

Teacher Resource Bank

GCSE Classical Civilisation

Additional Specimen Questions



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Introduction

This guide is designed to provide a detailed guidance for teachers on the format and demands of the new GCSE Classical Civilisation examination papers, and on what examiners are looking for in students' answers. It also contains additional specimen questions which can be used to help you prepare your students for their exams.

Structure of the Papers

Questions on each topic on the three written papers will follow the same pattern.

| Higher Tier | Foundation Tier |
|---|--|
| 46 marks – 1 hour | 46 marks – 1 hour |
| Students answer questions on one topic from a choice of four | Students answer questions on one topic from a choice of four |
| Q1 Structured question 7 marks AO1/2* 3 marks AO3* | Q1 Structured question 7 marks AO1/2* 3 marks AO3* |
| Q2 Structured question 7 marks AO1/2 3 marks AO3 | Q2 Structured question 7 marks AO1/2 3 marks AO3 |
| Q3 Choice of two structured essays 8 marks AO1 8 marks AO2 10 marks AO3 | Q3 Structured question 4 marks AO1 4 marks AO2 5 marks AO3 |
| Total AO1 14-16 marks 30-35% | Q4 Structured question 4 marks AO1 4 marks AO2 5 marks AO3 |
| Total AO2 14-16 marks 30-35% | Total AO1 14-16 marks 30-35% |
| Total AO3 16 marks 35% | Total AO2 14-16 marks 30-35% |
| | Total AO3 16 marks 35% |

*Assessments Objectives (AOs) – these are the skills which will be assessed in GCSE Classical Civilisation exams. For a full explanation see pages 7–8.

Combined Question Paper / Answer Books

We are introducing combined question paper / answer books in the new GCSE Classical Civilisation specification. These books include lined spaces within the question paper for students to write their answers. The number of lines will give students an indication of how much examiners are expecting them to write.

In Foundation Tier papers there will be a separate space for each answer.

In Higher Tier papers there will be blank pages at the end of each topic where candidates will write their answers to their choice of structured essay question. The structured essays themselves will be printed in a separate insert.

Many students like combined question paper / answer books. They appear more accessible and students know what is expected of them. They can also see if they have missed any questions out. Foundation Tier students in particular benefit from this extra guidance.

An extract from a question in a combined question paper / answer book looks like this:

| |
|---|
| <p>1 (a) (i) Name the Cyclops.</p> <p>.....</p> <p style="text-align: right;"><i>(1 mark)</i></p> |
| <p>1 (a) (ii) Who was the Cyclops' father?</p> <p>.....</p> <p style="text-align: right;"><i>(1 mark)</i></p> |
| <p>1 (b) How had Odysseus managed to get the Cyclops so drunk?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p style="text-align: right;"><i>(2 marks)</i></p> |
| <p>1 (c) What emotions do you feel when you read the passage above? Give reasons for your answer.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p style="text-align: right;"><i>(3 marks)</i></p> |

Revised specimen question papers for Units 1F and 1H showing the new layout are available now.

Common Questions

The first two questions in each topic will be common to the two tiers. These questions will usually, but not always, be based on a source. The source will be taken from those listed in Section 3 of the specification.

These questions will be broken down into shorter questions. The first three or four marks will usually be short questions targeting AO1. The answers to these questions may well be single words or short phrases. The next three or four marks will usually target AO2. The final three marks will target AO3 and will be marked using *levels of response*.

These part-questions may be arranged in a different order. The guiding principal will be: start with the easiest questions, and move on to the more difficult ones.

Structured Essays

A structured essay is, in essence, an essay broken down into three parts. Each part addresses one *assessment objective* (see pages 7–8). The idea is to make the essay questions more accessible to students by helping them to address the correct assessment objectives in their answers. Students with a good knowledge and understanding of the classics and the ability to interpret primary classical sources should not be penalised because they lack essay-writing skills.

The three parts of the structured essay will be related, but the AO1 and AO2 parts in particular will not be too closely related as it would be easy for students to use the same basic knowledge twice to answer both parts.

The following structured essay, taken from the Specimen Paper for 1H, is a good example of a structured essay. The three parts are clearly related – all three parts are about women – but the answers will not contain too much overlap.

- 6** (a) (i) Describe why Lucretia was considered the best wife **and** how she died. (8 marks)
- 6** (a) (ii) What qualities of women’s behaviour did Livy disapprove of in his stories of early Rome? Give examples to support your answer. (8 marks)
- 6** (a) (iii) How influential do you think women were in the history of early Rome? (10 marks)

Foundation Tier Questions

The remaining questions on the Foundation Tier will be closely related to the questions in the Higher Tier paper but will ask for less comprehensive answers. In Foundation Tier papers examiners are looking for *sound* knowledge, understanding and interpretation rather than *detailed* knowledge and *thorough* understanding and analysis. Fewer marks are available and students have less time to answer each question.

The Specimen Paper on 1F contains the following questions on women in Livy. The questions are quite different from those on the Higher Tier paper but cover the same part of the specification.

- | | |
|-------|--|
| 7 (a) | How did Tanaquil help her husband Tarquin and Servius Tullius to be successful? (4 marks) |
| 7 (b) | Why did the Romans admire Lucretia so much? (4 marks) |
| 7 (c) | Do you think the women in early Rome also behaved in a bad way? Give examples to support your answer. (5 marks) |

Covering the Specification Content

It is impossible to cover the full specification for each topic in a single paper. Examiners will aim to cover four significant aspects (or related aspects) of each topic in each year's paper and to cover the full specification in three to four years. The same aspects will be covered in both Foundation and Higher papers in any given year.

It is inevitable that, over a period of three or four years, questions will be asked on aspects of the topic which have already been covered. If examiners do not do this, questions will become increasingly obscure from year to year. This would not be fair on candidates. Each paper is taken by a different cohort of candidates and we aim to give each cohort a fair chance to show what they know.

Target Grades

Remember which grades are targeted in each paper. The papers are designed to allow students to show their knowledge, understanding and interpretation of the materials they have studied at the relevant level.

Foundation Tier papers are targeted at Grades C to F. Questions will allow students to fulfil the Grade Description for **Grade C**:

Students recall, select and organise relevant and sound knowledge of the classical world. They demonstrate a sound understanding of the customs, institutions, events and/or achievements of the classical world.

They evaluate, interpret and offer a personal response to an author's ideas, opinions and literary techniques.

They interpret and analyse evidence to draw relevant conclusions and, where appropriate, make reasoned comparisons between the classical world and later times.

The same questions will allow less able students to demonstrate the *limited* knowledge, understanding and interpretation required for a Grade F.

Higher Tier papers are targeted at Grades A* to D. Questions will allow students to fulfil the Grade Description for Grade A:

Students recall, select and organise relevant and detailed knowledge of the classical world. They demonstrate a thorough understanding of the customs, institutions, events and/or achievements of the classical world.

They evaluate, interpret and construct an informed personal response to an author's ideas, opinions and literary techniques.

They interpret, analyse and evaluate evidence in depth to reach reasoned and substantiated conclusions and, where appropriate, make perceptive comparisons between the classical world and later times.

The same questions will allow less able students to demonstrate the *sound* knowledge, understanding and interpretation required for a Grade C.

REMEMBER

There are two routes available to Grade C.
The two routes to Grade C are comparable.

On Foundation Tier, the knowledge, understanding and interpretation required for a sound answer to Questions 3 and 4 will be roughly equivalent to the knowledge, understanding and interpretation required for a sound answer to Question 3 on Higher Tier.

| | | |
|--|---|--|
| Foundation Tier Question 1 + Question 2 + Question 3 + Question 4 | = | Higher Tier Question 1 + Question 2 + Question 3 |
|--|---|--|

The Assessment Objectives

Each question paper will assess the following assessment objectives.

- AO1** Recall, select and organise relevant knowledge of literature and its contexts and/or of society and values of the classical world.
- AO2** Demonstrate an understanding of literature and its contexts and/or of society and values of the classical world.
- AO3** Interpret, evaluate and respond to literature and its contexts and/or sources related to society and values of the classical world.

The weighting to be given to each assessment objective is given in Section 3.

AO1 – Knowledge and Organisation of Material

Students will be expected to demonstrate knowledge of the content, literary forms and context of the work studied (for literary topics), or of the society, politics and culture of the classical world (for civilisation topics). They will be expected to select relevant knowledge to answer the question set and to organise their answers clearly.

The types of question which will elicit an AO1 response include:

Who...?

What...?

Where...?

Describe...

State...

AO2 – Understanding

Students will be expected to show an understanding of historical or literary development, significance of behaviour, situation, structure, style or technique and will be expected to give reasoned explanations.

For literary topics, students will be expected to show an understanding of the literary, social and historical significance of the work studied.

For civilisation topics, they will be expected to show an understanding of causes, consequences and relationships in the context of the topic studied. They will be expected to make critical use of the archaeological, historical and literary evidence.

The types of question which will elicit an AO2 response include:

Why...?

Explain why...

Give reasons for...

AO3 – Interpretation, Evaluation and Personal Response

Students will be expected to interpret motives and attitudes, evaluate achievements and draw comparisons between classical and later times. They will also be expected to give their own opinions, based on the evidence they have studied.

In Higher Tier structured essays, the AO3 question will often ask for evaluation: How far...? How successful...? In the Foundation Tier questions it will often be more appropriate to ask students for a personal response: Do you think...? Would you like...?

The types of question which will elicit an AO3 response include:

How far...?

How successful...?

To what extent...?

Would you like...?

What would you have liked...?

Which would you prefer...?

Do you agree...?

Do you think...?

Quality of Written Communication

The three strands of quality of written communication must be assessed in all papers.

Students must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise information clearly and coherently, using specialist vocabulary when appropriate.

There are no separate marks for quality of written communication. Instead, the three strands are embedded in the level descriptors for the structured essays on the Higher Tier papers and the equivalent questions on the Foundation Tier.

The Mark Schemes

Most of the questions in the new GCSE Classical Civilisation specification will be marked using *levels of response*.

Levels of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. The examiner will read the whole response and allocate it to the level it **best fits**. He or she will use his or her professional judgement to select the level that best describes the student's work and the appropriate mark within that level. Marking will be positive, rewarding achievement rather than penalising the student for failure or omissions. The award of marks will be directly related to the marking criteria given below and on the following pages.

Of course, levels of response marking is not suitable for all questions. Short questions, especially those addressing AO1, will continue to use point for point marking. It would be inappropriate to use levels of response to mark questions such as

Where exactly in Troy is Aeneas when he makes this speech?

or

Name **two** buildings at Olympia which had a religious use.

Point for point marking may also be used in AO2 questions, for example a question which requires the student to 'Give two reasons...' There will be one mark for each reason. However, AO1 questions which begin 'Describe...' and AO2 questions which begin 'Explain...' will usually be marked using levels of response.

Levels of response will also be used in all AO3 questions.

What will this mean for students?

Using levels of response for marking longer questions means that students will be rewarded for

- writing well-developed answers
- expanding on the points they make
- giving reasons and explanations
- organising and making links between different parts of their answers.

In this way, students who think about and plan their answers will be awarded higher marks than those who simply list points. The most able will be encouraged to organise and develop their responses and will be awarded for higher-level skills.

The Levels of Response

The levels of response that will be used in all new GCSE Classical Civilisation papers can be found on pages 10–12. Where part of the level descriptor is in italics this is where the quality of written communication is assessed.

AO1 (Knowledge)**AO1 – 2 marks**

(These levels will be used where point for point marking is inappropriate)

| | | |
|----------------|--|---------|
| | Nothing worthy of credit | 0 marks |
| Level 1 | One simple, relevant point | 1 mark |
| Level 2 | One relevant point with development or two simple, relevant points | 2 marks |

AO1 – 3 marks

(These levels will be used where point for point marking is inappropriate)

| | | |
|----------------|--|---------|
| | Nothing worthy of credit | 0 marks |
| Level 1 | Something relevant and worthy of credit | 1 mark |
| Level 2 | Some clear, relevant knowledge | 2 marks |
| Level 3 | Some clear, relevant knowledge with good development | 3 marks |

AO1 – 4 marks (Foundation Tier)

| | | |
|----------------|---|-----------|
| | Nothing worthy of credit | 0 marks |
| Level 1 | A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i> | 1 mark |
| Level 2 | A sound answer. Some clear, relevant knowledge. <i>Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i> | 2-3 marks |
| Level 3 | A good answer. Clear, relevant knowledge with some development. <i>Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is clear.</i> | 4 marks |

AO1 – 8 marks (Higher Tier)

| | | |
|----------------|---|-----------|
| | Nothing worthy of credit | 0 marks |
| Level 1 | A basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i> | 1-2 marks |
| Level 2 | A sound answer. Some clear, relevant knowledge. <i>Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i> | 3-4 marks |
| Level 3 | A good answer. Clear, relevant knowledge with some development. <i>Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i> | 5-6 marks |
| Level 4 | An excellent, well-organised answer. Clear, relevant knowledge with good development. <i>Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.</i> | 7-8 marks |

AO2 (Understanding)**AO2 – 2 marks**

(These levels will be used where point for point marking is inappropriate)

| | | |
|----------------|--|---------|
| | Nothing worthy of credit | 0 marks |
| Level 1 | One simple, relevant reason | 1 mark |
| Level 2 | One relevant reason with development or two simple, relevant reasons | 2 marks |

AO2 – 3 marks

(These levels will be used where point for point marking is inappropriate)

| | | |
|----------------|---|---------|
| | Nothing worthy of credit | 0 marks |
| Level 1 | Limited understanding, but something worthy of credit | 1 mark |
| Level 2 | Some clear understanding | 2 marks |
| Level 3 | Some clear understanding with good development | 3 marks |

AO2 – 4 marks (Foundation Tier)

| | | |
|----------------|---|-----------|
| | Nothing worthy of credit | 0 marks |
| Level 1 | A basic answer. Limited understanding, but something worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i> | 1 mark |
| Level 2 | A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i> | 2-3 marks |
| Level 3 | A good answer. Clear understanding with some development. <i>Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i> | 4 marks |

AO2 – 8 marks (Higher Tier)

| | | |
|----------------|---|-----------|
| | Nothing worthy of credit | 0 marks |
| Level 1 | A basic answer. Limited understanding, but something worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i> | 1-2 marks |
| Level 2 | A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i> | 3-4 marks |
| Level 3 | A good answer. Clear understanding with some development. <i>Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i> | 5-6 marks |
| Level 4 | An excellent answer. Clear understanding with good development. <i>Spelling, punctuation and grammar are accurate and meaning is clear.</i> | 7-8 marks |

AO3 (Interpretation, evaluation and personal response)**AO3 – 3 marks**

| | | |
|----------------|--|---------|
| | Nothing worthy of credit | 0 marks |
| Level 1 | Opinion supported by simple reason | 1 mark |
| Level 2 | Limited evaluation or personal response, as required by the question, but more than a simple reason is given | 2 marks |
| Level 3 | Some clear evaluation or personal response, as required by the question, with good development | 3 marks |

AO3 – 5 marks (Foundation Tier)

| | | |
|----------------|---|-----------|
| | Nothing worthy of credit | 0 marks |
| Level 1 | A very basic answer. An opinion supported by simple reason. <i>Form and style of writing may be inappropriate to answer question.</i> | 1 mark |
| Level 2 | A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i> | 2-3 marks |
| Level 3 | A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. <i>Form and style of writing are appropriate to answer question.</i> | 4-5 marks |

AO3 – 10 marks (Higher Tier)

| | | |
|----------------|---|------------|
| | Nothing worthy of credit | 0 marks |
| Level 1 | A very basic answer. An opinion supported by simple reason. <i>Form and style of writing may be inappropriate to answer question.</i> | 1-2 marks |
| Level 2 | A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i> | 3-4 marks |
| Level 3 | A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. <i>Form and style of writing may be appropriate to answer question.</i> | 5-6 marks |
| Level 4 | A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. <i>Form and style of writing are generally appropriate to answer question.</i> | 7-8 marks |
| Level 5 | An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. <i>Form and style of writing are appropriate to answer question.</i> | 9-10 marks |

Additional Specimen Questions

Additional specimen questions for all topics in Units 1–3 can be found in this section. These have been written to help teachers see the variety of question types that might be asked so they can better prepare their candidates for the exams. We have not written full mark schemes to accompany these questions. Teachers are advised to apply their professional judgement and the levels of response on pages 10–12 to mark their students' responses to these questions.

Unit 1 – Greece and Rome: Stories and Histories

Topic A, Homer, *Odyssey*

Source-based question

Read the following passage and answer the questions below.

‘Presently they came across a strong girl drawing water outside the town, the daughter of Antiphates, the Laestrygonian chief. She had come down to a bubbling spring called Artacie, from which the townspeople drew their water. When they went up and asked her who the ruler of the country was and what his people were called, she pointed at once to the high roof of her father’s dwelling.’

5

Book 10, pages 127-128

- (a) Briefly say what happened when Odysseus’ men reached the palace of Antiphates. (2 marks)
- (b) State **two** things which made the Laestrygonians dangerous and frightening. (2 marks)
- (c) How were some of Odysseus’ men killed by the Laestrygonians? (2 marks)
- (d) Why was Odysseus himself able to escape? (1 mark)
- (e) In what ways do you think the encounter with the Laestrygonians and the way it is told is typical of Odysseus’ adventures? (3 marks)

Structured essay

- (a) (i) What led to some of Odysseus’ men being turned into pigs? (8 marks)
- (a) (ii) In what ways was Circe more helpful than harmful to Odysseus? (8 marks)
- (a) (iii) To what extent do you think the gods and goddesses, apart from Circe, were kind and friendly? (10 marks)

Foundation Tier question

- (a) Why did some of Odysseus’ men enter Circe’s house and how were they turned into pigs? (4 marks)
- (b) How did Circe also help Odysseus and his men? (4 marks)
- (c) Do you think the gods and goddesses, apart from Circe, were kind and friendly? Give reasons for your answer. (5 marks)

Topic B, Livy, *Stories of Rome*

Source-based question

Read the following passage and answer the questions below.

‘Every year the Quirinal hill was the scene of a sacrifice, conducted by the family of the Fabii. On the appointed day Gaius Fabius Dorsuo began to make his way down the Capitol hill, dressed in his ceremonial toga and carrying the sacred vessels. He walked right through the enemy lines, ignoring shouts and threats, and reached the Quirinal hill.’

5

Chapter 3, page 62

- (a) Who were the enemy mentioned in line 4? (1 mark)
- (b) How had the Fabii earlier annoyed the enemy? (3 marks)
- (c) What did Dorsuo do after completing his sacrifice? (1 mark)
- (d) State **one** other act of courage shown by a Roman at this time **and** give a reason for your choice. (2 marks)
- (e) Apart from Dorsuo, to what extent do you think the Romans showed respect for the gods at the time of this invasion? (3 marks)

Structured essay

- (a) (i) Describe what happened when Coriolanus led the Volscian army to Rome. (8 marks)
- (a) (ii) Why had Coriolanus been exiled from Rome? (8 marks)
- (a) (iii) What aspects of behaviour do you think Livy disliked? Give examples to support your answer. Do **not** write about Coriolanus. (10 marks)

Foundation Tier question

- (a) Describe briefly what happened when Coriolanus led the Volscian army to Rome. (4 marks)
- (b) Why had Gaius Marcius been given the name Coriolanus? Explain your answer. (4 marks)
- (c) Do you think Coriolanus deserved to be exiled from Rome? Give reasons for your answer. (5 marks)

Topic C, Athens and Sparta

Source-based question

Read the following passage and answer the questions below.

'There is no occasion for a feast that is as conspicuous and much discussed as a wedding ... therefore, since there is no one who is unaware that we are entertaining and have invited people, we are ashamed to leave out anyone, and we invite all of our relatives and friends and connections of any kind.'

Plutarch, *Moralia* 666ff

- (a) Where was the wedding feast held? (1 mark)
- (b) Why was the axle of the cart used for transporting the bride to her new husband's house burned? (1 mark)
- (c) Explain how important a part religion played in the customs and ceremonies of an Athenian marriage. (3 marks)
- (d) State **two** duties expected of an Athenian wife. (2 marks)
- (e) What aspects of an Athenian wedding may be regarded as unusual or illegal in Britain today? (3 marks)

Structured essay

- (a) (i) What was cruel about the upbringing of Spartan boys? (8 marks)
- (a) (ii) Explain how the education and upbringing of Athenian boys and girls prepared them for their adult life. (8 marks)
- (a) (iii) In what ways did schools in Athens in the fifth century BC differ from modern schools? Do **not** write about modern inventions such as computers. (10 marks)

Foundation Tier question

- (a) What was cruel about the treatment given to Spartan boys? You might mention their food, clothes and games. (4 marks)
- (b) How did the education an Athenian girl received help her to cope with her adult life and duties? Explain your answer. (4 marks)
- (c) In what ways did schools in Athens in the fifth century BC differ from modern schools? Do **not** write about modern inventions such as computers. (5 marks)

Topic D, History of Roman Britain

Source-based question

Read the following passage and answer the questions below.

‘As he had fewer troops than us but was better placed to use local knowledge for his treacherous purposes, he proceeded to transfer the war into the territory of the Ordovices, where he was joined by those who feared a Roman peace. Here he made his last stand. He chose for battle a site that was difficult to approach but easy to abandon, and in every other respect suited to his men rather than ours.’

5

Tacitus, *Annals* 12.33

- (a) Where in Britain was the territory of the Ordovices? (1 mark)
- (b) Suggest **two** reasons why many Britons were alarmed by the prospect of a Roman peace. (2 marks)
- (c) (i) Where had Caratacus previously fought against the Romans? (2 marks)
- (c) (ii) Give **two** reasons why Caratacus lost this battle to the Romans. (2 marks)
- (d) To what extent do you think the Britons benefitted from being conquered by the Romans? (3 marks)

Structured essay

- (a) (i) What caused Boudicca to rebel? Give details to support your answer. (8 marks)
- (a) (ii) Explain why Boudicca lost the final battle against the Romans. (8 marks)
- (a) (iii) How good a governor do you consider Suetonius Paulinus? Give reasons for your answer. (10 marks)

Foundation Tier question

- (a) How did the Romans treat the Britons who lived near Colchester and Boudicca’s family badly? (4 marks)
- (b) In what ways had Boudicca been successful before the final battle? (4 marks)
- (c) Do you think Boudicca was to blame for losing the final battle against the Romans? Give reasons for your answer. (5 marks)

Unit 2 – Greece and Rome: Drama and Life

Topic A, Greek Tragedy and Drama Festivals

Source-based question

Read the following passage and answer the questions below.

AEGEUS: But you are looking pale and wasted: what is the matter?

MEDEA: Aegeus, my husband is the most evil man alive.

AEGEUS: Why what's this? Tell me all about your unhappiness.

MEDEA: Jason has betrayed me, though I never did him wrong.

AEGEUS: What has he done? Explain exactly.

5

Euripides, *Medea*, p38

- (a) (i) Who is Aegeus? (1 mark)
- (a) (ii) Why has he come to Corinth? (1 mark)
- (b) What will Medea ask Aegeus to do to help her? Make **two** points. (2 marks)
- (c) Explain the importance of Aegeus' appearance at this stage of the play. You may refer to what has happened so far in the play and to Medea's later actions. (3 marks)
- (d) What impression do you get of Medea from the whole episode with Aegeus? Give your reasons. (3 marks)

Structured essay

- (a) (i) What features of a Greek theatre made them suitable for the performances that took place there? (8 marks)
- (a) (ii) Explain why the Great Dionysia was such a popular festival. (8 marks)
- (a) (iii) What do you think are the main differences between the skills needed by a modern stage actor and an Athenian one? Give reasons for your answer. (10 marks)

Foundation Tier question

- (a) Describe **two** features of a Greek theatre that were well designed for the performances that took place there. (4 marks)
- (b) Why was the Great Dionysia such a popular festival? Explain your answer. (4 marks)
- (c) Do you think you would have liked to have been an actor in a Greek tragedy? Give reasons for your answer. (5 marks)

Topic B, Plautus, *The Pot of Gold* and *The Brothers Menaechmus*

Source-based question

Read the following passage and answer the questions below.

CYLINDRUS: ...Good morning, sir.
 SOSICLES: Who in the world might you be?
 CYLINDRUS: Who am I? Don't you know me, then?
 SOSICLES: I swear I don't.
 CYLINDRUS [*passing this off with a grin*]: Are your fellow-guests with you? 5
 SOSICLES: What fellow-guests?
 CYLINDRUS: Your table-companion.
 SOSICLES: My table-companion?
 CYLINDRUS [*aside*]: The man is surely off his head.
 MESSENIUS: Didn't I tell you the place is swarming with swindlers? 10
 SOSICLES: Who is this table-companion you're expecting, young fellow?
 CYLINDRUS: Your...Sponge.
 MESSENIUS: Sponge? I have got that here in my kitbag.

Plautus, *The Brothers Menaechmus*, p 113

- (a) (i) What is the name of the person Cylindrus thinks Sosicles is? (1 mark)
- (a) (ii) Who is Messenio? (1 mark)
- (b) State **two** things you know about Cylindrus. (2 marks)
- (c) Explain what makes this passage amusing. (3 marks)
- (d) Do you find Messenio a likeable character? Give reasons for your answer. (3 marks)

Structured essay

- (a) (i) Describe the acts and threats of violence from the plays of Plautus that you have read. (8 marks)
- (a) (ii) Explain why Plautus uses violence in his comedies. (8 marks)
- (a) (iii) Apart from violence, what else makes Plautus' plays funny? Give examples to support your answer. (10 marks)

Foundation Tier question

- (a) Describe **two** occasions when violence is used in *The Pot of Gold*. (4 marks)
- (b) Why does Euclio use violence? Explain your answer. (4 marks)
- (c) Do you find Euclio a likeable character? Give reasons for your answer. (5 marks)

Topic C, Mycenaean Civilisation

Source-based question

Look at this picture and answer the questions below.



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- (a) State **two** of the materials which this type of helmet was made of. *(2 marks)*
- (b) Explain what the picture tells us about Mycenaean society. *(3 marks)*
- (c) Name **two** of the types of shield Mycenaean warriors used. *(2 marks)*
- (d) To what extent do you think this helmet would have protected a warrior's head in battle? Give your reasons. *(3 marks)*

Structured essay

- (a) (i) What do Linear B tablets tell us about how the Mycenaeans lived? Support your answer by reference to the tablets. *(8 marks)*
- (a) (ii) Explain what frescoes tell us about Mycenaean life. *(8 marks)*
- (a) (iii) To what extent can the study of other types of evidence teach us more about Mycenaean civilisation? Give examples from each type of evidence. *(10 marks)*

Foundation Tier question

- (a) What do Linear B tablets tell us about how the Mycenaeans lived? *(4 marks)*
- (b) What do frescoes tell us about women's lives in Mycenae? *(4 marks)*
- (c) What do you like about Mycenaean frescoes? Give reasons for your choices. *(5 marks)*

Topic D, Social Life in Rome in the First Century AD

Common question (without a source)

Answer the questions below on slavery in Rome in the First Century AD.

Most wealthy families in Rome had slaves to do the shopping, cooking and housework. |

- (a) State **two** ways in which a person could become a slave other than being born a slave or taken prisoner. (2 marks)
- (b) Give **two** ways in which slaves could be set free. (2 marks)
- (c) Explain the reasons why Romans set slaves free. (3 marks)
- (e) What would you have disliked most about being a slave in first century Rome? Give reasons for your answer. (3 marks)

Structured essay

- (a) (i) In what ways was Roman public entertainment cruel? (8 marks)
- (a) (ii) Explain why Roman citizens would have enjoyed a visit to the theatre. (8 marks)
- (a) (iii) What do you think a Roman would have enjoyed about a visit to the Colosseum? Give reasons for your answer. (10 marks)

Foundation Tier question

- (a) Describe **two** cruel public events which you could have seen in first century Rome. (4 marks)
- (b) Explain **two** reasons why a Roman citizen would have enjoyed a visit to the theatre. (4 marks)
- (c) What would you have enjoyed about a visit to the Colosseum? Give reasons for your answer. (5 marks)

Unit 3 – Greece and Rome: Conflict and Carnage

Topic A, Herodotus, *The Persian Wars*

Source-based question

Read the following passage and answer the questions below.

Next, while Xerxes prepared to march to Abydos, some of his men put two bridges across the Hellespont from Asia into Europe. Between the towns of Sestos and Madytus a broad headland runs into the Hellespont opposite Abydos. It is nearly a mile from this headland to Abydos and the bridge builders joined the two places together.

5

Herodotus, *The Persian War*, page 33

- (a) (i) How were the 'two bridges' (line 1) built? Give **two** details. (2 marks)
- (a) (ii) What happened to the bridges immediately after they were completed? (1 mark)
- (b) (i) State **three** ways in which Xerxes punished the Hellespont. (3 marks)
- (b) (ii) Give **one** reason why Xerxes did this. (1 mark)
- (c) How thoroughly do you think Xerxes' forces had prepared for their journey through northern Greece? Give reasons for your answer. (3 marks)

Structured essay

- (a) (i) What did Artabanus and Demaratus say to Xerxes about the Greeks being a dangerous enemy? (8 marks)
- (a) (ii) Explain why Themistocles was so important to the Greek victories at Artemisium and Salamis. (8 marks)
- (a) (iii) To what extent do you think that Xerxes should have been confident of victory over the Greeks? Give reasons for your answer. (10 marks)

Foundation Tier question

- (a) What, according to Herodotus, made the Spartans the most dangerous Greek soldiers that Xerxes' army faced? (4 marks)
- (b) How did Themistocles win the battle of Salamis for the Greeks? (4 marks)
- (c) If you had been one of the three Greek spies captured by the Persians, would you have felt confident that the Greeks could defeat Xerxes' force? (5 marks)

Topic B, Virgil, *Aeneid*

Source-based question

Read the following passage and answer the questions below.

‘Look! See those twelve swans flying in joyful formation – a moment ago an eagle, King Jupiter’s bird, swooped down and scattered them over the sky, but now, in a long line, they seem to be making for land, looking down at those that have landed already! They are flocking together in play, now they’re back, slapping their wings, circling the sky in a group, making their song! In the same way your ships and your young warriors have, some of them, made it to port already, and others are under full sail, just coming to harbour. Just keep straight on, follow the path where it leads.’

5

Virgil, *Aeneid*, Book 1, page 21

- (a) (i) Name the goddess who speaks these words to Aeneas. (1 mark)
- (a) (ii) Where is she directing Aeneas to at the end of the passage? (1 mark)
- (a) (iii) How does she make sure he will not be harmed when he gets there? (2 marks)
- (b) Why is Aeneas unhappy about the meeting with this goddess? (3 marks)
- (c) What other emotions do you think Aeneas feels in Book 1? Explain your answer. (3 marks)

Structured essay

- (a) (i) In what ways did the gods try to prevent Aeneas from reaching Italy? (8 marks)
- (a) (ii) What do we learn about Aeneas’ character from the way he responds to warnings and advice given by the gods and ghosts in dreams and messages in Books II and IV? (8 marks)
- (a) (iii) Aeneas says, “I am dutiful Aeneas.” To what extent do you think that Aeneas deserves to be called ‘dutiful’ in the books of the *Aeneid* that you have read? Give reasons for your answer. (10 marks)

Foundation Tier question

- (a) What warning and instructions did Aeneas receive from Hector in a dream? (4 marks)
- (b) Explain why it was necessary for Mercury to deliver a message from Jupiter to Aeneas in Book IV. (4 marks)
- (c) Do you admire Aeneas in the books of the *Aeneid* that you have read? Give reasons for your answer. (5 marks)

Topic C, The Ancient Olympic Games and the Panathenaia

Source-based question

Study this picture and answer the questions below.



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- (a) (i) Name **two** of the events for which the athletes in the picture are equipped. (2 marks)
- (ii) State **one** way in which **each event** is similar **or** different to the same event in the modern Olympic Games. (2 marks)
- (b) Name **two** other events that made up the ancient pentathlon. (2 marks)
- (c) How can we tell that the ancient Greeks considered the stade race (short foot race) the most important event? (2 marks)
- (d) As a spectator at the ancient Olympic Games, which sporting events would you have enjoyed watching most and why? (3 marks)

Structured essay

- (a) (i) What evidence is there from the site of Olympia to show that the ancient Olympic Games were a religious as well as a sporting festival? (8 marks)
- (a) (ii) Explain how the buildings and other settings for the Great Panathenaia contributed to the enjoyment of the festival for spectators. (8 marks)
- (a) (iii) If you were an Athenian citizen, would you have preferred to win a sporting event at the Olympic Games or the Great Panathenaia? Give reasons for your answer. (10 marks)

Foundation Tier question

- (a) Describe the buildings or structures at Olympia which had a religious use. (4 marks)
- (b) Which customs show that the Olympic Games were a religious event? Explain your answer. (4 marks)
- (c) What would you have enjoyed about winning a sporting event at the ancient Olympic Games? Explain your answer. (5 marks)

Topic D, Pompeii and Herculaneum

Common question (without a source)

Answer the questions below on businesses in Pompeii.

The remains of shops have been found in Pompeii. Archaeologists have identified one of these shops as a bakery.

- (a) (i) State **one** feature that allowed archaeologists to identify this shop as a bakery. *(1 mark)*
- (a) (ii) Explain how this feature worked. *(3 marks)*
- (b) Name **one** other surviving feature of this kind of business and state the material it was made from. *(2 marks)*
- (c) State **one** other business carried out in Pompeii that can be identified from the archaeological evidence. *(1 mark)*
- (d) Why do you think that some types of business were spread throughout Pompeii? Give reasons for your answer. *(3 marks)*

Structured essay

- (a) (i) What do Pliny's letters tell us about the eruption in AD 79? *(8 marks)*
- (a) (ii) How can we tell that the victims of the eruption did not all die at the same time and in the same way? *(8 marks)*
- (a) (iii) What do you think made Pompeii and Herculaneum such good places to live that people stayed there after the earthquake of AD 62? Give reasons for your answer. *(10 marks)*

Foundation Tier question

- (a) Describe the different ways in which Pompeii and Herculaneum were destroyed by the eruption of Vesuvius in AD 79. *(4 marks)*
- (b) Why was it not possible for some people to escape from Pompeii and Herculaneum during the eruption? *(4 marks)*
- (c) What would you have liked about living in Pompeii before the eruption of AD 79? *(5 marks)*

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Unit 1

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Unit 2

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Unit 3

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Topic B Extract from *Virgil, Selections from the Aeneid*, translated by GRAHAM TINGAY, 1984, Cambridge University Press

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