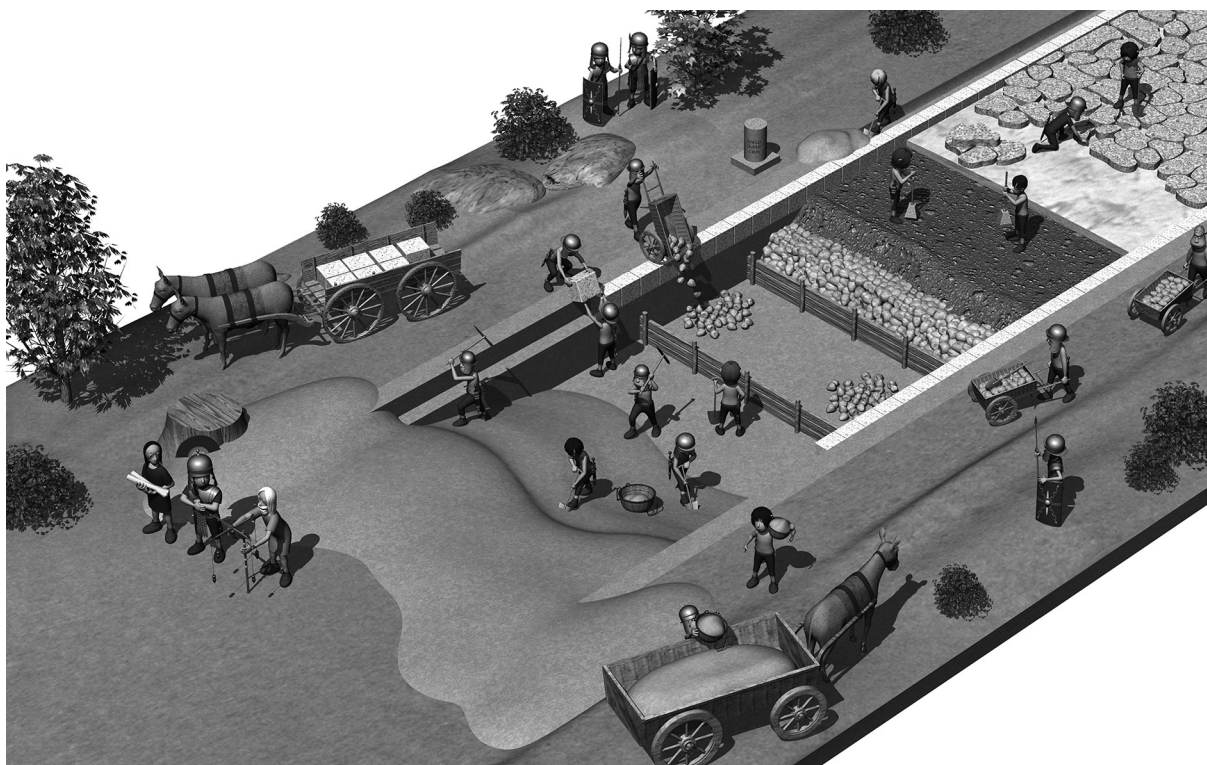
## Part B — Roman Britain

15. Describe the kinds of performance staged in a theatre in Roman Britain. 4
16. Explain the reasons why Vindolanda was a good place to make a living. 6
17. To what extent was there a variety of religious experiences available to the people of Roman Britain? 8  
You should explain **different aspects** of religious experiences in Roman Britain and come to a reasoned conclusion.
18. Compare a visit to an amphitheatre in Roman Britain with a visit to a sporting event in the modern world. 4  
You should identify **similarities** and **differences** between a visit to an amphitheatre in Roman Britain and a visit to a sporting event in the modern world.



## Part B — Roman Britain (continued)

Source A (below) is a reconstruction of a road being built by the Romans in Britain.



Source B (below) was written in the 1<sup>st</sup> century AD by the Roman historian Tacitus whose father-in-law was a governor of Britain.

With the Roman army absent in the west, the Britons complained about Roman rule. They compared their bad experiences at the hands of the Romans: 'All we get is heavier tax demands that are put on us by the Romans. Their officers and soldiers are both violent and insulting. Nothing is now safe from their greed. Our children are torn from us, they force our men to fight for them. We must fight against them to protect our land and families. They will surely run away if we show courage.'

19. Explain what **Sources A** and **B** tell us about life for the native Britons under Roman rule.

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 telling us about the treatment of the native Britons by the Romans.

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 saxanad/shutterstock.com

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