



National  
Qualifications  
2025

**X815/76/12**

**Classical Studies  
Classical Society**

WEDNESDAY, 28 MAY

3:10 PM – 5:00 PM

**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.



\* X 8 1 5 7 6 1 2 \*

## SECTION 1 — LIFE IN CLASSICAL GREECE — 30 marks

Attempt EITHER Part A OR Part B

## Part A — Power and freedom

**Source A** is from a book written in Athens by the philosopher Aristotle in the 4<sup>th</sup> century BC. In this extract he is discussing the use of enslaved people.

If I am to state my own preference, the people who work on farms should be enslaved people; they should not all come from the same tribe or nation, and they should not be too confident. This will make them useful workers and keep us safe from the danger of revolt. In addition to this, these enslaved people should not be Greek speakers. The enslaved people who are used on private estates must be privately owned, and those used on land owned by the Athenian state should be publicly owned.

1. Evaluate the usefulness of **Source A** for telling us about enslavement in Athens in the 5<sup>th</sup> century BC.

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 discussing the experiences of women in the UK in the 20<sup>th</sup> century.

The experiences of women in the UK changed significantly during the 20<sup>th</sup> century. Until the 1960s, many schools in the UK had separate playgrounds for boys and girls. In schools, it was mostly girls who were taught household skills, whereas boys were taught technical skills. Many women married at a young age and, until the 1970s, often remained housewives. Their duties involved running the home, and generally having responsibility for the care of the whole family with limited support from others. Some women also worked outside the home, but these women often had more limited career prospects compared to men. In the 20<sup>th</sup> century the UK Government began the process of passing laws which empowered women, with a view to increasing equality between men and women.

2. Compare this modern description of the experiences of women in the UK in the 20<sup>th</sup> century with the experiences of women in classical Athens.

10

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

**Part A (continued)**Attempt **EITHER** question 3(a) **OR** 3(b)

3. (a) Analyse the ways in which Athenian citizens could participate in the democratic government of their city. **12**

**OR**

- (b) Analyse the impact of Athenian control over the allied states of the Delian League. **12**

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

## Part B — Religion and belief

**Source A** is from a comedy written by the Greek playwright Aristophanes at the start of the 4<sup>th</sup> century BC. This extract describes how some friends tried to cure a blind man.

When we were close to the temple, we took our poor blind patient down to the sea to wash him. Then we entered the temple and made offerings of cake on the temple altars before lying the patient down in the usual manner according to the rites. Then we prepared our beds and lay down beside him. The lights were put out and the priest told us to go to sleep and to keep quiet if anyone made a noise. I could not sleep so I hid under my cloak. Suddenly Asclepius appeared and went round everyone examining their illnesses.

4. Evaluate the usefulness of **Source A** for telling us about the cult of Asclepius in the 5<sup>th</sup> century BC.

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

8

**Source B** is from a modern writer discussing customs and ideas about death in the world today.

Most people agree respect should be shown to the bodies of the dead. In Britain today, families usually hire professional undertakers to take care of the funeral arrangements. People may leave detailed instructions about what clothes they should be dressed in, or if anything should be placed with their bodies. Until recently in Scotland there were traditions observed in a home where there was a dead body, such as stopping clocks or drawing curtains. In some societies, respect must be paid to the dead long after burial. In Mexico there is the Day of the Dead festival, when families visit cemeteries where loved ones are buried and maintain the grave. They leave gifts and share food with the dead, sometimes at the cemetery, sometimes at home. Behind this lies the fear that the dead may return to seek help or even trouble the living.

5. Compare this modern description of customs and ideas about death with customs and ideas about death in classical Greece.

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

10

**Part B (continued)**

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

6. (a) Analyse the ways in which the classical Greeks tried to gain the favour of their gods. 12

OR

- (b) Analyse the contribution women made to religion in Greece in the 5<sup>th</sup> century BC. 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 a reconstruction of a meeting of the Senate in Rome.



Source B is from an ancient writer.

There shall also be aediles, who will be the caretakers of the city. One of their duties shall be to help keep the people of Rome entertained. This elected position might be a step in the move towards higher political office. There shall also be censors who produce detailed lists for the Senate and they shall regulate the morals of the people. There shall always be two censors serving and they shall hold office for a longer period than other elected officials of the Roman government.

Source C is from a modern writer.

The system of voting in ancient Rome appeared to have a democratic structure with each century having an equal share in the election. However, this could not be further from the truth because of the way the different voting centuries were made up. There were also many groups of people who lived in the city of Rome who were denied the opportunity to vote in elections. Elections took place in Rome but not within the religious boundaries of the city.

7. How fully do Sources A, B and C inform us about government in the Roman Republic?  
Use at least two of the sources and your own knowledge.

8

**Part A (continued)**Attempt **EITHER** question 8(a) **OR** 8(b)

8. (a) To what extent were the lives of enslaved people in public ownership different from the lives of enslaved people who were privately owned? **12**

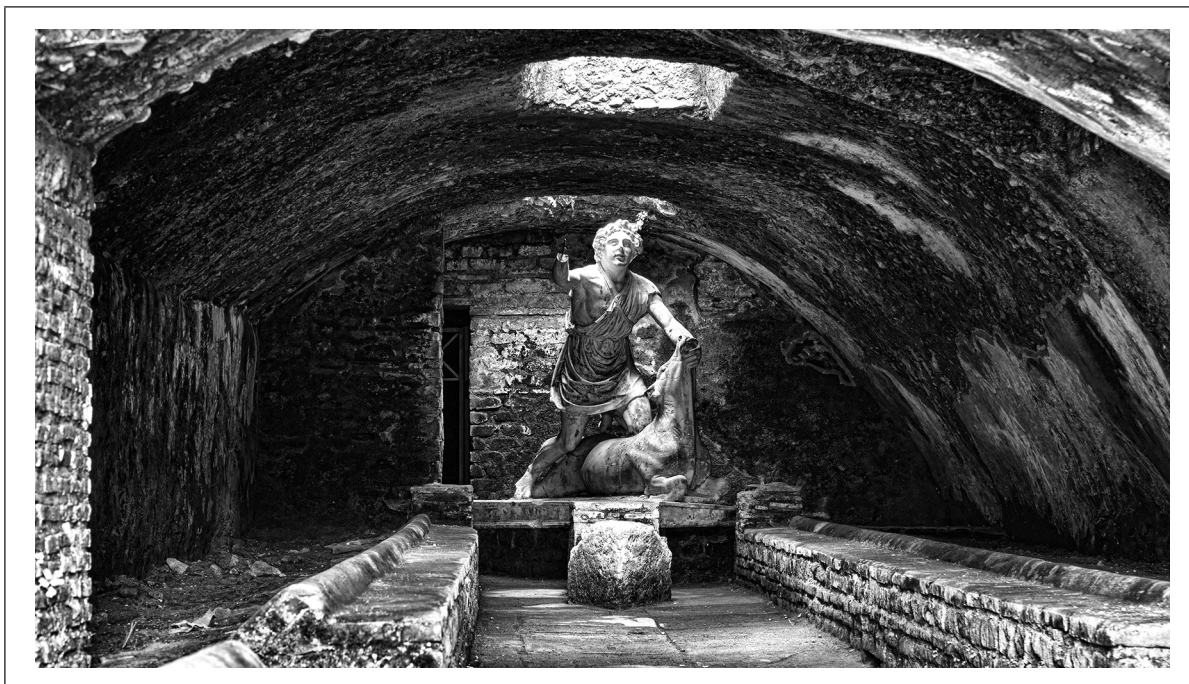
**OR**

- (b) To what extent did Roman governors govern in their own interests rather than in the interests of the people in the provinces? **12**

[Turn over

## Part B — Religion and belief

Source A is a picture of the temple of Mithras (Mithraeum) at Ostia near Rome.



Source B is from an ancient writer.

Then the high priest took my right hand and led me to the doors of the spacious temple of Isis. After the ritual of opening the doors had been duly performed and the morning sacrifice had been celebrated, he brought out from the sanctuary of the temple certain books written in strange symbols of different kinds. Some words were cut short, some were like Egyptian hieroglyphics and others were hidden from the prying eyes of non-believers by having the tops of the letters knotted and curled into the shape of a wheel. Reading from the books the priest told me what materials I needed to get for my initiation.

Source C is from a modern writer.

By the 1<sup>st</sup> century BC Rome was already a multicultural city. The population included people from many different nationalities, and they brought their own religious customs to the city. Roman citizens were often attracted to these foreign cults because most of them offered the worshipper some form of emotional involvement which was lacking in the religion of the Roman state. Most Romans who became involved in these so-called mystery religions continued to practise the rituals of state religion alongside those of the foreign cults. However, when the Roman state learned what the worship of some cults involved, restrictions were placed on their practice.

9. How fully do Sources A, B and C inform us about mystery religions?

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

8



**Part B (continued)**

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

10. (a) To what extent did the Romans tolerate the religions of Judaism, Christianity, and Druidism? 12

**OR**

- (b) To what extent did Vestal Virgins live a privileged life? 12

**[END OF QUESTION PAPER]**

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Section 2 Part A, Source A

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Section 2 Part B, Source A

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