



National
Qualifications
2019

X815/76/11

**Classical Studies
Classical Literature**

TUESDAY, 21 MAY
9:00 AM – 10:10 AM

Total marks — 30

Attempt question 1(a) OR 1(b) AND question 2.

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.



CLASSICAL LITERATURE — 30 marks

Attempt either question 1(a) OR 1(b) AND question 2

1. (a) Discuss the view that all human actions are the work of fate.

In your answer you should reference any classical text(s) you have studied.

20

OR

- (b) Discuss the view that a leader who stands by their decisions is to be admired.

In your answer you should reference any classical text(s) you have studied.

20

Source A is from a modern writer discussing the role of women.

The role of women in 21st century Britain is constantly changing. Some women want to marry a person of their choice and have a successful marriage. They would like to start a family and stay at home looking after their children and household. However, many women today choose to reject this traditional role. They do not want to be a 'stay-at-home mum'. Many women today have different expectations than this and so the traditional role for women of 'wife and mother' is being challenged. Women expect to be treated equally and to have the same opportunities and rights as their male counterparts. Most of all they expect to be able to express themselves freely, make their own choices and be treated with respect as individuals in their own right.

2. Compare this modern view of the role of women to views of the role of women in any classical text(s) you have studied.

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

10

[END OF QUESTION PAPER]



National
Qualifications
2019

X815/76/12

**Classical Studies
Classical Society**

TUESDAY, 21 MAY
10:40 AM – 12:30 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.

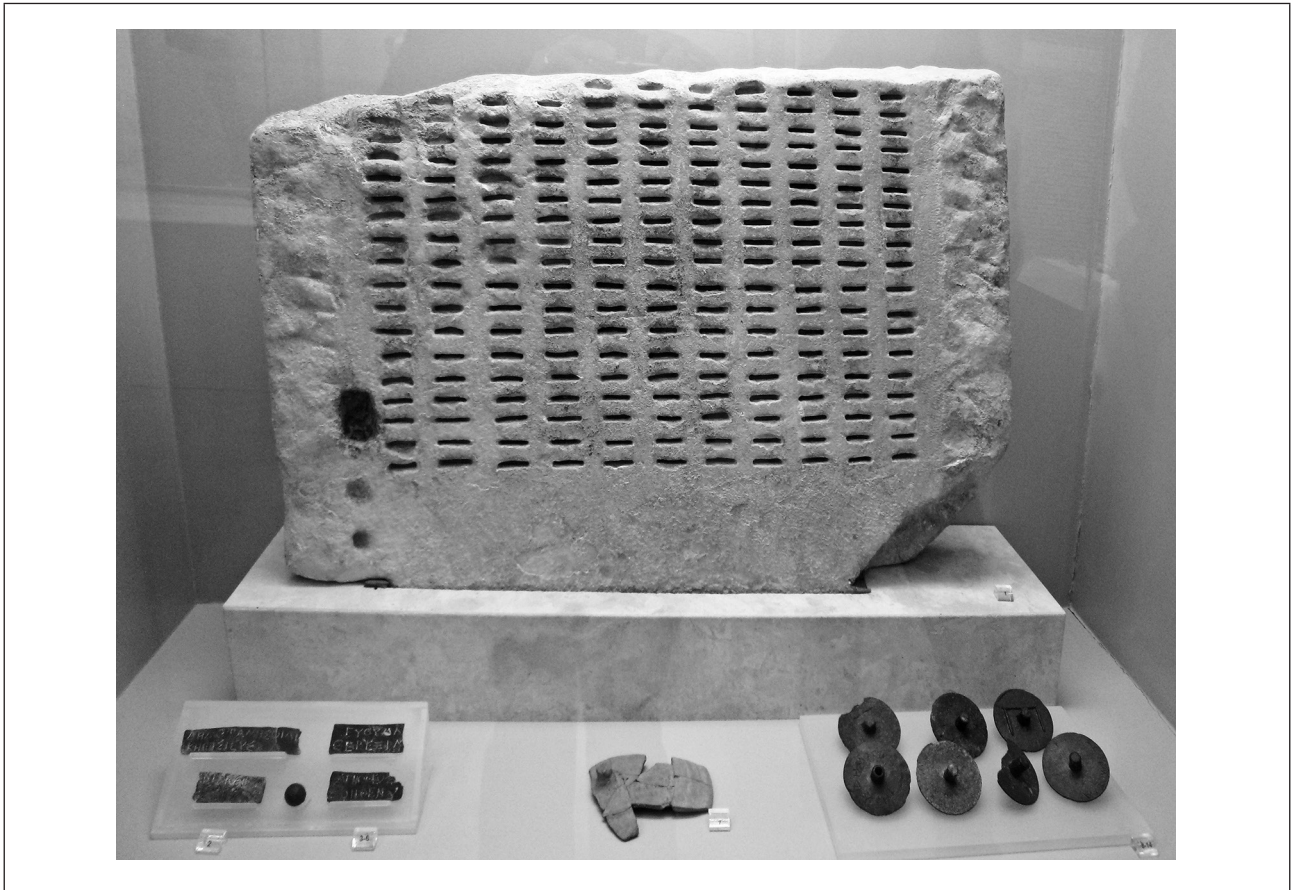


SECTION 1 — LIFE IN CLASSICAL GREECE — 30 marks

Attempt EITHER Part A OR Part B

Part A — Power and freedom

Source A shows part of an allotment machine and other equipment used in the Athenian law courts.



Source B is from an ancient writer.

He's got the jury-service fever really bad, worse than anyone ever had it. All the time he needs to be on a jury; it quite breaks his heart if he can't be right in the front row of the jurors. He can hardly sleep at night, and if he does he dreams of the water clock, and with his thumb pressing against his fingers as if he were holding the voting pebble to place in one of the two urns.

Part A (continued)

Source C is from a modern writer.

In a modern trial, the sentence is generally decided by a professional judge. In Athens, there was no judge. The Athenians gave to ordinary citizens a task which today we give to experts. There was no public prosecutor and cross examination of witnesses was not allowed. Every juror had to make up his own mind not only on the facts but on questions of law, solely from the speeches and evidence presented by the rival parties: the prosecution and the defence. The Athenian jury could not discuss a range of penalties; it could merely vote to choose between the two alternatives proposed.

1. How fully do **Sources A, B and C** explain the legal system in classical Athens?

8

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

Source D is from a modern writer discussing slavery in the UK.

Modern slaves in the UK, often said to be hiding in plain sight, are working in nail bars, construction sites, brothels, drug farms and in agriculture. Criminals are using the internet to lure their victims with false promises of jobs, education and even love. Victims of slavery come from many different countries, but some come from the UK itself. There is no typical victim. They can be men, women or children of all ages. However, victims are more commonly from the most vulnerable minorities and socially-excluded groups. Many believe they are escaping poverty, limited opportunities at home, a lack of education, unstable social and political conditions or war. But their slave masters are usually out to make financial gain.

2. Compare this description of modern slavery in the UK with slavery in classical Athens.

10

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

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

3. (a) To what extent were all people living in Athens involved in the democratic government?

12

OR

- (b) To what extent did the allied states of the Delian League suffer under the leadership of Athens?

12

[NOW GO TO SECTION 2 ON PAGE 06]

Part B — Religion and belief

Source A shows a person pouring out an offering to a god.



Source B is an extract from an ancient Greek writer.

Xenophon paid for an altar and a temple and every year from that time he would take some of the produce from the land and offer a sacrifice to the goddess Artemis. All the townspeople, the men and women of the district, used to take part in the festival. The temple is a small scale version of the great temple at Ephesus. A pillar stands by the temple with the following inscription: 'This place is sacred to Artemis. Whoever owns it and enjoys its produce must offer a tenth of the produce to Artemis each year and keep the temple in good condition. Anyone who fails to do so will not escape the notice of the goddess'.

Source C is an extract from a modern writer.

One of the most obvious ways in which the Greeks made contact with their gods was through prayer. Prayers were usually made to request a favour from a specific god. These were said out loud and were often accompanied by a votive offering. If the request which was made during the prayer was granted by the gods, it was essential that the individual or the state which had made the votive offering made sure that the gift which was promised was given.

4. How fully do **Sources A, B and C** explain the ways in which the Greeks tried to please their gods?

8

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

Source D is from a modern writer discussing ways of predicting the future.

Today in the 21st century there are still some people who believe in signs and superstitions. Some believe that breaking a mirror is a sure sign of bad luck whereas finding a four leaf clover is a sign of good luck. Some people also believe that there are different ways of finding out about the future. Many people read their horoscope in newspapers or magazines because they believe the future lies in the stars. Others place their faith in fortune tellers or people who claim to tell the future by reading the lines on the palms of hands or the patterns left by leaves in teacups. Many people dismiss these ideas as superstitious nonsense and they often mock or laugh at people who believe them.

5. Compare the ways of predicting the future discussed in **Source D** with classical Greek views on omens and predicting the future.

10

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

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

6. (a) To what extent did the Eleusinian mysteries and the cults of Asclepius and Dionysus appeal to Greeks of the 5th century BC?

12

OR

- (b) To what extent were the traditional beliefs of the Greeks about life after death challenged in the 5th 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 was written by the Greek historian Dionysius of Halicarnassus while he lived in Rome during the 1st century BC. In this extract, from his book on the history of the Roman people, he discusses the structure of the social class system.

After the Romans had distinguished the more powerful members of society from the less powerful, they then set up laws and established what things were to be done by each of the two groups. The patricians were to serve as priests and magistrates, lawyers and judges. The plebeians were to farm the land, herd livestock and work for wages as craftsmen, tradesmen, and labourers. They entrusted the plebeians to the protection of the patricians. It was unlawful and unholy for patricians and clients to bring a lawsuit against one another, to testify against one another in court, or to vote against the other. This system is called patronage.

7. Evaluate the usefulness of **Source A** in describing the Roman social class system in the 1st 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

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

8. (a) Analyse the role of Roman women as wives and mothers.

12

OR

- (b) Analyse the ways in which the Roman empire affected the lives of the people in the provinces.

12

Part B — Religion and belief

Source A was written in the 1st century BC by the Roman historian Livy. He is writing about events which took place two hundred years earlier.

The Roman general Publius Cornelius Scipio was ordered to go to Ostia the port of Rome along with all the respectable women of Rome to welcome the Great Mother, the goddess Cybele. He was to personally receive her from the ship and then entrust her to the women who would carry her into Rome. They took turns carrying the goddess passing her from hand to hand. The whole city had turned out to meet her and incense burners had been placed in front of doorways along the route and, as people lit the incense, they prayed that the goddess would enter Rome willingly and favourably. That day was declared a festival and crowds of people brought gifts to the goddess.

9. Evaluate the usefulness of **Source A** in describing the attitude of Romans to foreign gods.

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

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

10. (a) Analyse the importance to the Romans of the Lupercalia and the Saturnalia festivals.

12

OR

- (b) Analyse the ways in which a Roman family marked the occasions of birth and coming of age.

12

[END OF QUESTION PAPER]

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