

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
CLASSICAL CIVILISATION**

1940/11/12

Paper 1 Greek and Roman Civilisation
Topics 1–10

MONDAY 9 JUNE 2008

Morning
Component 11: 1 hour 30 minutes
Component 12: 2 hours 15 minutes

Additional materials (enclosed): None

Additional materials (required):
Answer Booklet (8 pages)



INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the spaces provided on the Answer Booklet.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer **either** two topics (Component 11); **or** three topics (Component 12).
- Answer **two** questions from Section 1 **and one** question from Section 2 of each topic.
- Write your answers in the separate answer booklet provided.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for each topic is **40**.
- You will be awarded marks in Section 2 for the quality of written communication.

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This document consists of **40** printed pages.

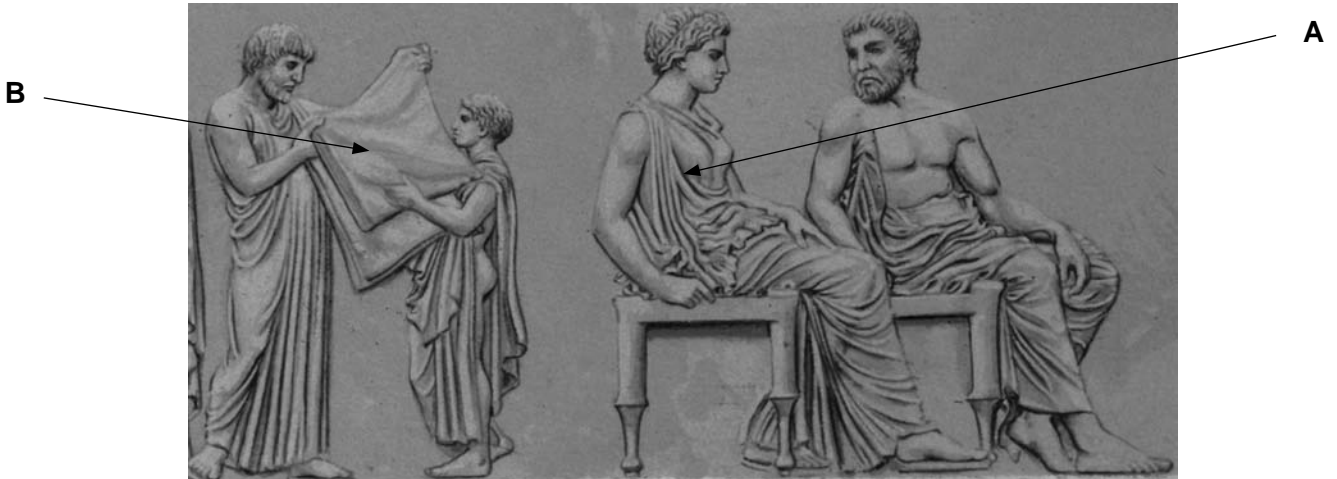
Topic 1: Greek Religion

Answer **two** questions from Section 1 **and one** question from Section 2.

Section 1. Answer **two** questions from this section.

1 The picture below shows a scene from the Great Panathenaia.

Study the picture and then answer **all** the questions that follow.



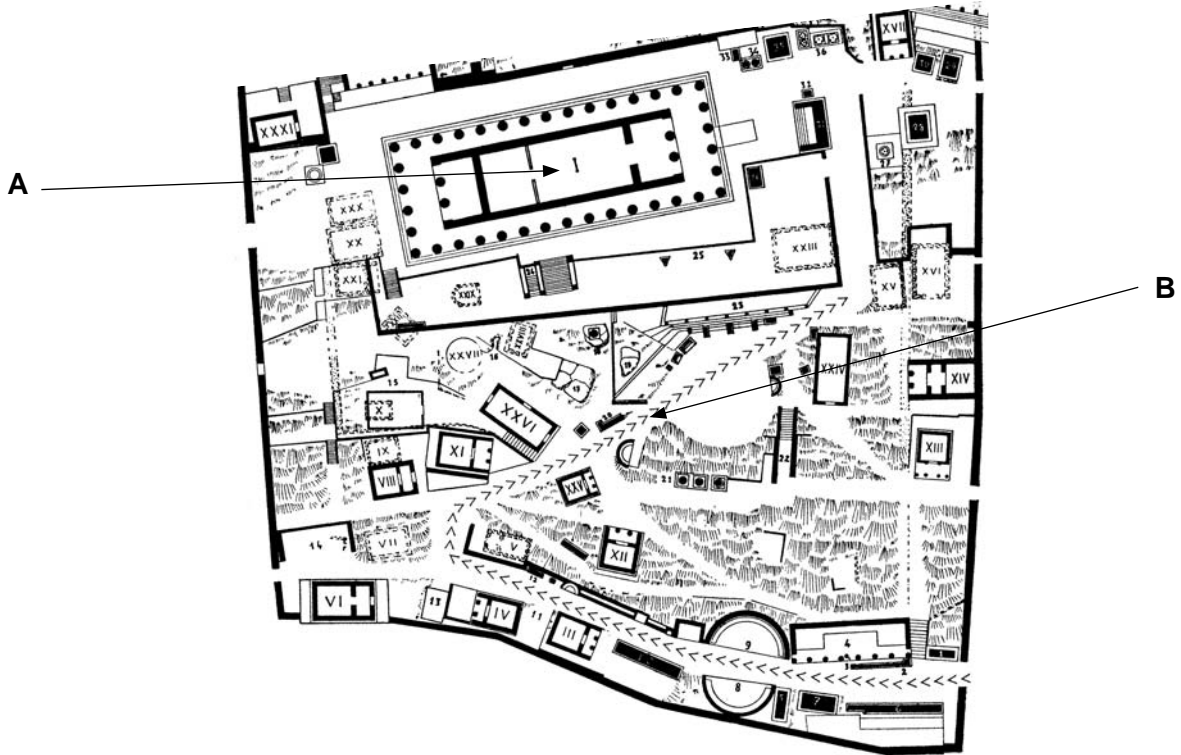
© akg-images / Peter Connolly

- (a) (i) Name figure **A**. [1]
- (ii) In this picture she is wearing female dress. What was she often shown wearing as well? [1]
- (b) **B** is the *peplos* (sacred dress/robe). Give **three** details of the part it played in the festival of the Panathenaia. [3]
- (c) Give **three other** details of what took place at this festival. [3]
- (d) Explain **two** reasons why this festival was important to ancient Athenians. [4]

[Total: 12]

2 The plan below shows part of the site of Delphi.

Study the plan and then answer **all** the questions that follow.



- (a) **A** is the temple of Apollo. Why did people come to his temple at Delphi other than for basic worship? [1]
- (b) Give **two** things that Apollo was god of. [2]
- (c) **B** is the Sacred Way. Give **two** details of what an ancient Greek would have seen if he had walked along this. [2]
- (d) Without repeating what you have already said, give **three** details of what would happen when people went to the oracle at Delphi. [3]
- (e) Explain **two** reasons why you think an ancient Greek would or would not feel it was worthwhile visiting Delphi. [4]

[Total: 12]

3 Study the picture below and then answer **all** the questions that follow.



© Gianni Dagli Orti / CORBIS

- (a) The god labelled **A** is Asklepios. What is he doing in the picture? [2]
- (b) The picture is a carving in stone. Give **two other** ways in which ancient Greeks showed images of their gods. [2]
- (c) (i) Name **one other** god and **one** goddess. [2]
(ii) Give **one** detail of how **each** would be shown in Greek art. [2]
- (d) Do you think that ancient Greeks liked to see their gods shown in human form? Explain **two** reasons for your opinion. [4]

[Total: 12]

Section 2. Answer **one** question from this section.

Either

- 1 Imagine you were an ancient Greek watching a sacrifice for the first time. How would you feel about the different things that you saw happen?

In your answer you might discuss for example:

- what was sacrificed
- why it was sacrificed
- the preparations
- who was involved
- the actual ceremony
- what happened after the animal was killed.

[16]

Or

- 2 What do you think made celebrating the Eleusinian Mysteries appeal to ancient Greeks?

Explain your opinions.

In your answer you might discuss for example:

- the myth of the goddesses
- how people become members
- what happens at the festival
- what people might gain from joining.

[16]

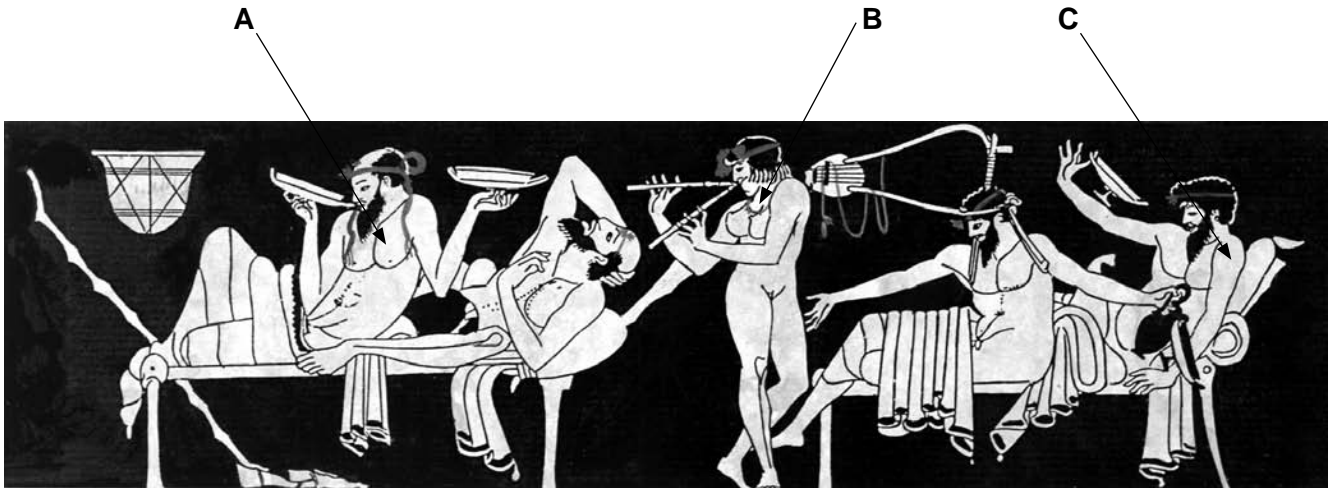
Topic 2: Home and Family in Athens

Answer **two** questions from Section 1 **and one** question from Section 2.

Section 1. Answer **two** questions from this section.

1 The picture below shows a Greek drinking party (*symposium*).

Study the picture and then answer **all** the questions that follow.



© akg-images / Peter Connolly

- (a) What would guests such as **A** usually drink at a *symposium*? [1]
- (b) (i) How is **B** entertaining the guests? [1]
(ii) Give **two other** ways in which she might entertain them. [2]
- (c) (i) Which family members were not allowed at a *symposium*? [1]
(ii) Who usually served the food and drink at such occasions? [1]
- (d) Guest **C** is about to play a game called *Kottabos*. Give **two** details of how the game was played. [2]
- (e) Explain **two** reasons why a family would want to host a *symposium*. [4]

[Total: 12]

2 Read the following passage and then answer **all** the questions that follow.

One thing alone brings shame to the slaves; the fact that they are called slaves at all: apart from that, a slave, as long as he or she is well behaved and obedient, is often no worse off than anyone who is free.

EURIPIDES: *Ion*

- (a) Give **two** ways in which a person might become a slave. [2]
- (b) (i) Give **three** duties of a male slave. [3]
 (ii) Give **three** duties of a female slave. [3]
- (c) Who do you think were the most important, male slaves or female slaves? Explain **two** reasons for your opinion. [4]

[Total: 12]

3 Read the following passage and then answer **all** the questions that follow.

Perhaps I should say something about the kind of good character we expect from a wife, and also a widow, as some of you now are. Just a few words of advice perhaps: people will think most highly of you if you behave in the best way you can, and if men say as little about you as possible, whether they are praising your good sense or criticising you for not having any.

PERICLES, *The Funeral Speech*.

- (a) Who chose whom a girl should marry? [1]
- (b) Who usually trained a girl to be a good wife? [1]
- (c) Give **two** things that she might be expected to be able to do before she was considered ready for marriage. [2]
- (d) Give **one** example of what Pericles might consider to be a wife's good behaviour when in the company of others. [1]
- (e) Give **three** details of what happened at a Greek marriage ceremony. [3]
- (f) Do you think that an Athenian wife was inferior to her husband? Explain **two** reasons for your opinion. [4]

[Total: 12]

Section 2. Answer **one** question from this section.

Either

1 How much do you think ancient Greeks enjoyed living in the types of houses in which they lived?

Explain your opinions.

In your answer you might discuss for example:

- what the houses were made of
- what furniture they might have had
- the different types of rooms
- hygiene
- security.

[16]

Or

2 Do you think that education in ancient Athens prepared boys for adult life?

Explain your opinions.

In your answer you might discuss for example:

- what they learned at home
- what they learned in school
- who was responsible for educating them
- how they were supervised
- rewards and punishments
- whether their education would help them in the future.

[16]

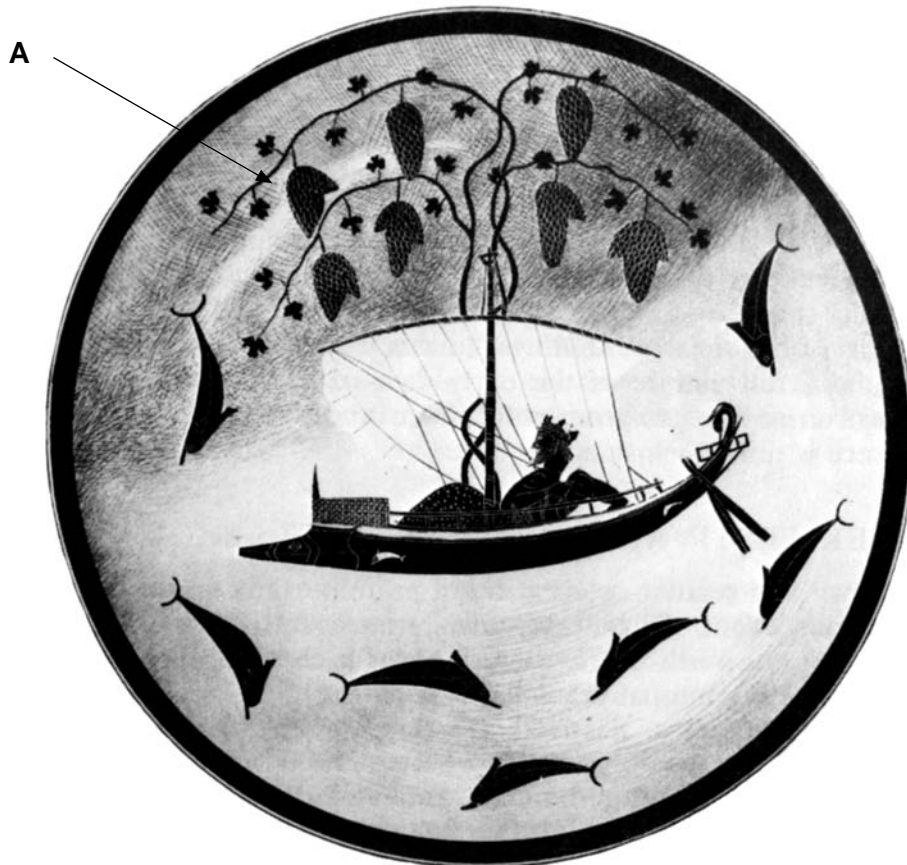
Topic 3: Greek Athletic and Theatrical Festivals

Answer **two** questions from Section 1 **and one** question from Section 2.

Section 1. Answer **two** questions from this section.

1 The picture below shows the god Dionysos.

Study the picture and then answer **all** the questions that follow.



© Time & Life Pictures/Getty Images

- (a) (i) Why has Dionysos been shown with grapes (A)? [1]
 (ii) Give **one other** thing that he was god of. [1]
- (b) Dionysos was honoured in Athens at a festival called the Great Dionysia. Why did it take place in spring? [1]
- (c) At the start of the festival there was a procession. Give **three** details of what someone watching would see. [3]
- (d) Where did the procession go to? [1]
- (e) What entertainment was then put on? [1]
- (f) Do you think that the people of Athens would have been pleased to hold this festival? Explain **two** reasons for your opinion. [4]

[Total: 12]

2 Study the picture below and then answer **all** the questions that follow.



© iStockphoto.com / Brianna May

- (a) Give **two** reasons why sitting in area **A** might not have been comfortable for the audience. [2]
- (b) What was area **B** called? [1]
- (c) (i) Who performed in area **B**? [1]
(ii) Give **two** things that you would see them doing in area **B**. [2]
- (d) Name **two** types of play that were put on in the theatre in ancient Greece. [2]
- (e) Do you think that an audience at a theatre in ancient Greece would enjoy the special effects that were used? Explain **two** reasons for your opinion. [4]

[Total: 12]

3 The picture below shows a statue of a boxer.

Study the picture and then answer **all** the questions that follow.



© akq-images / Peter Connolly

- (a) What is the boxer wearing on his hands? [1]
- (b) Give **two other** ways in which boxing today is different from boxing in ancient times. [2]
- (c) (i) Name **one other** fighting event. [1]
 (ii) Give **two** details of how this event differed from the equivalent event today. [2]
- (d) Give **two** rules which applied to anyone wishing to compete in the Olympic Games. [2]
- (e) Choose **two** buildings at Olympia and explain how **each** would have impressed a visitor in ancient times. [4]

[Total: 12]

Section 2. Answer **one** question from this section.

Either

- 1 Do you think that the ancient Olympic Games were more enjoyable because they were linked to religion?

Explain your opinions.

In your answer you might discuss for example:

- the different types of event
- sacrifices
- religious buildings
- ceremonies linked to the games
- who visited and who competed.

[16]

Or

- 2 Imagine you are an ancient Greek visiting the theatre for the first time.

What would you like and dislike about the different costumes the actors wear and how they affect the way they perform?

Explain your opinions.

In your answer you might discuss for example:

- details of the different types of costume
- whether the costumes suit the different characters in the play
- how much the costumes help the audience identify the different characters
- the storyline of the play
- how much the actors move around.

[16]

Topic 4: Greek Art and Architecture

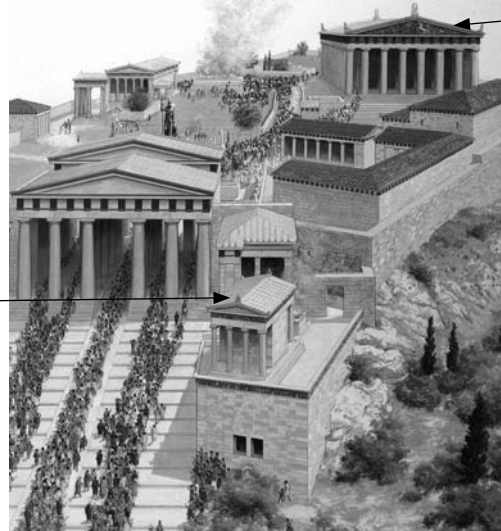
Answer **two** questions from Section 1 **and one** question from Section 2.

Section 1. Answer **two** questions from this section.

1 Study the pictures below and then answer **all** the questions that follow.



© Werner Forman / CORBIS



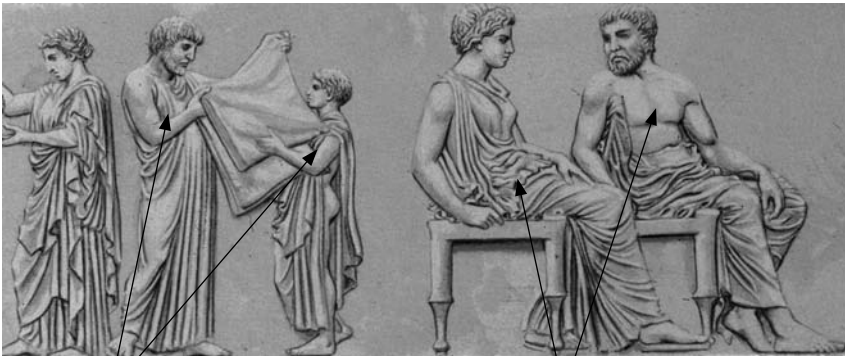
© akg-images / Peter Connolly

- (a) Which goddess is Temple **A** dedicated to? [1]
- (b) Temple **A** belongs to the Ionic Order.
- (i) Give **two** features of the columns that show this. [2]
- (ii) Give **one** way in which the decoration on this temple is different from that on a Doric temple. [1]
- (c) (i) Name Temple **B**. [1]
- (ii) Give **one** way in which it was unusual in its design. [1]
- (d) Give **two** ways in which Greek temples are different from modern places of worship. [2]
- (e) What would you have liked best about visiting the Acropolis in ancient Athens? Give **two** reasons for your choices. [4]

[Total: 12]

2 Study the pictures below and then answer **all** the questions that follow.

Picture 1



© akg-images / Peter Connolly

Picture 2



© Andrew Holt / Alamy

- (a) From what building do the sculptures in these pictures come? [1]
- (b) Picture 1 is part of a continuous frieze.
- (i) Where exactly on the building was this frieze situated? [1]
- (ii) Why are the figures labelled **B** larger than those labelled **A**? [1]
- (iii) Give **one other** scene shown on this frieze. [1]
- (c) Picture 2 is a metope.
- (i) Where exactly on the building were the metopes situated? [1]
- (ii) What mythological scene does Picture 2 show? [1]
- (iii) Explain how paint was used, when this sculpture was new, to improve the picture. [2]
- (d) Do you think Picture 2 is a good sculpture? Explain **two** reasons for your opinion. [4]

[Total: 12]

3 The pictures below show sculptures by Praxiteles.

Study the pictures and then answer **all** the questions that follow.

Picture 1



© Visual Arts Library (London) / Alamy

Picture 2



© Museum of Classical Archaeology, Cambridge

- (a) (i) Who is the figure in Picture 1? [1]
 (ii) Give **one** feature of this figure that makes it recognizable as Praxiteles' work. [1]
- (b) (i) Who is the figure in Picture 2? [1]
 (ii) Explain **one** reason why Praxiteles was admired for this sculpture. [2]
- (c) Praxiteles also sculpted a group showing Hermes and a baby.
 (i) Who was the baby? [1]
 (ii) Did you like or dislike this statue when you studied it? Explain **one** reason for your opinion. [2]
- (d) Which of these two statues in the pictures above do you prefer? Explain **two** reasons for your opinion. [4]

[Total: 12]

Section 2. Answer **one** question from this section.

Either

1 Imagine that you are the architect of the Erechtheion in Athens.

Explain the reasons for your design.

In your answer you might discuss for example:

- what difficulties you have to overcome because of the position of the building
- why you have chosen to make it different from other temples
- the different parts of the building
- what kind of decoration you have chosen and why you chose it
- the way it would look with the other buildings around it.

[16]

Or

2 If you had been a sculptor working in the 5th Century BC would you have chosen to make your statues in marble or bronze?

Explain the reasons for your choice, using particular statues that you have studied to illustrate your points.

In your answer you might discuss for example:

- how you would make a marble statue
- what advantages and disadvantages there were in using marble
- how you would make a bronze statue
- what you could do differently by using bronze.

[16]

Topic 5: Sparta and the Spartan System

Answer **two** questions from Section 1 **and one** question from Section 2.

Section 1. Answer **two** questions from this section.

1 Read the following passage and then answer **all** the questions that follow.

Before the battle at Thermopylae the Persian King is told about the Spartans.

They are free – yes – but not entirely free, for they have a master and that master is the law, which they fear as much as your subjects fear you. Whatever that master commands, they do; and his command never varies; it is never to retreat in battle, however great the odds, but always to stand firm, and to conquer or to die.

HERODOTUS: *Histories*

- (a) Give **three** details of how a Spartan warrior could be recognised. [3]
- (b) Who was in charge of the Spartan army when they went to war? [1]
- (c) Give **four** details of what happened at Thermopylae. [4]
- (d) Would you have enjoyed being a Spartan warrior? Explain **two** reasons for your opinion. [4]

[Total: 12]

2 Read the following passage and then answer **all** the questions that follow.

Suppose, for example, that the city of Sparta were to become deserted and that only the temples and foundations of buildings remained, I think that future generations would, as time passed, find it very difficult to believe that this place had really been so powerful. The city is not regularly planned and contains no temples or monuments of great magnificence, but is simply a collection of villages.

THUCYDIDES: *History*

- (a) Give **one** reason why Sparta did not concentrate on making its buildings impressive. [1]
- (b) Many villages were usually inhabited by Perioikoi. What was the main job of the Perioikoi in Sparta? [1]
- (c) Another class of citizen in Sparta was the Helots.
 - (i) What was their main role? [1]
 - (ii) Give **three** details of how the Spartans treated them badly. [3]
 - (iii) Explain **one** reason why they treated them so badly. [2]
- (d) Do you admire the way Spartan society was organised? Explain **two** reasons for your opinion. [4]

[Total: 12]

- 3 Read the following passage and then answer **all** the questions that follow.

Therefore, as they grew in age, their bodily exercise was increased; their heads were close-clipped, and they were accustomed to going barefoot, and to playing for the most part without clothes. When they were twelve years old, they no longer had tunics to wear and received only one cloak a year.

PLUTARCH

- (a) Give **two** details of how boys were looked after before they left home aged seven. [2]
- (b) Give **three** details of how they were trained between the ages of seven and twelve. [3]
- (c) At the age of nineteen they entered the final stage of their education. Give **three** details of what life was like during this last stage. [3]
- (d) Explain **two** reasons why you think that the Spartan education system was or was not successful. [4]

[Total: 12]

Section 2. Answer **one** question from this section.

Either

- 1 Do you think that the only important thing that Spartan women did for Sparta was to produce children?

Explain your opinions.

In your answer you might discuss for example:

- how women were educated
- the jobs they were expected to do
- how they promoted Spartan values
- relationships with Spartan men
- family life.

[16]

Or

- 2 Which do you think was the most powerful section of Spartan government?

Explain your opinions.

In your answer you might discuss for example:

- the responsibilities of the *Apella*
- the responsibilities of the Ephors
- the responsibilities of the *Gerousia*
- the responsibilities of the Kings
- how they were chosen and how long they were in office.

[16]

Topic 6: Roman Religion

Answer **two** questions from Section 1 **and one** question from Section 2.

Section 1. Answer **two** questions from this section.

1 The picture below shows a Roman marriage ceremony.

Study the picture and then answer **all** the questions that follow.



Source: VRoma

- (a) Excluding **A**, give **one** way in which you can tell that this is a marriage ceremony. [1]
- (b) Before a girl got married what did she sacrifice to the household gods? [1]
- (c) What animal was normally sacrificed at a marriage ceremony? [1]
- (d) Character **A** is carrying a torch. Explain why he did this at a marriage. [2]
- (e) Which goddess was responsible for marriage? [1]
- (f) The marriage ceremony involved a procession from the bride's father's house to the groom's house. Give any **two** details of how superstition played a part in that procession before arriving at the groom's house. [2]
- (g) If you had been a foreign visitor to Rome, seeing a wedding for the first time, would you have been surprised by the way it revolved around lots of superstitions. Refer to **two** specific examples, excluding the procession, and explain your opinion. [4]

[Total: 12]

2 Study the picture below and then answer **all** the questions that follow.



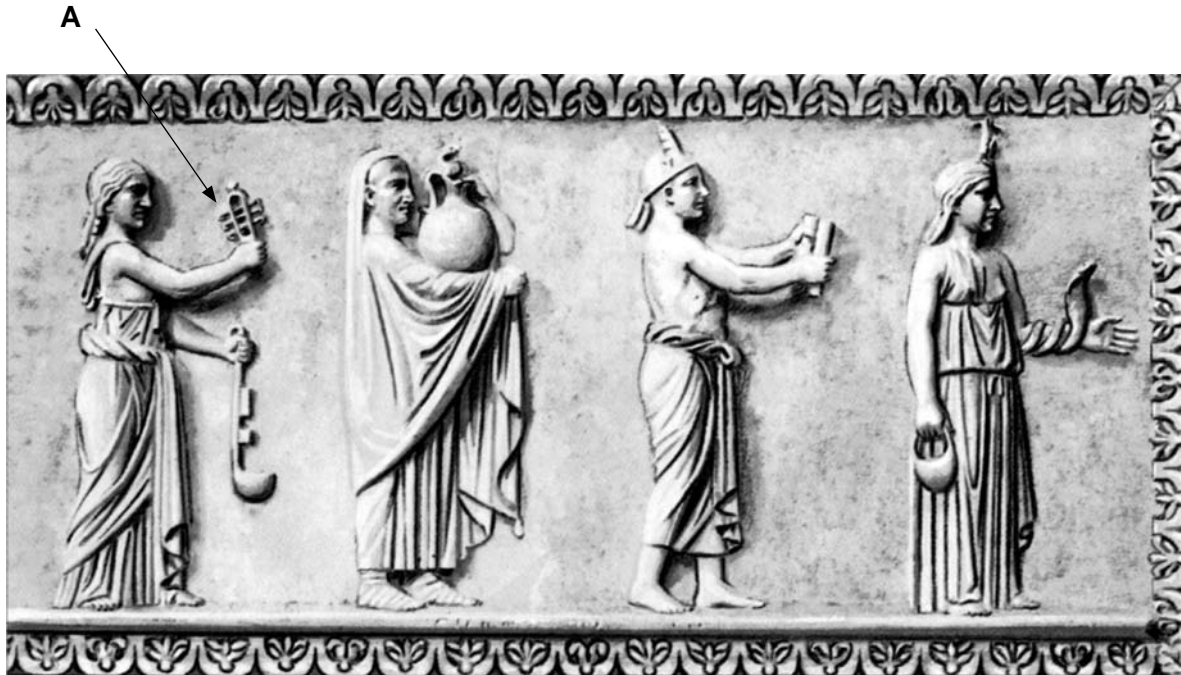
Source: VRoma

- (a) What animal **A** is being sacrificed? [1]
- (b) Why is its head being held down? [1]
- (c) Give any **three** details of what would have happened before this point in the sacrifice. [3]
- (d) Later, after the animal had been killed, an official would look at its insides. Explain why he did this. [2]
- (e) Where would a sacrifice usually take place? [1]
- (f) If you had been a foreign visitor to Rome, would the temples of the gods have impressed you? Explain **two** reasons for your opinion. [4]

[Total: 12]

3 The picture below shows a procession in honour of the goddess Isis.

Study the picture and then answer **all** the questions that follow.



© P. Connolly

- (a) What was **A** used for during the procession? [1]
- (b) (i) From which country did the goddess Isis come? [1]
(ii) Choose **one** thing from the picture which suggests this country. [1]
- (c) If you had been watching the spring festival, what would you have seen happening? Give **two** details **other than** what you can see in this picture. [2]
- (d) According to the myth, Set killed Isis' husband and cut him up. What did he do with the parts of his body? [1]
- (e) What did Isis then do according to the myth? Give **two** details. [2]
- (f) Explain **two** reasons why the worship of Isis appealed to Romans. [4]

[Total: 12]

Section 2. Answer **one** question from this section.

Either

1 As an ancient Roman, would you have found it easy or difficult to have so many gods?

Explain your opinions.

In your answer you might discuss for example:

- which gods and goddesses you preferred
- their different responsibilities
- the stories about them
- how you had to worship them
- how you thought they affected what you did.

[16]

Or

2 Write a letter to a friend explaining the advantages and disadvantages of being a Christian in ancient Rome.

In your answer you might discuss for example:

- what you believe about your god
- how you worship
- how you treat other people
- how the Emperor's harsh treatment has affected you
- the kinds of things you do which Roman people do not understand.

[16]

Topic 7: Roman Home and Family Life

Answer **two** questions from Section 1 **and one** question from Section 2.

Section 1. Answer **two** questions from this section.

1 The picture below shows the mistress of the house with her female slaves.

Study the picture and then answer **all** the questions that follow.



Source: VRoma

- (a) What are the slaves doing? [1]
- (b) (i) Give **three** things, other than what you can see in the picture, that the mistress might expect them to do in the house. [3]
- (ii) Say why **each** was important. [3]
- (c) Give **one** way in which they might have become slaves. [1]
- (d) The mistress also supervised male slaves. Explain **two** reasons why male slaves were important to a Roman family. [4]

[Total: 12]

2 Study the picture below and then answer **all** the questions that follow.



© Aldus Archive / Syndication International

- (a) (i) What object does this picture show? [1]
 (ii) Where in a house would it usually be? [1]
- (b) The picture represents the *Lares* and the *Penates*. What were **each** of these the spirits of? [2]
- (c) The Head of Household also honoured Vesta.
 (i) What was she goddess of? [1]
 (ii) Why was she important to the family? [1]
- (d) Give **two** ways in which the Head of Household might honour any of these spirits. [2]
- (e) The Head of Household also had many other duties. Choose any **two** of these and explain why **each** was important for his family. [4]

[Total: 12]

3 Study the picture below and then answer **all** the questions that follow.



© A. Carter / OCR

- (a) Name the area of the house shown in the picture. [1]
- (b) Give **one** reason why this was an important area of a house. [1]
- (c) Give **two other** rooms that you would usually find in a Roman house. [2]
- (d) (i) What was usually found in **A**? [1]
 (ii) How did it get there? [1]
- (e) What would usually decorate
- (i) the walls [1]
 (ii) the floor of a Roman house? [1]
- (f) Explain **two** ways in which living in a block of flats where the poorer Romans lived was worse than living in a house such as the one shown in the picture. [4]

[Total: 12]

Section 2. Answer **one** question from this section.

Either

- 1 Do you think that a Roman girl or a Roman boy would be more worried by the thought of getting married?

Explain your opinions.

In your answer you might discuss for example:

- whether they were prepared for married life
- how their future husband or wife was chosen
- how they were betrothed
- what happened at the marriage ceremony
- their expected roles with children and slaves.

[16]

Or

- 2 If you had been a boy in Roman times would you have valued your education?

Explain your opinions.

In your answer you might discuss for example:

- at what age you started school
- the different types of teacher
- what you learned with each
- the surroundings in which you were taught
- discipline
- how well you felt prepared for later life.

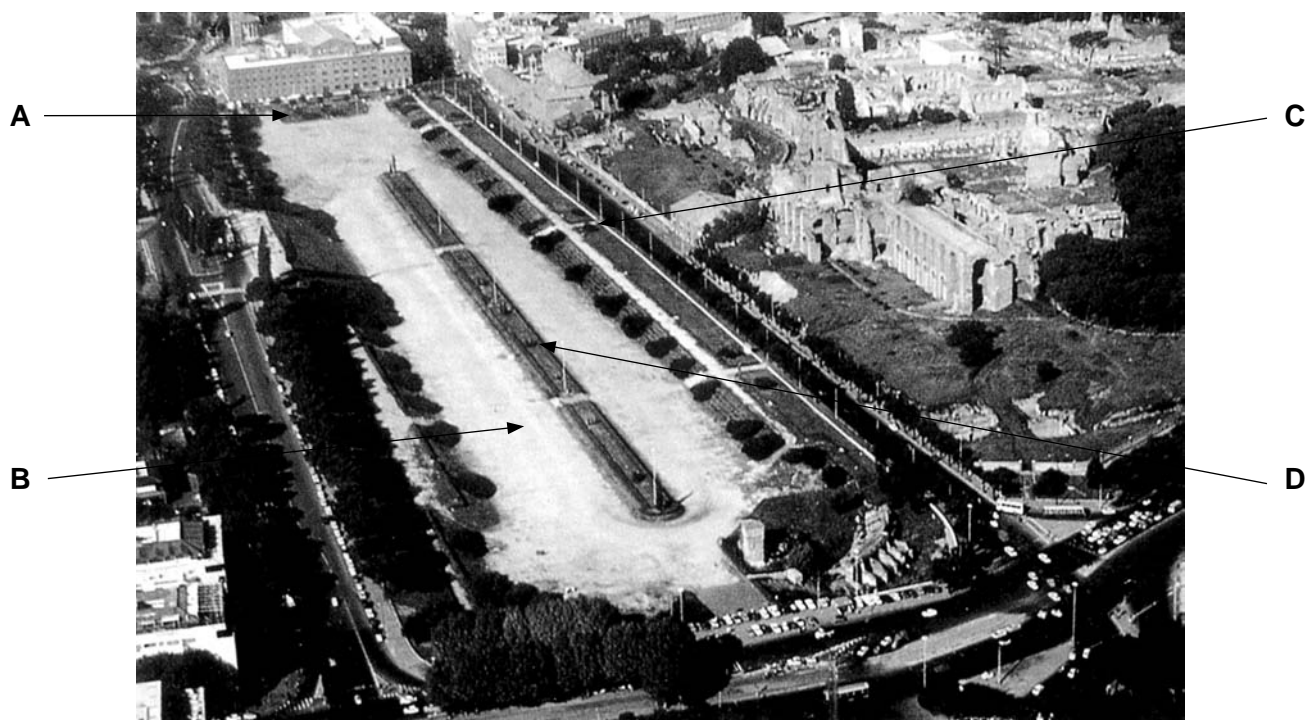
[16]

Topic 8: Roman Sport and Leisure

Answer **two** questions from Section 1 **and one** question from Section 2.

Section 1. Answer **two** questions from this section.

1 Study the picture below and then answer **all** the questions that follow.



© Publi Aer Foto

- (a) What parts of the Circus Maximus are labelled **A**, **B** and **C**? [3]
- (b) Give **three** details of how structure **D** made the races more exciting. [3]
- (c) (i) How many times did chariots usually race around the track? [1]
(ii) How were the laps usually counted on **D**? [1]
- (d) Without repeating what you have already said, explain **two** reasons why you would or would not have enjoyed going to the chariot races in ancient Rome. [4]

[Total: 12]

2 Study the picture below and then answer **all** the questions that follow.



Source: VRoma

- (a) Where do fights such as the one in the picture usually take place? [1]
- (b) What do you think has happened to **A**? [1]
- (c) What is **B** about to do? [1]
- (d) Give **one** way in which someone might become a gladiator. [1]
- (e) How did a gladiator usually signal that he had given up? [1]
- (f) What signal did the emperor use to show whether a gladiator should live or die? [1]
- (g) (i) What is **C** doing? [1]
 (ii) Why do you think he is doing this at this time? [1]
- (h) Name **two** other types of show that Romans liked to see in the arena and explain why **each** one appealed to them. [4]

[Total: 12]

3 The picture below shows part of a room in a Roman baths.

Study the picture and then answer **all** the questions that follow.



© Judges Ltd, Hastings

- (a) (i) What is **A**? [1]
 (ii) What are **B**? [1]
- (b) Explain why the room was built in this way. [2]
- (c) Give **four** details of what a Roman man did when he went to the baths. [4]
- (d) If you had been a Roman man, would you have thought that it was important for you to go to the baths regularly? Explain **two** reasons for your opinion. [4]

[Total: 12]

Section 2. Answer **one** question from this section.

Either

1 Why do you think Romans found a Roman comedy enjoyable to watch?

Explain your opinions.

In your answer you might discuss for example:

- the different types of characters
- what they were expected to do
- scenery
- what the plot involved
- costumes
- how comfortable people in the audience were.

[16]

Or

2 Do you think that hunting in Roman times was cruel?

Explain your opinions.

In your answer you might discuss for example:

- what weapons were used
- what animals were hunted
- the different stages of the hunt
- other people who hunted with you
- what their jobs were.

[16]

Topic 9: Pompeii

Answer **two** questions from Section 1 **and one** question from Section 2.

Section 1. Answer **two** questions from this section.

1 Study the picture below and then answer **all** the questions that follow.



Source: A. de Franciscis, *Pompeii Civilization and Art*, Interdipress

- (a) What area of Pompeii is shown in the picture? [1]
- (b) Name buildings **A** and **B**. [1+1]
- (c) (i) Give **two other** buildings which you can see in the picture. [2]
(ii) Why was **each** of these important to Pompeii? [2]
- (d) Name **one** gate of Pompeii which was near to this area. [1]
- (e) Would an ancient Pompeian have enjoyed visiting the open area labelled **C**? Explain **two** reasons for your opinion. [4]

[Total: 12]

2 The picture below shows a room in the Villa of the Mysteries.

Study the picture and then answer **all** the questions that follow.



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- (a) Give any **four** details of what this picture shows. [4]
- (b) Why was this scene important to one of the owners of the villa? [1]
- (c) The people who lived there also made a living from the villa.
- (i) What did they grow on the land? [1]
- (ii) What did they make from them? [1]
- (iii) Give **one** piece of evidence that was found to confirm this. [1]
- (d) Would you have liked living in this villa instead of in a house in Pompeii? Explain **two** reasons for your opinion. [4]

[Total: 12]

3 Study the picture below and then answer **all** the questions that follow.



Source: A. de Franciscis, *Pompeii Civilization and Art*, Interdipress.

- (a) (i) Name the volcano which erupted and destroyed Pompeii. [1]
(ii) In what year did it erupt? [1]
- (b) Give **two** ways in which the people of Pompeii died. [2]
- (c) Give **four** details of how the shapes of the bodies shown in the picture were made. [4]
- (d) Explain **two** ways in which the later excavations improved on the way Pompeii was first excavated. [4]

[Total: 12]

Section 2. Answer **one** question from this section.

Either

- 1 As a Pompeian citizen, walking around the town, would you have thought that the layout of Pompeii made life easier for you?

Explain your opinions.

In your answer you might discuss for example:

- the gates
- the wall
- the pattern of the streets
- the way the streets were built
- where the houses were
- other important areas of the town.

[16]

Or

- 2 If you were a Pompeian intending to buy a new house in Pompeii and you had the choice of either the House of the Faun or the House of the Vettii, which would you choose?

Explain your opinions.

In your answer you might discuss for example:

- the size of the houses
- the different rooms each has
- the way they are decorated
- gardens
- where they are in Pompeii.

[16]

Topic 10: Roman Britain

Answer **two** questions from Section 1 **and one** question from Section 2.

Section 1. Answer **two** questions from this section.

1 The picture below shows the remains of Housesteads which was built on Hadrian's Wall.

Study the picture and then answer **all** the questions that follow.



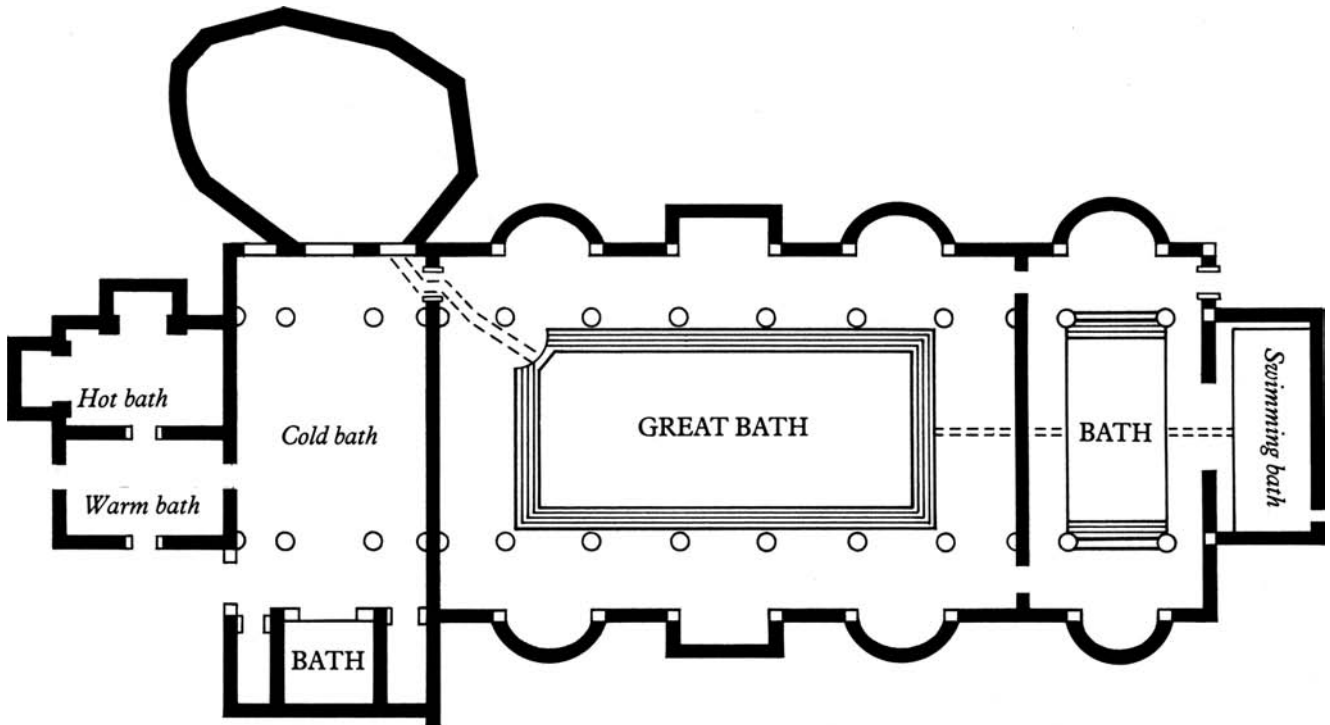
Source: S.M. Harrison, *The Ancient World*, Nelson Thornes Ltd

- (a) (i) What type of construction was Housesteads? [1]
 (ii) In which part of Britain was Hadrian's Wall? [1]
- (b) (i) Who were the main inhabitants of Housesteads? [1]
 (ii) What did they live in at Housesteads? [1]
 (iii) Give **two** of their main jobs at Housesteads. [2]
- (c) The Romans also built turrets and milecastles. What was the purpose of **each**? [2]
- (d) Would you have liked to have been an ancient Briton living in a settlement near to Hadrian's Wall? Explain **two** reasons for your opinion. [4]

[Total: 12]

2 The picture below shows a plan of the baths at Bath.

Study the picture and then answer **all** the questions that follow.



- (a) Give **one** reason why the Romans built the baths here. [1]
- (b) Give **three** details of how these baths were heated. [3]
- (c) Give **two** reasons why the local people would have been glad to have Roman baths in their town. [2]
- (d) Mention **one** piece of evidence from the baths and say what it tells us about religion in Roman Britain. [2]
- (e) If you were an archaeologist working on these baths, explain **two** things that you would learn about trades in the area from the evidence that you found. [4]

[Total: 12]

3 Read the following passage and then answer **all** the questions that follow.

This was the speech Paulinus made to his men. 'You have heard the kind of thing these accursed creatures have done to us, or rather you have seen some of them yourselves. Choose then whether you wish to suffer the same as those others suffered and, even more, to be driven altogether from Britain, or by conquering to avenge those who have perished and to provide an example of kindness and fairness to the obedient and of the harshness that we show to those who rebel against us.'

TACITUS: *History*

- (a) Who was Paulinus? [1]
- (b) Give **two** reasons why Boudica rebelled against the Romans. [2]
- (c) '*The same as those others suffered.*' Give **four** details of what Boudica had done to the Romans. [4]
- (d) How did Boudica die? [1]
- (e) Would you have felt proud of Boudica and her people if you had been an ancient Briton at the time of the rebellion? Without repeating what you have already said, explain **two** reasons for your opinion. [4]

[Total: 12]

Section 2. Answer **one** question from this section.

Either

- 1 If you were an inhabitant of Britain who had lived through the times before and after the Romans had arrived, would you be glad that the Romans had taken over Britain?

Explain your opinions.

In your answer you might discuss for example:

- what you can buy and sell
- transport and roads
- health and hygiene
- religion
- government of Britain
- leisure and the way you relax.

[16]

Or

- 2 If you had been a Roman soldier would you have enjoyed life living in a fortress town like Chester?

Explain your opinions.

In your answer you might discuss for example:

- what you would live in
- what your duties would be
- what facilities were available
- what the local community was like
- how you got on with them.

[16]

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