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Other Names										
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For Examiner's Use	
Examiner's Initials	
Question	Mark
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General Certificate of Secondary Education  
Foundation Tier  
June 2014

## Classical Civilisation

40201F

Unit 1F Greece and Rome: Stories and Histories

F

Tuesday 10 June 2014 9.00 am to 10.00 am

You will need no other materials.

### Time allowed

- 1 hour

### Instructions

- Use black ink or black ball-point pen. Do **not** use pencil or gel pen.
- Fill in the boxes at the top of this page.
- Answer questions on **one** topic only.
  - Topic A Homer, *Odyssey* is printed on **pages 2 to 11**.
  - Topic B Livy, *Stories of Rome* is printed on **pages 12 to 21**.
  - Topic C Athens and Sparta is printed on **pages 22 to 31**.
  - Topic D History of Roman Britain is printed on **pages 32 to 41**.
- Answer **all** questions on the topic you have chosen.
- Write your answers in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work that you do not want to be marked. Do **not** tear out any part of the book. All work must be handed in.

### Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 46.
- You will be marked on your ability to:
  - use good English
  - organise information clearly
  - use specialist vocabulary where appropriate.



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40201F

Answer questions on **one** topic only.

Answer **all** questions on the topic you have chosen in the spaces provided.

**TOPIC A HOMER, ODYSSEY**

Answer **all** questions on this topic in the spaces provided.

**Question 1**

Read the following passage and answer the questions below.

‘You must be grieved for your master’s eye, blinded by a wicked man and his accursed friends, when he had robbed me of my wits with wine. Nobody was his name; and I swear that he has not yet saved his skin! Ah, if only you feel as I do and find a voice to tell me where he’s hiding from my fury!’

Homer, *Odyssey*, Book 9, p. 138

**1 (a)** To whom is the Cyclops talking in the passage?

**[1 mark]**

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**1 (b)** Explain why Odysseus had blinded the Cyclops.

**[3 marks]**

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**1 (c)** Where is Odysseus hiding at this point in the story? **[1 mark]**

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**1 (d)** State **two** things the Cyclops later asks Poseidon to do to punish Odysseus. **[2 marks]**

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**1 (e)** Do you agree with the Cyclops that Odysseus was a wicked man? You may refer to any of the books of the *Odyssey* you have read. **[3 marks]**

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**Question 2**

Read the following passage and answer the questions below.

They were astounded at the sight of us. ‘Odysseus?’ they exclaimed. ‘How do you come to be here? What evil power has dealt you this blow? We did our best to help you on your way home to Ithaca or any port you might choose.’  
 I replied sorrowfully, ‘An untrustworthy crew and a fatal sleep were my downfall. Put things right for me, my friends. You easily could.’

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Homer, *Odyssey*, Book 10, p. 144.

**2 (a)** How had Aeolus previously tried to help Odysseus return home?

**[2 marks]**

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**2 (b)** Explain how an ‘untrustworthy crew and a fatal sleep’ (line 4) had caused problems for Odysseus.

**[3 marks]**

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**2 (c)** Odysseus asked Aeolus to 'put things right' (line 5). What did Aeolus reply?

**[2 marks]**

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**2 (d)** Would you have liked to have been in charge of Odysseus' crew? Give reasons for your answer. You may refer to any books of the *Odyssey* you have read.

**[3 marks]**

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**Question 3**

**3 (a)** Describe **three** ways in which members of Odysseus' crew died.

**[4 marks]**

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**3 (b)** Why were the Sirens dangerous **and** how did Odysseus pass them safely?

**[4 marks]**

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**Question 3 continues on the next page**

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**3 (c)** Many people, monsters and gods caused Odysseus problems. Choose your top **three** and give your reasons for choosing them.

**[5 marks]**

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**Question 4**

**4 (a)** How did Athene help Odysseus?

**[4 marks]**

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**Question 4 continues on the next page**

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**4 (b)** Why might you feel sorry for Calypso?

**[4 marks]**

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**4 (c)** Who do you think was the nicer character: Circe or Nausicaa? Give your reasons.

**[5 marks]**

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**END OF TOPIC A**

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**TOPIC B LIVY, STORIES OF ROME**

Answer **all** questions on this topic in the spaces provided.

Do **not** answer questions on this topic if you have answered questions on Topic A.

**Question 5**

Read the following passage and answer the questions below.

‘I see you have no thought for your dead brothers, or me, or Rome’, he said. ‘Go and join your lover, you and your girlish passion! There shall be no tears for the enemy while I’m alive.’ And with these harsh words he drove the sword through her body. The crowd were horrified at this appalling deed. In spite of his recent heroism he was arrested and brought before the king.

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Livy, *Stories of Rome* p. 15.

**5 (a)** To whom is Horatius speaking?

**[1 mark]**

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**5 (b)** Explain what he means by ‘Go and join your lover’ (lines 1-2).

**[3 marks]**

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**5 (c)** What had Rome gained from Horatius' victory?

**[1 mark]**

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**5 (d)** How was Horatius eventually punished?

**[2 marks]**

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**5 (e)** Do you think the King behaved well in this story? Give your reasons.

**[3 marks]**

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**Question 6**

Read the following passage and answer the questions below.

The old men were back in their homes, waiting for the Gauls and certain death. Some of them had in the past presided over public Games. Now they waited to die wearing their most splendid ceremonial robes, to remind them of a time when they had been powerful and respected men in Rome. There they sat, in their central courtyards, on chairs inlaid with ivory.

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Livy, *Stories of Rome* pp. 58–59

**6 (a)** What rank did the old men hold in Roman society?

**[1 mark]**

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**6 (b)** Explain why they had decided to stay in the city.

**[3 marks]**

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**6 (c)** Describe what led to the deaths of the old men.

**[3 marks]**

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**6 (d)** Apart from Camillus, who is your favourite individual character from the story of the Gallic invasion? Give your reasons.

**[3 marks]**

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**Question 7**

**7 (a)** How did Horatius Cocles stop the Etruscan army from reaching Rome?

**[4 marks]**

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**7 (b)** Explain why the Romans admired Gaius Mucius Scaevola.

**[4 marks]**

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**Question 7 continues on the next page**

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**7 (c)** Which women in Livy's stories do you admire? Give your reasons.

**[5 marks]**

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**Question 8**

**8 (a)** How did Cincinnatus save the trapped Roman army?

**[4 marks]**

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**Question 8 continues on the next page**

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**8 (b)** How did Camillus' behaviour towards the schoolteacher **and** the Gauls help Rome?

**[4 marks]**

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**8 (c)** Do you like Coriolanus? Give your reasons.

**[5 marks]**

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**END OF TOPIC B**

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**TOPIC C ATHENS AND SPARTA**

Answer **all** questions on this topic in the spaces provided.

Do **not** answer questions on this topic if you have answered questions on Topic A or Topic B.

**Question 9**

Answer the following questions about the Spartan *syssition* (mess/dining hall).

**9 (a)** How did a Spartan become a member of a *syssition* (mess/dining hall)? **[3 marks]**

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**9 (b)** Why had Lycurgus set up the *syssition* system of living? **[2 marks]**

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**9 (c)** A visitor tasted the black broth of Sparta, and said, ‘Now I know why the Spartans have no fear of death.’ What did the visitor mean? **[2 marks]**

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**9 (d)** Why do you think the Spartans were so desperate to join a *syssition*? **[3 marks]**

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**Question 10**

Read the following passage and answer the questions below.

In Aristophanes' play *The Clouds*, Socrates is supposed to run

'a logic factory for the extra-clever. There are men who can convince you heaven's a sort of fire-extinguisher all around us, and we're like cinders – yes, and they teach you (if you pay enough) to win your arguments, whether you're right or wrong.'

*These were the Greeks*, p. 166

**10 (a)** What name is given to the men in line 1 of the quotation in the passage? **[1 mark]**

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**10 (b) (i)** Who did they teach? **[2 marks]**

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**10 (b) (ii)** Why was it important for the people they taught to learn to win arguments? **[2 marks]**

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**10 (c)** Why were these teachers unpopular? **[2 marks]**

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**10 (d)** How successful do you think education for **poor** children was in Athens in the 5th century BC?

**[3 marks]**

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**Turn over for the next question**

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**Question 11**

**11 (a)** How did an Athenian girl in the 5th century BC prepare for her wedding?  
Do **not** write about the ceremony itself.

**[4 marks]**

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**11 (b)** Why might an Athenian girl have been scared on her wedding day?

**[4 marks]**

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**Question 11 continues on the next page**

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**11 (c)** What do you think were the advantages **and** disadvantages of women's lives in Athens in the 5th century BC?

**[5 marks]**

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**Question 12**

**12 (a)** How did Spartan soldiers fight and protect themselves in the phalanx formation?

**[4 marks]**

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**Question 12 continues on the next page**

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**12 (b)** How did the *agoge* (Spartan school) make boys tough?

**[4 marks]**

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**12 (c)** Would you have preferred to be an adult Spartan man or an adult Spartan woman?  
Give your reasons.

**[5 marks]**

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**END OF TOPIC C**

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**TOPIC D HISTORY OF ROMAN BRITAIN**

Answer **all** questions on this topic in the spaces provided.

Do **not** answer questions on this topic if you have answered questions on Topics A, B or C.

**Question 13**

Read the following passage and answer the questions below.

Taking over the command of these troops he crossed the river and engaged the barbarians who had assembled to oppose him; he defeated them, and captured Camulodunum, the capital of Cunobelinus..... He deprived those who submitted of their arms, and putting these people under the control of Plautius, he ordered him to subdue the remaining areas.

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Dio, 60, 21.4–21.5

**13 (a) (i)** Name the river in line 1.

**[1 mark]**

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**13 (a) (ii)** Name the man who took control of the troops in line 1.

**[1 mark]**

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**13 (b)** Which son of Cunobelinus had died in fighting before this battle?

**[1 mark]**

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**13 (c)** Which road marked the area subdued by Aulus Plautius?

**[1 mark]**

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**13 (d)** Explain how Camulodunum (Colchester) played an important part in the rebellion led by Boudicca.

**[3 marks]**

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**13 (e)** There were some strange events at Camulodunum before it was attacked. What effect do you think these events had on the people who lived there?

**[3 marks]**

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**Question 14**

Read the following passage and answer the questions below.

Therefore Polyclitus, one of the Emperor’s freedmen, was sent to examine the position in Britain. Nero had high hopes that Polyclitus’ influence would not only create harmony between governor and procurator, but also cure the natives’ rebelliousness.

Tacitus, *Annals*, 14.39

**14 (a)** Name the procurator in line 3.

**[1 mark]**

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**14 (b)** Explain why the procurator had argued with Suetonius Paulinus.

**[3 marks]**

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**14 (c)** What reason was later given for Suetonius Paulinus’ recall to Rome?

**[1 mark]**

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**14 (d)** What had the previous procurator Catus Decianus done which helped to cause the rebellion led by Boudicca?

**[2 marks]**

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**14 (e)** Do you admire Suetonius Paulinus? Give your reasons.

**[3 marks]**

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**Turn over for the next question**

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**Question 15**

**15 (a)** What did the Romans hope to gain from conquering Britain?

**[4 marks]**

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**15 (b)** Why did Julius Caesar have problems when he invaded Britain?

**[4 marks]**

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**Question 15 continues on the next page**

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**15 (c)** What would you have disliked about being ruled by the Romans? Do you think there were any advantages of being part of the Roman Empire?

**[5 marks]**

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**Question 16**

**16 (a)** Agricola won the battle at the Graupian Mountain (Mons Graupius). What other successes did he have as Governor of Britain?

**[4 marks]**

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**16 (b)** What was special about Agricola's victory at the Graupian Mountain (Mons Graupius)? **[4 marks]**

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**16 (c)** What qualities made Agricola and Suetonius Paulinus good generals and successful governors of Britain? Give examples of the **two** generals showing these qualities.

**[5 marks]**

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**END OF QUESTIONS**

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**Topic B** Extracts from *Livy, Stories of Rome*, edited and translated by ROGER NICHOLS, 1982, Cambridge University Press

**Topic C** Extracts from H D Amos and A G P Lang, 1996, page 166, *These were the Greeks*, Bristol Classical Press, an imprint of Bloomsbury Publishing Plc

**Topic D** Extracts from *Literary Sources for Roman Britain*, J C Mann and R G Penman, Lactor, 1996.

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