



National
Qualifications
2018

X815/75/11

Classical Studies

WEDNESDAY, 23 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 some of the factors affecting the price a slave might fetch at auction. 4

2. Explain the reasons why gods and religion were very important to the citizens of classical Athens. 6

3. To what extent did men in classical Athens have better lives than women? 8
 You should explain **different aspects** of the lives of men and women and come to a reasoned conclusion.

4. Compare the duties and responsibilities of a citizen in classical Athens with the duties and responsibilities of a citizen in the modern world. 4
 You should identify **similarities** and **differences** between the duties and responsibilities of a citizen in classical Athens and the duties and responsibilities of a citizen in the modern world.

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

Teacher, beat this son of mine. He hardly comes to school, yet I must pay the bill on the 30th of each month. He hides his writing tablet between the bedpost and the wall. He won't write a proper word and doesn't know the letter A unless you shout it at him five times. I told him to write 'Maron' and he wrote 'Simon'. I wish I'd sent him to learn how to herd animals on the farm instead of sending him to learn his letters.

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

Source B (below) is from a speech to the people of Athens as reported by the Athenian historian Thucydides (5th century BC).

Our city is a democracy because power is in the hands not of a minority, but of the whole people. Here each individual is interested not only in his own affairs, but in the affairs of the city as well. Even those who are mostly occupied with their own business are extremely well informed on general politics. We do not say that a man who takes no interest in politics is a man who minds his own business; we say that he has no business here at all.

6. Evaluate the usefulness of **Source B** for the study of democracy 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(s) where a woman or women have behaved in a way women would never have acted in classical times. | 5 |
| (b) | Explain in what ways women were expected to behave in the classical world. | 3 |
| (c) | In what ways does life for women today compare with life in the classical world? | 2 |
| 8. (a) | Describe a situation in a classical text(s) 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 compared with today. | 5 |

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SECTION 3 — THE ROMAN WORLD — 30 marks

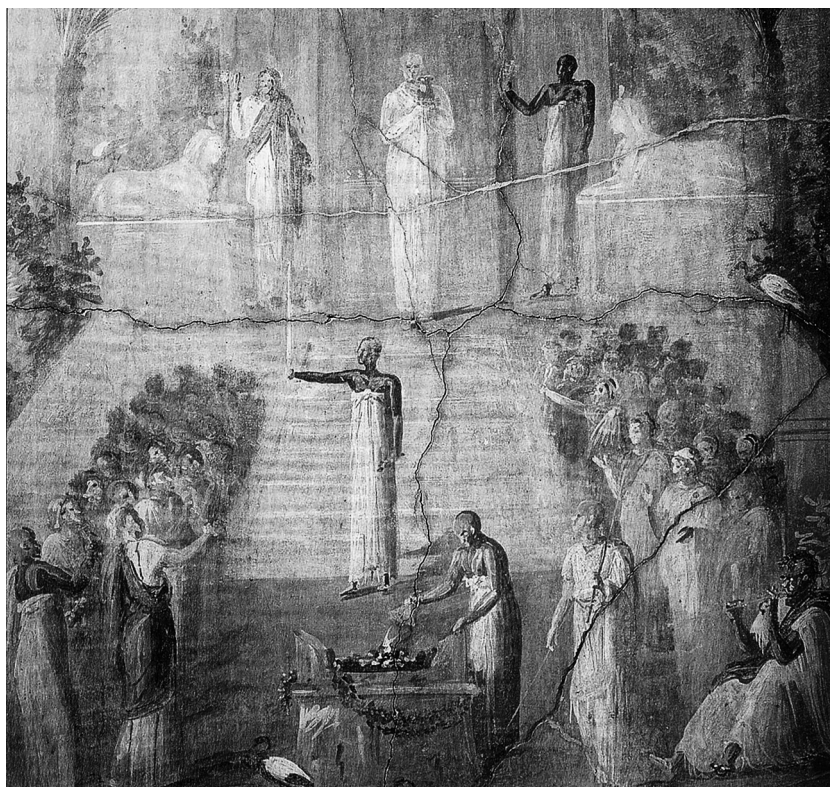
Attempt EITHER Part A OR Part B

Part A — Pompeii

9. Describe the typical experience of a Pompeian attending a day out at the Large Theatre. 4
10. Explain the reasons why it could be said that working in a laundry/fullery was an unpleasant experience. 6
11. To what extent do the Pompeian plaster casts provide useful information about the victims of the eruption of Vesuvius? 8
You should explain **different aspects** of the usefulness of the plaster casts and come to a reasoned conclusion.
12. Compare the working conditions in a bakery in Pompeii with the working conditions in a bakery in the modern world. 4
You should identify **similarities** and **differences** between the working conditions in a bakery in Pompeii and in the modern world.

Part A — Pompeii (continued)

Source A (below) is a wall painting showing the worship of Isis in 79 AD.



Source B (below) is from a speech delivered by a politician called Cicero (1st century BC).

Nothing is more religious than the home of each citizen. There, the head of the household leads his family and slaves in daily worship. He has his shrine, where he worships his household gods, the lares and penates, and his fireside where he honours Vesta, the goddess of the hearth. It is in his home that he performs the religious rituals and ceremonies that keep his home and family safe.

13. Explain what **Sources A and B** tell us about the worship of gods 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 describing the worship of gods 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**.

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Part B — Roman Britain

15. Describe the civilian settlement at Vindolanda. 4
16. Explain the reasons why bathhouses were popular in Roman Britain. 6
17. To what extent was the religion of the native Britons replaced by Roman religion? 8
You should explain **different aspects** of religion in Roman Britain and come to a reasoned conclusion.
18. Compare amphitheatre shows in Roman Britain with entertainments in the modern world. 4
You should identify **similarities** and **differences** between amphitheatre shows in Roman Britain and entertainments in the modern world.

Part B — Roman Britain (continued)

Source A (below) is a burnt and broken pot from the Roman town of Colchester.



Source B (below) was written by the Roman historian Tacitus (2nd century AD).

The King of the Iceni tribe, famous for his great wealth, made the Roman emperor, Nero, his heir equally with his own two daughters, thinking that this level of respect would keep his family safe. However, things turned out very differently: Roman soldiers plundered his kingdom and his home. His wife Boudicca, the queen, was publicly whipped and his daughters were attacked. The lands and possessions of the Iceni nobles were taken from them by the Romans as spoils of war. As a result, the Iceni took up arms.

19. Explain what **Sources A** and **B** can tell us about the rebellion of Boudicca in 61 AD. 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 the behaviour of the occupying Roman forces towards the native 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**.

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Section 3 Part B Source A: <https://i1.wp.com/www.thecolchesterarchaeologist.co.uk/wp-content/uploads/2016/11/samian-z.jpg>