



National
Qualifications
2022

X815/75/11

Classical Studies

TUESDAY, 17 MAY
9:00 AM – 11:00 AM

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 building in classical Athens, such as the Parthenon or the Theatre of Dionysus, which was made to honour one of the gods. 4

2. Explain the reasons why slaves were important in classical Greece. 6

3. To what extent was Athenian society fair to everyone who lived in the city?
You should explain **different aspects** of the groups which made up the population of Athens and come to a reasoned conclusion. 8

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

Source A (below) is by a modern writer.

After the meal was finished, the guests stayed in their places while the tables were cleared and the mixing-bowl set up. When everything was ready and the gods had been honoured, the drinking began. Sometimes there were hired entertainers, sometimes the guests entertained themselves. Instruments hanging on the wall were taken down and played, but there were other ways to pass the time. One group of people, however, was never to be found amongst the party-goers.

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

Source B (below) is from *The Acharnians*, a comic play by the Athenian writer Aristophanes (5th century BC).

It is the day of an Assembly meeting and already morning, but the Pnyx is deserted. The citizens are chattering in the market place, dodging the rope dripping with red dye. Even the Presidents of the Assembly have not arrived. They will be late, and when they finally come they will push and fight each other for a place in the front row. As for me, I have come here ready to shout, to interrupt and insult the speakers if they talk about anything other than making peace.

6. Evaluate the usefulness of **Source B** for the study of the Assembly (Ecclesia) 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 woman or women have behaved in a shocking way in classical times. | 5 |
| | (b) | Explain what this tells us about how 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 conflict in a classical text where both sides suffered. | 5 |
| | (b) | Explain what this tells us about conflict 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 the worship of the household gods in a Pompeian home. 4
10. Explain the reasons why the casts of those who died in the eruption of Vesuvius are so useful. 6
11. To what extent was working and earning a living in Pompeii a hard and exhausting business? 8
You should explain **different aspects** of working and earning a living and come to a reasoned conclusion.
12. Compare the public baths in Pompeii with a leisure centre in the modern world. 4
You should identify **similarities** and **differences** between the public baths in Pompeii and a leisure centre in the modern world.

Part A — Pompeii (continued)

Source A (below) is a view inside the amphitheatre at Pompeii.



Source B (below) is an advertisement for a show in the amphitheatre. It was painted on the outside wall of a house in Pompeii (1st century AD).

A show will be held
 at the amphitheatre in Pompeii
 from the 8th to the 12th of April.
 20 pairs of gladiators will fight in combat.
 They are the property of Lucretius Satrius Valens
 Priest of the Emperor Nero Caesar.
 10 pairs of gladiators
 who are the property of Lucretius son of Valens
 will also fight in combat.
 Also there will be full-scale animal hunts.
 A sun-shade will be provided.

13. Explain what **Sources A** and **B** tell us about the experience of a visit to the amphitheatre at 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 shows in the amphitheatre at 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 benefits the Romans gained from invading Britain. 4
16. Explain the reasons why gladiator shows were so popular in Roman Britain. 6
17. To what extent did the various religions in Roman Britain all provide the same experience? 8
You should explain **different aspects** of the various religions in Roman Britain and come to a reasoned conclusion.
18. Compare a visit to a bathhouse in Roman Britain with a visit to a leisure centre in the modern world. 4
You should identify **similarities** and **differences** between a visit to a bathhouse in Roman Britain and a visit to a leisure centre in the modern world.

Source A (below) is a re-enactment of Roman soldiers training.



Source B (below) was written by the Roman historian Tacitus about the treatment of Roman soldiers in the 2nd century AD.

The commander ordered the soldiers to build a mine in the territory of a local tribe in a search for silver. The amount of silver found was small and soon ran out. But the legionaries were forced to do back-breaking work as they dug channels and laboured underground in a way which would have been exhausting even if they had been above ground. This tiring work was happening in several areas and the soldiers were worn out by it.

19. Explain what Sources A and B tell us about the life of a soldier in the Roman army. 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 it was like to be a Roman soldier in 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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