



National
Qualifications
2021 ASSESSMENT RESOURCE

X815/76/12

**Classical Studies
Classical Society**

Duration — 1 hour 50 minutes

Total marks — 50

SECTION 1 — LIFE IN CLASSICAL GREECE — 30 marks

Attempt EITHER Part A OR Part B.

SECTION 2 — LIFE IN THE ROMAN WORLD — 20 marks

Attempt EITHER Part A OR Part B.

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.



SECTION 1 — LIFE IN CLASSICAL GREECE — 30 marks

Attempt EITHER Part A OR Part B

Part A — Power and freedom

Source A was written in the 5th century BC by the Athenian citizen and historian Thucydides. Here Thucydides is writing about a debate in the Athenian Assembly.

The Assembly discussed how to deal with the revolt at Mytilene. In their anger they decided to put to death both the hostages who were sent to Athens and also every single adult male in Mytilene, and to enslave all the women and children. On the next day however, the people changed their minds and began to think that their decision had been cruel and unprecedented. So an Assembly was called at once, and various speakers offered different points of view. Cleon, who had argued the previous day in favour of putting the Mytileneans to death, spoke again. He was an aggressive sort of man, but also very influential with the people.

1. Evaluate the usefulness of **Source A** in describing the flaws of the Athenian democracy.

8

You could comment on **who** wrote it, **when** they wrote it, **what** they say, **why** they say it and **what** has been **missed out**.

Source B is from a modern writer looking at the role of women in Scotland from 1900 to the present day.

In the last 120 years, the role of women in Scotland has changed dramatically. Before the First World War (pre-1914) most women in Scotland were expected to get married to a suitable man and take on the role of the homemaker. This role often involved taking care of the family by raising children, buying and preparing food, and washing and mending clothes. Very few married women who were from wealthy families worked outside of the home before the 1970s. It was often the case that girls did not have the same access to education as boys. It was not until 1918 that some women in Scotland gained the right to vote. Most employment opportunities in Scotland today are equal between men and women with many large organisations striving to have gender-balanced management teams. However, there are some roles which are denied to women as can be seen in many modern religions.

2. Compare this modern description of the role of women in Scotland with the roles of women in classical Athens.

10

Refer to **Source B** and your own knowledge, and come to an overall conclusion about similarities and differences.

Attempt **EITHER** question 3(a) **OR** 3(b)

3. (a) Analyse the impact of slavery on public life in Athens. 12

OR

- (b) Analyse the ways in which the nature of an Athenian jury affected a trial. 12

[Now go to SECTION 2 on *page 06*]

Part B — Religion and belief

Source A is from the work of a Greek poet Hesiod and was written in the 7th century BC. In this extract, the poet is describing the reaction of the goddess Demeter to the kidnap of her daughter Persephone.

All night long the fearful people of Eleusis tried to please the goddess Demeter. As soon as dawn broke, the people assembled and built a temple for the goddess and an altar on the rising hill. Demeter sat there away from all the blessed gods and stayed there longing for her daughter. Then Demeter caused a most dreadful and cruel year for mankind, for seeds would not sprout as she kept them hidden. In the fields the oxen ploughed in vain and the white barley was scattered on the land without success. She would have destroyed the whole race of man with cruel famine and prevented sacrifice to the gods of Olympus had Zeus not intervened.

4. Evaluate the usefulness of **Source A** in describing the Eleusinian mysteries.

8

You could comment on **who** wrote it, **when** they wrote it, **what** they say, **why** they say it and **what** has been **missed out**.

Source B is from a modern writer describing ideas about death and the afterlife.

People who follow the major world religions of today generally believe that death is not the end of life. Most world religions teach that human beings have something called a soul. This is an invisible part of us. It is like an inner being and it lives on after death. Some religions teach that a new life begins in heaven which is just like a land of paradise. Here people are forgiven for any wrongs they have done in life. Some religions which are popular today teach that the soul is reborn and has another life through a process of reincarnation. Some people today challenge these religious ideas. They say that the idea of a life after death is just a fantasy or wishful thinking and that there is no such thing as a life after death.

5. Compare this description of modern ideas about death and the afterlife with ideas about death and the afterlife in Greece in the 5th century BC.

10

Refer to **Source B** and your own knowledge, and come to an overall conclusion about similarities and differences.

Attempt **EITHER** question 6(a) **OR** 6(b)

6. (a) Analyse the role of women in Athenian religious festivals. 12

OR

- (b) Analyse the ways in which the people of 5th century BC Greece believed their gods communicated with them. 12

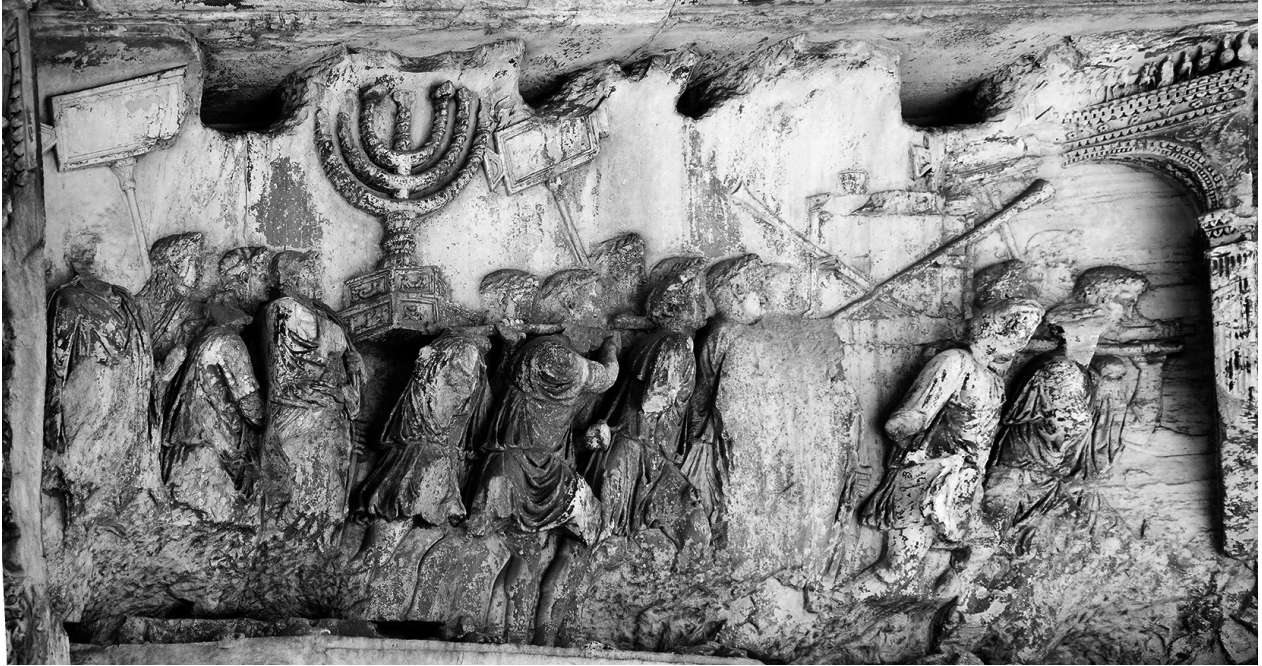
[Now go to SECTION 2 on *page 06*]

SECTION 2 — LIFE IN THE ROMAN WORLD — 20 marks

Attempt EITHER Part A OR Part B

Part A — Power and freedom

Source A is from the Arch of Titus showing the Roman army returning to Rome from Judea.



Source B is from an ancient writer.

Now as soon as the army had no more people to kill because none remained to be the objects of their fury, the Roman general Vespasian gave specific orders to the soldiers that they should now demolish the entire city, and the holy temple: he also ordered that they should leave standing many of the towers of the city, which the Romans had overpowered. This was the end which Jerusalem came to; a city otherwise of great magnificence, and of mighty fame among all mankind.

Source C is from a modern writer.

The deepest cause of the war was the impoverishment of the poor Jewish farmers. Sixty years of Roman taxation had meant only one thing: the Jews had to pay money, which was spent in Italy and elsewhere. Judea had become substantially poorer and many farmers had been forced firstly into debt and then to sell their land. Besides, in Jerusalem many people had become unemployed when the renovation of the temple was finished in 63 AD. The farmers and workers had a reason to fight, and they were willing to do so.

Part A (continued)

7. How fully do **Sources A, B and C** inform us about the Judean revolt? **8**
Use at least **two** of the sources and your own knowledge.

Attempt **EITHER** question 8(a) **OR** 8(b)

8. (a) To what extent did the city of Rome and its population benefit from the system of provincial administration? **12**

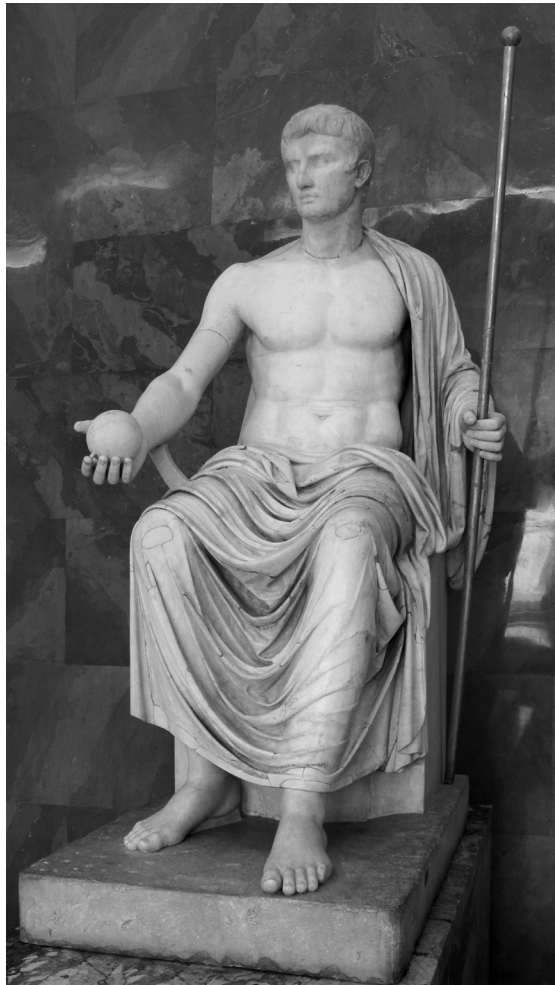
OR

- (b) To what extent did the Roman senate govern in their own interests or in the interests of the Roman people? **12**

[Turn over

Part B — Religion and belief

Source A shows a statue of Augustus holding the orb and sceptre of Jupiter.



Source B is from an ancient writer.

Spain sent a delegation to the Roman Senate asking permission to erect a shrine to the emperor Tiberius and his mother. On this occasion Tiberius showed his disapproval by replying, 'It is insolent and arrogant to be worshipped throughout all the provinces in the image of a god. And so, senators, I ask you to be my witnesses, and to remember this: I am mortal, I perform the functions of a human being, and I am content to occupy the highest position in the human world.' From that time on Tiberius persisted in rejecting such worship of himself, even in private conversations.

Source C is from a modern writer.

The idea of worshipping a human being as a god is one which people today find difficult to accept. This was also true of the Romans. However, people in the eastern part of the Roman empire had always thought of their rulers in this way and associated them with gods. It seemed quite natural for them to worship the Roman emperor as he brought considerable benefits through peace and good government to eastern parts of the empire. By worshipping him as a god the people here were simply showing their respect. However, not all emperors respected these people. The emperor Caligula offended some people by demanding that his statue be worshipped in their religious buildings.

Part B (continued)

9. How fully do **Sources A, B and C** inform us about the different attitudes to the worship of Roman emperors?

8

Use at least **two** of the sources and your own knowledge.

Attempt **EITHER** question 10(a) **OR** 10(b)

10. (a) To what extent did the philosophies of Stoicism and Epicureanism appeal to the Roman people?

12

OR

- (b) To what extent were the Romans tolerant of Christianity?

12

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