

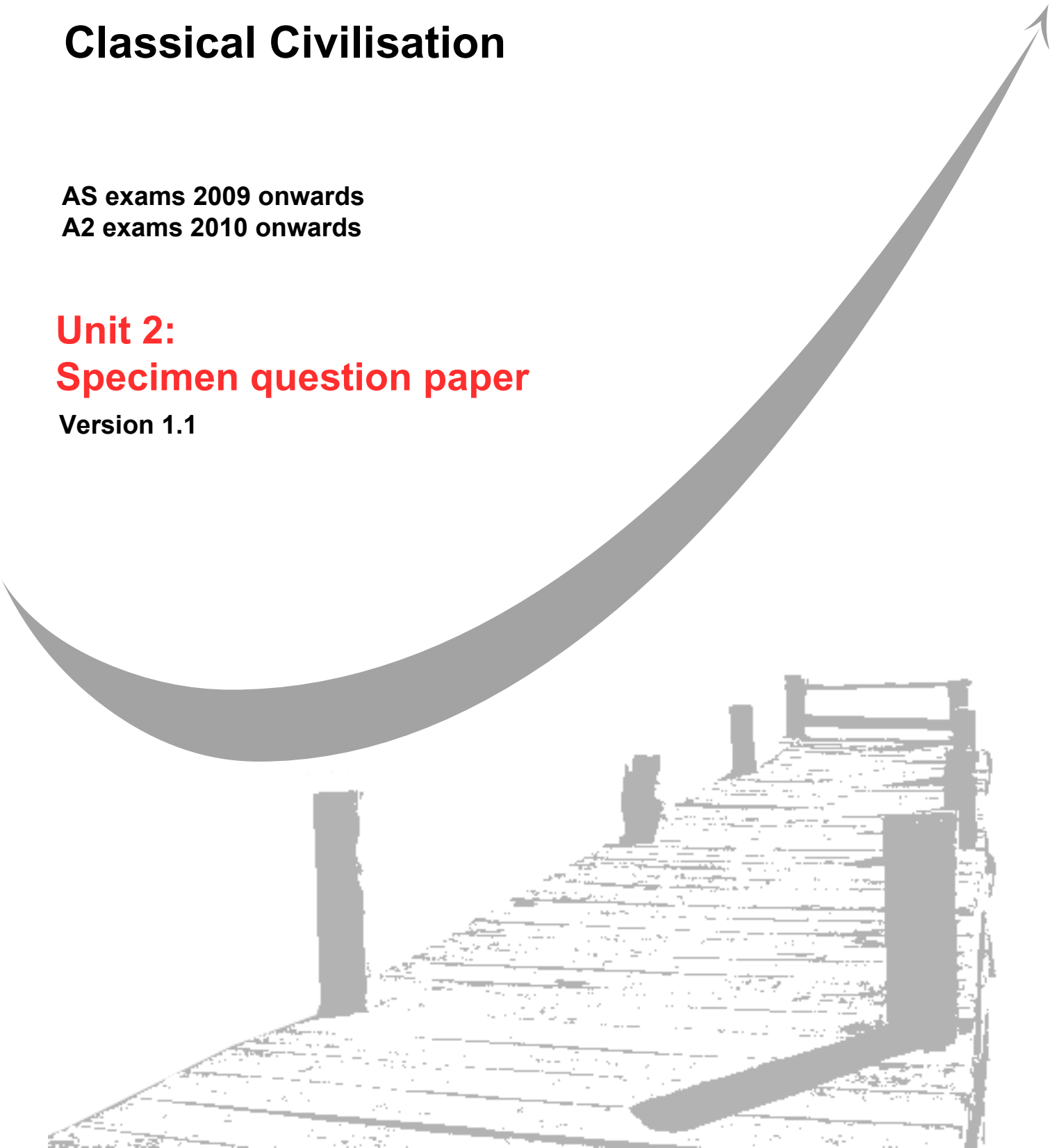
GCE
AS and A Level

Classical Civilisation

AS exams 2009 onwards
A2 exams 2010 onwards

Unit 2: **Specimen question paper**

Version 1.1



**GENERAL CERTIFICATE OF EDUCATION
ADVANCED SUBSIDIARY EXAMINATION
SPECIMEN PAPER**



CLASSICAL CIVILISATION

CIV2A

UNIT 2 AN INTRODUCTION TO AN ASPECT OF CLASSICAL CIVILISATION 2

OPTION A HOMER *ILIAD*

Specimen

For this paper you must have:

- A CMI+ answer book.

Time allowed: 1 hour 30 minutes

Instructions

- Use black ink or ball-point pen. Do **not** use pencil or gel pen.
- Write the information required on the front of your answer book.
- Answer **two** questions.
Answer **one** question from Section A and **one** question from Section B.
- Shade the boxes on pages 2 and 7 of your answer book to show which questions you have chosen.
- You must answer the questions in the spaces provided. Answers written in margins or on blank pages will not be marked.
- Do all your rough work in the answer book and cross through any work you do not want marked. Do **not** tear out any part of the book. All work must be handed in.

Information

- The maximum mark for this paper is 65.
- The marks for questions are shown in brackets.
- You will be marked on your ability to use good English, to organise information clearly and to use specialist vocabulary where appropriate.

SECTION A

Answer **one** question.

EITHER

- 1 Read the passage below in the translation which you have studied, and answer the questions which follow. Aphrodite talks to Helen about Paris (Alexandros), whom she has rescued from a duel with Menelaus.

The translation of E. V. Rieu, revised by P. Jones and D.C.H. Rieu

Then she went herself to summon Helen. Aphrodite found Helen on the high tower, surrounded by Trojan women. The goddess put out her hand, tugged at her sweet-smelling robe and spoke to her in the disguise of an old woman she was very fond of, a wool-worker who used to comb the wool for Helen when she lived in Lacedaemon. Mimicking this woman, celestial Aphrodite spoke to her: ‘Come here! Paris wants you to go home to him. There he is in his bedroom, on the inlaid bed, dazzling in looks and dress. You would never believe he had just come in from a duel. You would think he was going to a dance or had just stepped off the floor and sat down to rest.’ So she spoke, and her words went straight to Helen’s heart. But when she noticed the superb neck, desirable breasts and sparkling eyes of the goddess, she was shocked and spoke to her: ‘Mysterious goddess, why are you trying to lead me on like this?’

Iliad Book 3 p. 55

The translation of M. Hammond

Then the goddess went herself to call Helen. She found her on the high tower, with many Trojan women round her. She took hold of Helen’s sweet-smelling dress and twitched it with her hand, and spoke to her in the form of an old woman of many years, a wool-worker, who when Helen lived in Lakedaimon used to work beautiful wool for her, and was much loved by her. Taking this woman’s likeness divine Aphrodite spoke to Helen: Come this way: Alexandros is calling you back to the house. He is there in the bedroom, on the carved bed, shining in his own beauty and his clothing. You would not think he had come from fighting a man – you would say he was going to the dance, or had just left dancing and was taking his rest.’ So she spoke, and stirred the heart in Helen’s breast. And then when she recognised the goddess’ beautiful neck, and her lovely breasts and the eyes that flashed brightness, she was astounded, and spoke out to her: ‘Strange goddess, why so eager to work this seduction on me?’

Iliad Book 3 p. 50

- (a) (i) Why had Paris (Alexandros) and Menelaus (Menelaos) been fighting? Give **two** points. (2 marks)
- (ii) Explain how Aphrodite had helped Paris (Alexandros) to escape from this fight. (3 marks)

(b) In this passage **and** in the section of Book 3 that follows, how effectively does Homer portray Aphrodite, Helen and Paris (Alexandros)? Give examples to support your answer. (10 marks)

(c) ‘Helen, Paris (Alexandros) and Menelaus (Menelaos) are equally important to the *Iliad*.’
How far do you agree with this opinion?

You might like to include discussion of

- the reasons for fighting at Troy
- Helen’s relationship with Paris (Alexandros)
- Helen’s relationship with Paris’ brother Hector (Hektor) and father Priam
- Helen and the Trojan women
- Paris as Hector’s (Hektor’s) brother
- Menelaus (Menelaos) as Agamemnon’s brother
- Menelaus (Menelaos) as target of Pandarus’ (Pandaros’) arrow.

(20 marks)

Turn over for the next question

OR

- 2 Read the passage below in the translation which you have studied, and answer the questions which follow. Odysseus tries to persuade Achilles (Achilleus) to fight again.

The translation of E. V. Rieu

‘Up with you then, if even at this late hour you want to rescue the exhausted troops from the Trojans’ fury. You for one will regret it later when disaster has finally struck, since there will be no way of finding a remedy. Give some thought, before that stage is reached, to saving the Greeks from catastrophe.

‘My old friend, when your father Peleus sent you from Phthia to join Agamemnon, he gave you this advice: “My son, Athene and Hera, if that is their will, are going to give you the strength. What *you* must do is keep a grip on that proud spirit of yours. Fellow feeling is better. Avoid destructive quarrels, and Greeks young and old will look up to you all the more.”

‘That was the old man’s advice – which you have forgotten. But late as it is, yield, now. Give up this heart-rending anger. Agamemnon is ready to make you ample compensation the moment you relent. If you will listen, I will enumerate the gifts he has promised in his hut.’

Iliad Book 9, p. 151

The translation of M. Hammond

‘Up then, if, late though it is, you want to save the sons of the Achaians in their affliction and rescue them from the Trojans’ clamour. Or you will feel pain yourself in the future, and there will be no way to find the cure once the harm is done – no, long before that give your mind now to protecting the Danaans from the evil day. My dear friend, your father Peleus gave you this advice on the day when he sent you from Phthia to join Agamemnon. “My child,” he said, “ strength will be given you by Athene and Hera, if such is their wish, but you must hold down your heart’s high passion in your breast – good will between friends is a better thing. And if a quarrel begins its mischief, you should abandon it – this way the Argives, young and old alike, will show you greater honour.” This was the old man’s advice, and you are forgetting it. Yet even now please stop, let go the anger that pains your heart. Agamemnon is offering you full recompense if you move from your anger. Come, listen, while I tell you all the gifts in his huts which Agamemnon has promised.’

Iliad Book 9, p. 139

- (a) (i) Odysseus offers many gifts to Achilles (Achilleus) on behalf of Agamemnon. Give **three** examples. (3 marks)
- (ii) What is Achilles’ (Achilleus’) response to Odysseus’ attempts at persuasion? Give **two** details. (2 marks)
- (b) In this passage **and** in the rest of the speech of which it is a part, by what means does Odysseus attempt to persuade Achilles (Achilleus) to rejoin the Greek army? (10 marks)

(c) How important to the *Iliad* are the discussions and events of Book 9?

You might include discussion of

- the problems facing the Greek army
- the debate amongst the Greek leaders
- the situation of Achilles (Achilleus)
- the delegation to Achilles (Achilleus) and its outcome.

(20 marks)

Turn over for the next question

SECTION B

Answer **one** question.

EITHER

3 How much control does Zeus have over what happens in the *Iliad*? Refer to the books of the *Iliad* which you have read.

You might include discussion of

- the opening of Book 1
- Zeus' response to Thetis' plea in Book 1
- Zeus' intervention in Book 24
- Zeus' relationship to fate, as shown in his attitude towards Sarpedon and Hector (Hektor)
- the extent to which Zeus controls other gods, especially Hera, Athene, Apollo and Aphrodite
- the extent of human free will. (30 marks)

OR

4 In the books of the *Iliad* which you have read, how far does Homer emphasise the glory of war?

You might include discussion of

- similes applied to groups and individuals
- the shield of Achilles (Achilleus)
- stock scenes such as arming and duels
- speeches
- attitudes to war of mortals and immortals
- suffering of men and women
- rituals in honour of those killed in battle. (30 marks)

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**GENERAL CERTIFICATE OF EDUCATION
ADVANCED SUBSIDIARY EXAMINATION
SPECIMEN PAPER**



CLASSICAL CIVILISATION

CIV2B

**UNIT 2 AN INTRODUCTION TO AN ASPECT OF CLASSICAL CIVILISATION 2
OPTION B HOMER ODYSSEY**

Specimen

For this paper you must have:

- A CMI+ answer book.

Time allowed: 1 hour 30 minutes

Instructions

- Use or black ink or ball-point pen. Do **not** use pencil or gel pen.
- Write the information required on the front of your answer book.
- Answer **two** questions.
Answer **one** question from Section A and **one** question from Section B.
- Shade the boxes on pages 2 and 7 of your answer book to show which questions you have chosen.
- You must answer the questions in the spaces provided. Answers written in margins or on blank pages will not be marked.
- Do all your rough work in the answer book and cross through any work you do not want marked. Do **not** tear out any part of the book. All work must be handed in.

Information

- The maximum mark for this paper is 65.
- The marks for questions are shown in brackets.
- You will be marked on your ability to use good English, to organise information clearly and to use specialist vocabulary where appropriate.

SECTION A

Answer **one** question.

EITHER

- 1 Read the passage below and answer the questions which follow. Athene appears in disguise to Telemachus.

She found the insolent Suitors sitting in front of the door on hides of oxen they themselves had slaughtered, playing with counters; their squires and pages were busy round them, some blending wine and water in the mixing-bowls, and others carving meat in lavish portions and wiping down the tables with sponges before they set them ready.

The first to see her was Telemachus the godlike youth, who was sitting disconsolate among the Suitors, imagining how his noble father might come back out of the blue, drive the Suitors headlong from the house, and so regain his royal honours, and reign over his own once more. Full of these visions he caught sight of Athene and set off at once for the porch, ashamed that a stranger should be kept standing at the gates. He went straight up to his visitor, grasping his right hand, took his bronze spear and gave him cordial greetings. 'Welcome, my friend!' he said. 'You can tell us what has brought you here when you have had some food.'

Odyssey, pp. 6-7

- (a) (i) What disguise has Athene adopted? Give **one** detail. (1 marks)
- (ii) Why has Athene come to Ithaca? Give **two** reasons. (2 marks)
- (iii) How long has Odysseus been away from Ithaca? (1 mark)
- (iv) Where is Odysseus at this point in the story? (1 mark)
- (b) In this passage **and** elsewhere in Book 1, by what means does Homer show differences between Telemachus and the Suitors? (10 marks)
- (c) How important is Telemachus to the *Odyssey*?

You might include discussion of

- Telemachus in relation to the plot
- Telemachus' relationship with Odysseus and Penelope
- Telemachus' relationship with the Suitors
- how Telemachus behaves towards servants, especially Eumaeus
- Telemachus in relation to heroic values.

(20 marks)

OR

2 Read the passage below and answer the questions which follow. Odysseus recalls how Polyphemus reacted violently to his words.

‘His words were designed to get the better of me, but he could not outwit someone with my knowledge of the world. I answered with plausible words: “As for my ship, it was wrecked by the earthshaker Poseidon on the borders of your land. The wind had carried us to a lee shore. He drove the ship up to a headland and hurled it on the rocks. But I and my friends here managed to escape with our lives.”

‘To this the cruel brute made no reply. Instead, he jumped up, and reaching out towards my men, seized a couple and dashed their heads against the floor as though they had been puppies. Their brains ran out on the ground and soaked the earth. Limb by limb he tore them to pieces and made his meal, which he devoured like a mountain lion, leaving nothing, neither entrails nor flesh, marrow nor bones, while we, weeping, lifted up our hands to Zeus in horror at the ghastly sight. We felt completely helpless.’

Odyssey, pp. 132-133

- (a) (i) To whom is Odysseus telling this story? (1 mark)
- (ii) What information has Odysseus already given to Polyphemus about himself and his men? Give **two** points. (2 marks)
- (iii) What do Odysseus and his men do in order to escape from Polyphemus? Give **two** details. (2 marks)
- (b) In this passage **and** in the rest of Book 9, how does Homer highlight the ways in which Polyphemus is different from Odysseus and his men? (10 marks)
- (c) How typical is Polyphemus of those whom Odysseus meets on his journey home?
- You might include discussion of
- the goddesses Calypso and Circe
 - the god Hermes
 - the Phaeacians, including Nausicaa
 - the Sirens, Scylla and Charybdis
 - the Lotus-eaters, Aeolus, the Laestrygonians and Cicones. (20 marks)

SECTION B

Answer **one** question.

EITHER

3 ‘Odysseus’ most important quality is his skill with words.’

On the evidence of the books of the *Odyssey* which you have read, how far do you agree with this opinion?

You might include discussion of

- Odysseus telling stories, including lies
- his words when in disguise on Ithaca
- the orders he has given to his men on his travels and to his servants in Ithaca
- his conversations with Nausicaa, Penelope, Athene, Telemachus and others
- his words to the Suitors
- other qualities possessed by Odysseus.

(30 marks)

OR

4 ‘In the events on Ithaca both Odysseus’ supporters and his opponents act purely in self-interest.’

On the evidence of the books of the *Odyssey* which you have read, how far do you agree with this statement?

You might include discussion of

- the motives of Penelope and Telemachus
- the intentions of servants, both supporters and opponents
- the intentions of the Suitors.

(30 marks)

END OF QUESTIONS

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**GENERAL CERTIFICATE OF EDUCATION
ADVANCED SUBSIDIARY EXAMINATION
SPECIMEN PAPER**



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

CLASSICAL CIVILISATION

CIV2C

**UNIT 2 AN INTRODUCTION TO AN ASPECT OF CLASSICAL CIVILISATION 2
OPTION C ATHENIAN VASE PAINTING**

Specimen

For this paper you must have:

- A CMI+ answer book.

Time allowed: 1 hour 30 minutes

Instructions

- Use black ink or ball-point pen. Do **not** use pencil or gel pen.
- Write the information required on the front of your answer book.
- Answer **two** questions.
Answer **one** question from Section A and **one** question from Section B.
- Shade the boxes on pages 2 and 7 of your answer book to show which questions you have chosen.
- You must answer the questions in the spaces provided. Answers written in margins or on blank pages will not be marked.
- Do all your rough work in the answer book and cross through any work you do not want marked. Do **not** tear out any part of the book. All work must be handed in.

Information

- The maximum mark for this paper is 65.
- The marks for questions are shown in brackets.
- You will be marked on your ability to use good English, to organise information clearly and to use specialist vocabulary where appropriate.

SECTION A

Answer **one** question.

EITHER

- 1 Study the photographs below and answer the questions which follow. The figures illustrated appear on opposite sides of the same vase by the Berlin Painter.

Photograph A

Photograph of Herakles from Belly Amphora by the Berlin Painter, not reproduced here due to third party copyright constraints.

Photograph B



Copyright © Antikenmuseum Basel und
Sammlung Ludwig

- (a) (i) Name the two figures who appear on the vase. *(2 marks)*
- (ii) Give **three** reasons for your identification. *(3 marks)*
- (b) What features of this vase and its figures are characteristic of the Berlin Painter? *(10 marks)*

(c) Discuss the original function of this vase, and the message conveyed by its pictures to the people who saw it in use. You might include discussion of

- the function of this shape
- the type of occasion for which it was made and used
- what sort of people were present
- the identity and meaning of the figures.

(20 marks)

OR

2 Study the photographs below and answer the questions which follow. Both photographs show the interiors of cups.

Photograph C

Photograph of attic black figure cup by Exekias showing Dionysus in boat, not reproduced here due to third party copyright constraints.

Photograph D

Photograph of cup by the Sosias Painter showing Achilles and Patroclus, not reproduced here due to third party copyright constraints.

(a) Briefly describe the subject matter and composition of each picture. *(5 marks)*

(b) How far do these two paintings illustrate the difference between their two techniques? *(10 marks)*

(c) What were the difficulties experienced by painters in composing the picture inside a cup, **and** how successful were these two examples in overcoming them? You might include discussion of

- the number of figures
- circular formats and their difficulties
- the use or absence of a frame
- the differences in approach between these two pictures.

(20 marks)

SECTION B

Answer **one** question.

EITHER

3 Many pictures on Athenian red-figure vases appear to show contemporary human activity rather than myth. What problems did red-figure painters face in representing such activity **and** how successfully did they overcome these problems? Refer to specific examples in your answer. You might include discussion of

- types of activity illustrated
- how easy they are to represent visually
- how far the red figure technique helps.

(30 marks)

OR

4 Discuss the importance of the Achilles Painter's work to the development of the white-ground style; you should refer to at least **two** works of his that you consider typical. You might include discussion of

- uses of white-ground vases
- how they resemble and differ from red-figure vases
- where the painter fits chronologically in the development of the style
- his subject matter
- the advantages of the technique for the painter.

(30 marks)

END OF QUESTIONS

**GENERAL CERTIFICATE OF EDUCATION
ADVANCED SUBSIDIARY EXAMINATION
SPECIMEN PAPER**



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

CLASSICAL CIVILISATION

CIV2D

UNIT 2 AN INTRODUCTION TO AN ASPECT OF CLASSICAL CIVILISATION 2

OPTION D ATHENIAN IMPERIALISM

Specimen

For this paper you must have:

- A CMI+ answer book.

Time allowed: 1 hour 30 minutes

Instructions

- Use black ink or ball-point pen. Do **not** use pencil or gel pen.
- Write the information required on the front of your answer book.
- Answer **two** questions.
Answer **one** question from Section A and **one** question from Section B.
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Information

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- You will be marked on your ability to use good English, to organise information clearly and to use specialist vocabulary where appropriate.

SECTION A

Answer **one** question

EITHER

1 Read the passage below and answer the questions which follow. The passage comes from Thucydides' account of the Pentecontaetia.

The passage is not reproduced here due to third party copyright constraints.

5

Thucydides, 1.98

- (a) (i) What were the original arrangements for the organisation of the Delian League? Give **four** details. *(4 marks)*
- (ii) Why did the allies turn to Athens for leadership rather than to Sparta? Give **one** reason. *(1 mark)*
- (b) In lines 1-5 of the passage Thucydides mentions Athenian actions against Eion, Scyros and Carystus. What might these actions suggest about Athenian motives in the early years of the Delian League? Give the reasons for your views. *(10 marks)*
- (c) How far do you think Athens broke the original constitution of the League in the period from the revolt of Naxos to 454 BC? Give the reasons for your views.

You might include discussion of

- Naxos
- Thasos
- Egypt
- Aegina
- the treasury and meetings of the allies.

(20 marks)

OR

2 Read the passages below and answer the questions which follow.

Passage A *Pericles is addressing the Athenian Assembly in 430 BC.*

The passage is not reproduced here due to third party copyright constraints.

Thucydides, 2.63

Passage B *Cleon is speaking to the Athenian Assembly in the Mytilenian Debate in 428 BC.*

The passage is not reproduced here due to third party copyright constraints.

Thucydides, 3.37

- (a) (i) In what circumstances was Pericles addressing the Athenian Assembly in **Passage A**?
Make **two** points. (2 marks)
- (ii) Why was the Mytilenian Debate (**Passage B**) being held? Make **three** points.
(3 marks)
- (b) In Thucydides' version of the Mytilenian Debate, to what extent does Diodotus' attitude towards Athens' allies differ from that of Cleon? Give the reasons for your views.
(10 marks)
- (c) 'Your leadership depends on superior strength' (**Passage B**, line 3).

In the **other** debates in Thucydides you have read, to what extent do the Athenians use their superior strength as a justification for their treatment of other Greeks? Give the reasons for your views.

You might include discussion of

- the speech of the Athenians at the debate in the Spartan assembly in 432 BC before the declaration of war
 - the negotiations between the Athenian representatives and the governing body of Melos in 416/5 BC
 - the speech of Euphemus, the Athenian representative, at Camarina in Sicily in 415/4 BC.
- (20 marks)

SECTION B

Answer **one** Question

EITHER

- 3 How tightly did the Athenians seek to control their allies between 454 and 440 BC? Give the reasons for your views.

You might include discussion of

- the regulations for Erythrai, Miletos and Kolophon
- cleruchies
- the regulations for Khalkis and the treatment of the rest of Euboea
- the Kleinias Decree
- the Coinage Decree (if passed in the 440s BC)
- Samos.

(30 marks)

OR

- 4 To what extent did Athens' allies stay loyal in the period from the build-up to the Peloponnesian War in 433/2 BC to the end of the war in 404 BC? Give the reasons why the allies behaved as they did.

You might include discussion of

- the reasons for allied loyalty or revolt
- Potidaea and the rest of Athens' allies at the start of the war
- how typical Mytilene's revolt was
- Brasidas' campaign in Thrace
- the Sicilian expedition
- the extent of revolts between the end of the Sicilian expedition and the end of the war.

(30 marks)

END OF QUESTIONS

**GENERAL CERTIFICATE OF EDUCATION
ADVANCED SUBSIDIARY EXAMINATION
SPECIMEN PAPER**



CLASSICAL CIVILISATION

CIV2E

**UNIT 2 AN INTRODUCTION TO AN ASPECT OF CLASSICAL CIVILISATION 2
OPTION E ROMAN ARCHITECTURE**

Specimen

For this paper you must have:

- A CMI+ answer book.

Time allowed: 1 hour 30 minutes

Instructions

- Use black ink or ball-point pen. Do **not** use pencil or gel pen.
- Write the information required on the front of your answer book.
- Answer **two** questions.
Answer **one** question from Section A and **one** question from Section B.
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Information

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- The marks for questions are shown in brackets.
- You will be marked on your ability to use good English, to organise information clearly and to use specialist vocabulary where appropriate.

SECTION A

Answer **one** question.

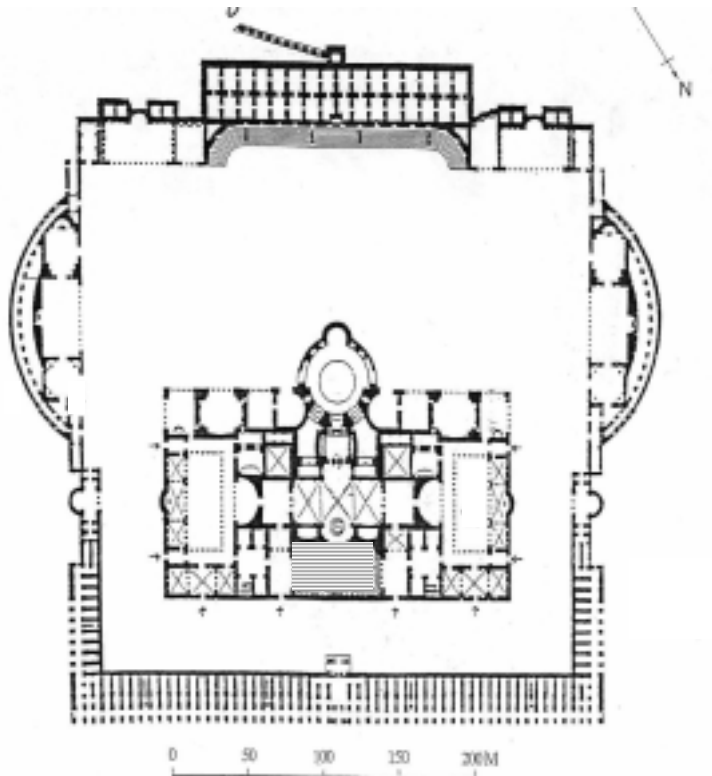
EITHER

1 Study the plans below and answer the questions which follow.

Plan A Pompeii, Stabian Baths

The plan is not reproduced here due to third party copyright constraints.

Plan B Rome, Baths of Caracalla



-
- (a) (i) Give the approximate dates of the buildings shown in **Plans A** and **B**. *(2 marks)*
- (ii) Identify the function of the area marked **1** on **Plan A**. *(1 mark)*
- (iii) When the Stabian Baths and the Baths of Caracalla were first built, how was each of them supplied with water? *(2 marks)*
- (b) Compare the ground plan of the Stabian Baths with that of the central block of the Baths of Caracalla. Which do you consider better arranged? Explain your answer. *(10 marks)*
- (c) How far do you consider that the Baths of Caracalla show an architectural advance over the Stabian Baths?

You might include discussion of

- scale, planning and design
- the method of construction used in each
- the choice and use of materials.

(20 marks)

Turn over for the next question

OR

2 Study the drawing below and answer the questions which follow.

Drawing C Rome, the Pantheon

The drawing is not reproduced here due to third party copyright constraints.

- (a) (i) Give the approximate date of the temple shown in **Drawing C**. *(1 marks)*
- (ii) State **one** way in which the date has been established. *(1 mark)*
- (iii) To whom was the Pantheon dedicated? *(1 marks)*
- (iv) Why is the inscription over the porch misleading? Make **two** points. *(2 marks)*
- (b) Imagine you are standing at the point marked **X** on **Drawing C**. How far is the external appearance of the temple seen from this angle typical of other temples you have studied? *(10 marks)*
- (c) How successful, in your opinion, were the builders of this temple in creating an interior that combined strength and aesthetic appeal?
- You might include discussion of
- the system of construction
 - the materials used
 - the design
 - the use of light and colour.
- (20 marks)*

SECTION B

Answer **one** question.

EITHER

- 3 What do you consider the main contributions of the Romans to the development of town planning? You should explain your choice and refer to specific examples of town planning to support your answer.

You might include discussion of

- the advantages and limitations of the grid plan
- the provision of basic facilities
- the provision of amenities for political, social and religious life
- the range of buildings regularly found in a Roman town.

(25 marks)

OR

- 4 What can we learn about the social and cultural life of the Romans from a study of the *domus*? You should explain your views and refer to particular examples of *domus* to support your answer.

You might include discussion of

- the design and decoration of *domus*
- changes over time
- the social and cultural values of the residents.

(25 marks)

END OF QUESTIONS

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Plan B from D. ROBERTSON, *Greek and Roman Architecture*, 1943, Cambridge University Press

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**GENERAL CERTIFICATE OF EDUCATION
ADVANCED SUBSIDIARY EXAMINATION
SPECIMEN PAPER**



CLASSICAL CIVILISATION

CIV2F

UNIT 2 AN INTRODUCTION TO AN ASPECT OF CLASSICAL CIVILISATION 2

OPTION F THE SECOND PUNIC WAR

Specimen

For this paper you must have:

- A CMI+ answer book.

Time allowed: 1 hour 30 minutes

Instructions

- Use black ink or ball-point pen. Do **not** use pencil or gel pen.
- Write the information required on the front of your answer book.
- Answer **two** questions.
Answer **one** question from Section A and **one** question from Section B.
- Shade the boxes on pages 2 and 7 of your answer book to show which questions you have chosen.
- You must answer the questions in the spaces provided. Answers written in margins or on blank pages will not be marked.
- Do all your rough work in the answer book and cross through any work you do not want marked. Do **not** tear out any part of the book. All work must be handed in.

Information

- The maximum mark for this paper is 65.
- The marks for questions are shown in brackets.
- You will be marked on your ability to use good English, to organise information clearly and to use specialist vocabulary where appropriate.

SECTION A

Answer **one** question.

EITHER

- 1 Read the passage below from Livy's *The War with Hannibal*, and answer the questions which follow. Hannibal takes his elephants safely across the river.

Hannibal, now convinced that there was more smoke than fire in Gallic resistance, completed at leisure the passage of the river, and pitched camp.

Various methods were, I believe, employed to get the elephants across; at any rate there are differing accounts of how it was done. According to one account, the beasts were herded close to the bank, and a notably ferocious one was then goaded by his driver, who promptly plunged into the water; the furious animal pursued him as he swam for his life and so drew the rest of the herd after him. Despite their terror at finding themselves in deep water, they were all carried to the farther bank by the sheer force of the current. It is more generally thought that they were ferried across on rafts – surely a safer method, and also, to judge by the result, a more likely one. 5 10

Livy, *The War with Hannibal*, pp.51-52

- (a) (i) Name the river mentioned in the passage. (1 mark)
- (ii) Give **four** details of what happened when Hannibal used the 'safer method' (line 9) to take his elephants across the river. (4 marks)
- (b) How far were elephants an asset to Hannibal **and** how far a liability in the Second Punic War up to 203 BC? (10 marks)
- (c) How effective was Roman **and** non-Roman opposition to Hannibal and his army, from when Hannibal took command in Spain in 221 BC until the Battle of Lake Trasimene in 217 BC?
- You might include discussion of
- opposition from Spanish and Alpine tribes
 - the strategy and tactics of P. Scipio in Italy and Spain
 - the attitude and actions of Rome's Gallic allies
 - the policy of the Roman senate
 - the election and tactics of Flaminius. (20 marks)

OR

2 Read the passage below and answer the questions which follow. The defeated Syphax is led in chains.

When the news arrived that Syphax was being brought into camp, the men poured in crowds from their quarters as if they were to witness the grand spectacle of a triumph. Syphax, in chains, led the procession; behind him came an assorted company of noble Numidians. The Roman onlookers by exaggerating their victory were soon doing all they could to add to the stature of Syphax and to the fame of his people, telling each other that he was the king to whose majesty both Rome and Carthage, the two most powerful nations in the world, paid such respect that Scipio, commander-in-chief of the former, left his army and the work he was doing in Spain and sailed with two quinqueremes to Africa solely to seek his friendship; while Hasdrubal, a Carthaginian army-commander, not only visited him in person in his kingdom but gave him his daughter in marriage. 5 10

Livy, The War with Hannibal, p 643

- (a) (i) How had Syphax come to be in this situation? Give **four** details. (4 marks)
- (ii) What happened to Syphax after this incident? (1 mark)
- (b) ‘The contribution of Syphax to the outcome of the Second Punic War was less significant than that of Masinissa.’ How far do you agree with this opinion? (10 marks)
- (c) ‘There is much more to Scipio Africanus’ achievements than responsibility for the defeat of Hannibal at Zama.’ How far do you agree with this opinion?

You might include discussion of

- Scipio Africanus’ public career
- his actions at Ticinus and Cannae
- his policy over New Carthage and Spain
- his dealings with Syphax and Masinissa
- his policy and tactics in North Africa before Zama
- his tactics at Zama.

(20 marks)

SECTION B

Answer **one** question.

EITHER

- 3 In his introduction to Book XXI, Livy calls the Second Punic War ‘the most memorable war in history’. Judging from Books of Livy you have studied, how successful do you think he is in making the war with Hannibal memorable?

You might include discussion of

- Livy’s portrayal Roman, Carthaginian and characters
- Livy’s techniques in describing battles and other events
- speeches
- the nature and significance of the war
- the values illustrated in the war.

(30 marks)

OR

- 4 How useful is Plutarch’s *Life of Fabius Maximus* as a source for the Second Punic War down to 203 BC?

You might include discussion of

- Plutarch as biographer
- Plutarch’s presentation of facts
- Plutarch’s presentation of values
- Plutarch’s presentation of character
- when Plutarch lived and wrote.

(30 marks)

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