



National
Qualifications
2026

X815/76/12

**Classical Studies
Classical Society**

FRIDAY, 22 MAY

10:40 AM – 12:30 PM

Total marks — 50

SECTION 1 — LIFE IN CLASSICAL GREECE — 20 marks

Attempt EITHER Part A OR Part B.

SECTION 2 — LIFE IN THE ROMAN WORLD — 30 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.

You must leave your answer booklet on your desk; if you do not, you could lose all the marks for this paper.



SECTION 1 — LIFE IN CLASSICAL GREECE — 20 marks

Attempt EITHER Part A OR Part B

Part A — Power and freedom

Source A is a picture of the hill in Athens called the Pnyx.



Source B is from an ancient writer.

You wouldn't believe it, but this is a normal day for a meeting of the Assembly. Look at it! The place is deserted! Totally! They're all at the market, gossiping as usual or running up and down the place trying to avoid the red rope. I'm just a country farmer who has come to Athens, finding myself here before everyone else, thinking about my fields and longing for peace. I have come to the Assembly fully prepared to shout and bawl, interrupt and abuse the speakers if they talk about anything except peace.

Source C is from a modern writer.

The Council of 500 had an important role in Athenian democracy and worked closely with the Assembly to ensure it ran efficiently. All of the tribes of Athens were represented on the Council of 500 but their time leading the Council of 500 was limited. A few Athenian citizens thought that the selection process for joining the Council of 500 was unfair. However, this process allowed a wide range of citizens to join the Council of 500 if they were selected.

1. How fully do **Sources A, B and C** inform us about democracy in classical Athens?
Use at least **two** of the sources and your own knowledge.

Part A (continued)

Attempt **EITHER** question 2(a) **OR** 2(b)

- | | | |
|--------|---|----|
| 2. (a) | To what extent could the ways Athens treated the allied states of the Delian League be considered unfair? | 12 |
|--------|---|----|

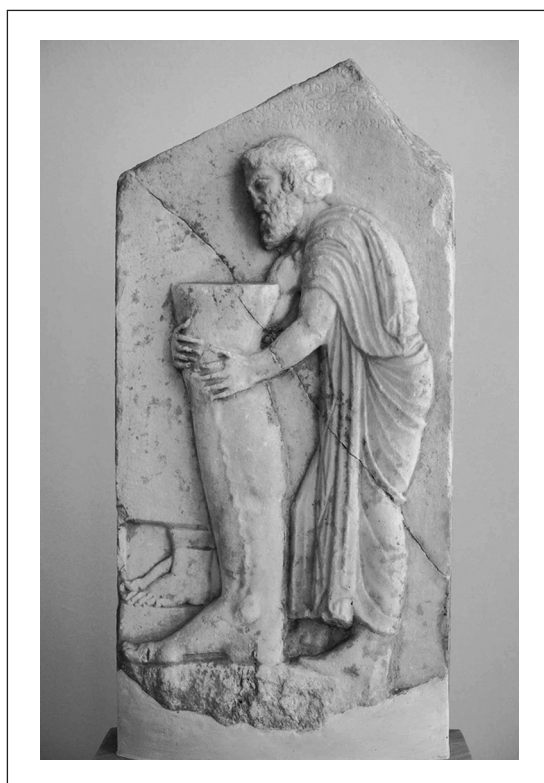
OR

- | | | |
|-----|---|----|
| (b) | To what extent were the lives of women in classical Athens controlled by men? | 12 |
|-----|---|----|

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

Part B — Religion and belief

Source A is a picture of a stone figure showing a man making a votive offering in the form of a leg.



Source B is from an ancient writer.

As Jason poured out the libation, he prayed to the goddess to calm the stormy winds. Meanwhile, the crew danced a high-stepping dance in full armour to drown out any ill-omened noise that might be heard. The goddess saw and approved their offering. She sent them an answer, clear signs of her favour. Ripe fruit fell from the trees and the earth sent up lush grass and flowers. By dawn the next day the winds had gone, and Jason and the crew were able to sail from the island.

Source C is from a modern writer.

The Greeks believed that the gods made their wishes known to humans through oracles. The oracle of Apollo at Delphi and the oracle of Zeus at Dodona were the most famous of these. Individuals consulted these gods on personal matters and cities consulted them on important matters of state. The oracles delivered responses from the gods in different ways. Unfortunately, the responses were often vague, and it was not always clear what the god actually meant or what action should be taken as a result.

3. How fully do **Sources A, B and C** inform us about the different ways Greeks believed gods and humans communicated with each other?

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

Part B (continued)

Attempt **EITHER** question 4(a) **OR** 4(b)

4. (a) To what extent did mystery religions and cults appeal to the Greeks? **12**

OR

- (b) To what extent did Greek customs and beliefs suggest that there was life after death? **12**

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

SECTION 2 — LIFE IN THE ROMAN WORLD — 30 marks

Attempt EITHER Part A OR Part B

Part A — Power and freedom

Source A is from a letter written by the Roman governor Cicero to his friend in the 1st century BC. In the letter, he details how he managed his province.

During the first six months of my time in office as governor, I made no demands on the people of my province for supplies or goods. Before my term as governor, this period each year had been used by my predecessors to exploit the people and make a profit. The wealthiest districts in the province used to pay great sums of money to the governor to avoid having Roman soldiers housed in their towns and homes over the winter. While I am governor, however, not a single penny will be demanded.

5. Evaluate the usefulness of **Source A** for telling us about Roman governors.

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 structure of the British government at Westminster.

In the UK, general elections are usually held every four or five years to elect Members of Parliament to the House of Commons. Anyone over 18 years old who is a British citizen can stand for election to be an MP, provided they meet certain requirements such as not being in the armed forces. The Prime Minister leads the government and appoints Cabinet Ministers to run various government departments. The Westminster Parliament is split into two parts: the House of Commons (elected by the public) and the House of Lords (appointed members). The system has checks and balances, such as opposition parties, to make sure power is not abused. The UK government also has emergency powers, which the Prime Minister can use during national crises, such as pandemics or wars. However, these powers are limited and must be approved by Parliament.

6. Compare this modern description of the structure of the British government with the structure of the government in the Roman Republic.

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 7(a) **OR** 7(b)

7. (a) Analyse the causes of both the revolt of Boudicca and the Judean Revolt. **12**

OR

- (b) Analyse the treatment of enslaved people in the Roman world. **12**

[Turn over

Part B — Religion and belief

Source A was written by the Roman historian Tacitus in the 2nd century AD. This extract describes how the Druids opposed the Romans when they attacked the island of Anglesey in Wales.

When the Romans attacked Anglesey, the enemy lined the shore. Among them were black-robed women with wild hair, waving torches. Close by stood Druids, raising their hands to heaven and screaming dreadful curses. This weird spectacle frightened the Roman soldiers — they felt paralysed. Their general encouraged them not to fear a band of females and fanatics. The Romans charged and cut down their opponents, burning them with the flames of their own torches. The general placed a guard on the island and destroyed the places sacred to the barbaric superstitions and rituals of the Druids.

8. Evaluate the usefulness of **Source A** for telling us about the attitude of the Romans towards foreign religions.

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 religion in the home today.

Visiting people's homes can reveal something about their religious beliefs. On arrival you might see holy symbols protecting the house. Homes might contain religious artefacts such as prayer mats, special candleholders or statues of religious figures. There may even be a shrine within the home. Photographs can reveal the progress of family members through christenings, naming ceremonies or celebrations held for children's coming of age. Photographs can also show the different traditions for these religious rites of passage. Family members might wear special clothes designed for these occasions and the symbols on their jewellery can also be a clue to religious beliefs. Bookshelves may display holy books such as bibles or other books of religious interest. Family customs such as the methods used for preparing certain foods such as meat or bread or saying a prayer of thanksgiving before a meal also hint at the religion within a home.

9. Compare this modern description of religion in the home today with religion in a Roman household.

10

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

Part B (continued)

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

10. (a) Analyse the ways the Roman state ensured the favour of their gods. **12**

OR

(b) Analyse the philosophies of Stoicism and Epicureanism in the Roman world. **12**

[END OF QUESTION PAPER]

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Section 1 Part B, Source A

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