

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS
GENERAL CERTIFICATE OF SECONDARY EDUCATION**

1940/21/22

CLASSICAL CIVILISATION

**Paper 1 Greek and Roman Civilisation Topics 1–10
(Higher Tier)**

**MONDAY 7 JUNE 2010: Morning
Component 21: 1 hour 30 minutes
Component 22: 2 hours 15 minutes**

SUITABLE FOR VISUALLY IMPAIRED CANDIDATES

Candidates answer on the Answer Booklet

OCR SUPPLIED MATERIALS:

8 page Answer Booklet

OTHER MATERIALS REQUIRED:

None

READ INSTRUCTIONS OVERLEAF

INSTRUCTIONS TO CANDIDATES

- Write your name clearly in capital letters, your Centre Number and Candidate Number in the spaces provided on the Answer Booklet.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully and make sure that you know what you have to do before starting your answer.
- Answer **EITHER** two topics (Component 21); **OR** three topics (Component 22).
- 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 is given in brackets [] at the end of each question or part question.
- You will be awarded marks in Section 2 for the quality of written communication.
- The total number of marks for each topic is **40**.

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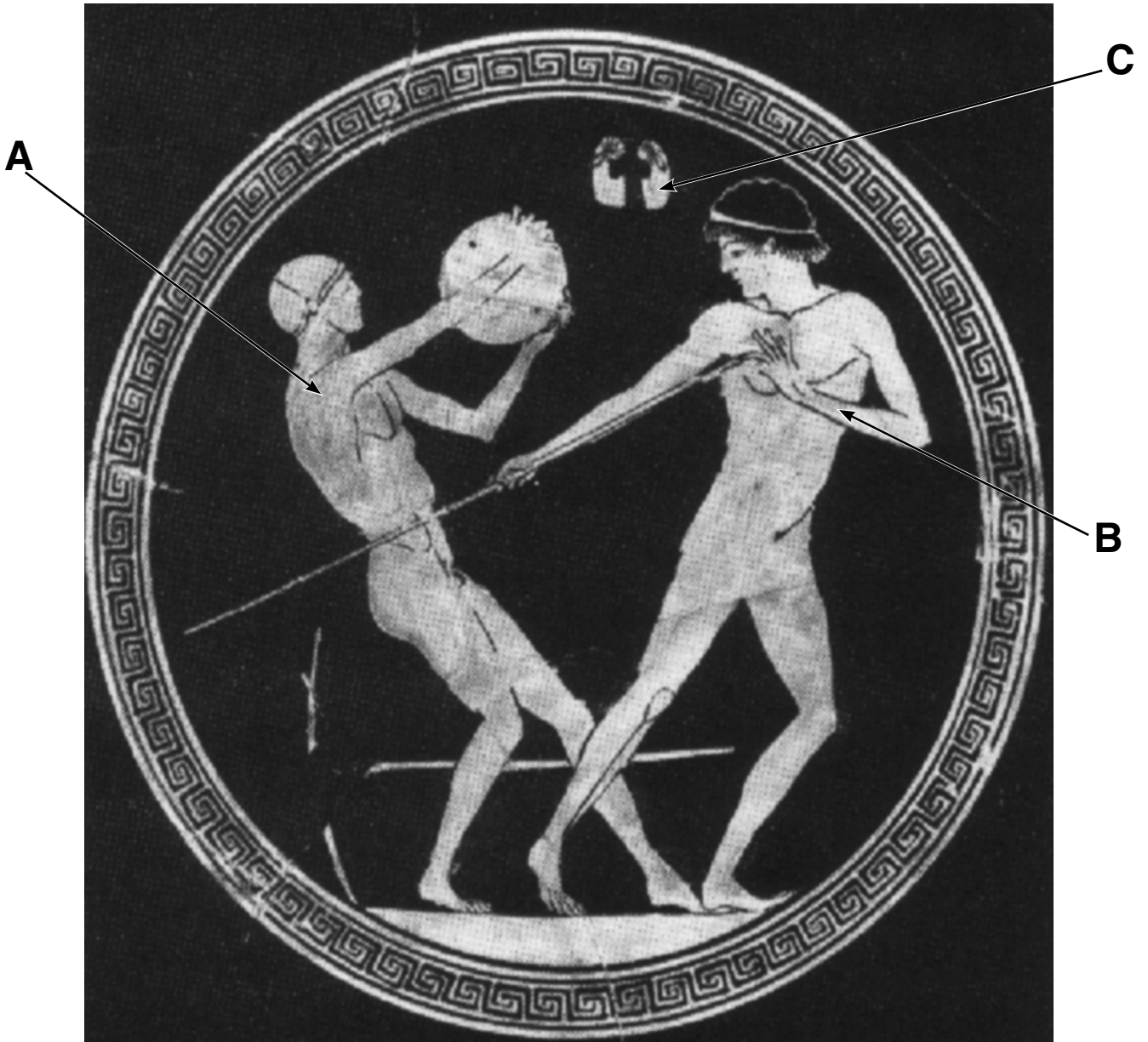
TOPIC 3: GREEK ATHLETIC AND THEATRICAL FESTIVALS

Answer **TWO** questions from Section 1 **AND ONE** question from Section 2.

SECTION 1. Answer **TWO** questions from this section.

- 1 Study the picture opposite and then answer **ALL** the questions that follow.
 - (a) What event is athlete A competing in? [1]
 - (b) Give **ONE** way in which the event athlete B is competing in differs today from ancient times. [1]
 - (c) (i) What are C? [1]
(ii) We do not know for certain how the event involving them was performed. Give three details of the different suggestions that have been put forward. [3]
 - (d) Explain why visitors to the ancient Olympic Games were able to travel to Olympia in safety. [2]
 - (e) Explain **TWO** ways in which the religious element of the ancient Olympic Games made them more or less impressive than the modern Olympics. [4]

[Total: 12]



The picture shows two nude athletes. The one on the left [A] is holding up a circular object, clasping it with both hands, the one on the right [B] holding a long spear-like object in his right hand with his right arm extended out behind him. There are two small objects [C], hand-sized, in the background, at the top of the picture.

2 The picture opposite shows a scene from an ancient Greek play.

Study the picture and then answer ALL the questions that follow.

- (a) (i) Who are the performers shown in the picture? [1]**
- (ii) In which area of a theatre did they perform? [1]**
- (iii) What type of ancient Greek play are they performing in? [1]**
- (iv) How can you tell? [1]**
- (b) Explain TWO ways in which these performers would contribute to a play in ancient Greece. [4]**
- (c) Why was drama an important part of the lives of the ancient Greeks? Explain TWO reasons for your opinion. [4]**

[Total: 12]



The picture shows three male figures leaning backwards with arms outstretched to the front towards a robed figure crouching on top of a plinth-like structure.

3 The picture opposite shows a horse race at the ancient Olympic Games.

Study the picture and then answer ALL the questions that follow.

- (a) Give TWO details from the picture which suggest that this event was dangerous. [2]**
- (b) We know that women were sometimes awarded the victory prize for this event.**
- (i) How was this possible? [1]**
- (ii) Why is it surprising? [1]**
- (c) Explain TWO reasons why the chariot events were an exciting part of the Olympic Games. [4]**
- (d) Were the equestrian events more or less important to the ancient Greeks than the other Olympic events? Explain TWO reasons for your opinion. [4]**

[Total: 12]



The picture shows two very large galloping horses, each with a male rider with no visible clothing who wields a whip in the right hand whilst the left holds the reins or the horse's mane.

SECTION 2. Answer ONE question from this section.

EITHER

- 1 To what extent was drama the only important element of the Great Dionysia?**

Explain your opinions. [16]

OR

- 2 What would a Greek tragic playwright in ancient Athens feel were the most important things to get right in order to make his play successful?**

Explain your opinions. [16]

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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 picture opposite and then answer **ALL** the questions that follow.
 - (a) Give the **FULL** name of this temple. [2]
 - (b) Give **TWO** details from this temple which show that it is Ionic. [2]
 - (c) When this temple was first built it would have looked very different from how it looks today. Explain **TWO** ways in which it would have looked different. [4]
 - (d) Explain **TWO** ways in which the buildings on the Acropolis meant something to the people of ancient Athens. [4]

[Total: 12]



The picture shows a small temple with four grooved columns across the front. The tops of the columns have scrolled decoration to either side and there are individual bases. Above the columns is a plain stone beam and above that a row of figures carved in relief. The projection at the top is damaged. There is no roof.

2 Study the picture opposite and then answer ALL the questions that follow.

(a) Name this temple. [1]

(b) (i) Which order of architecture does this temple belong to? [1]

(ii) Give TWO details which show that it belongs to this order. [2]

(iii) Do you think that this order was a good choice? Explain ONE reason for your opinion. [2]

(c) Give TWO details of the decoration of this temple. [2]

(d) Explain TWO unusual features of this temple. [4]

[Total: 12]



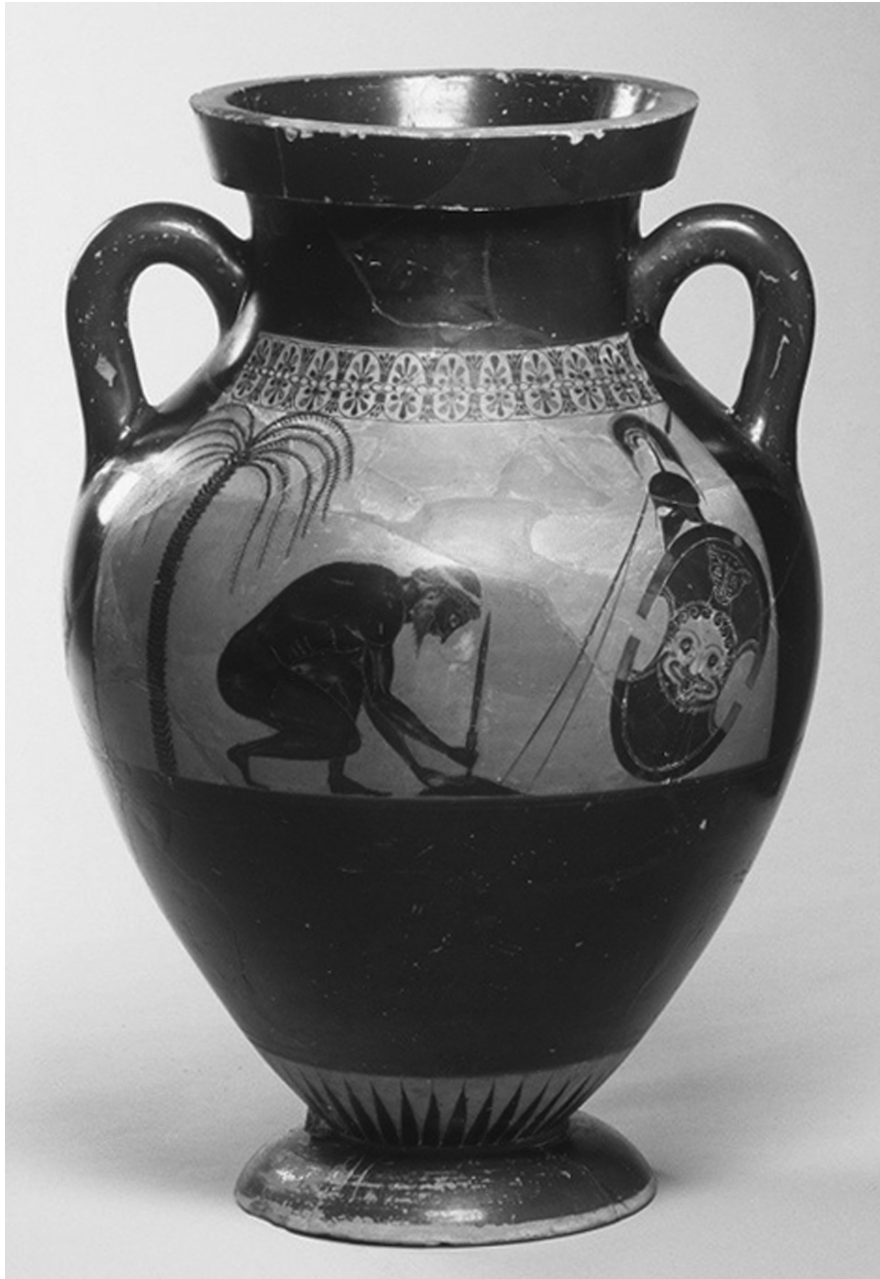
The picture shows a ruin of a very large temple, with eight grooved columns across the front which have no bases apart from the stone stepped platform. The column tops are simple flattish blocks. Above is a stone beam whose upper part consists of a number of grouped vertical lines interspaced with square spaces. The roof is absent.

3 Study the picture opposite and then answer ALL the questions that follow.

The picture shows a vase by Exekias.

- (a) This scene was painted on an amphora. Give TWO uses of amphoras. [2]**
- (b) What myth is shown on the vase? Give TWO details. [2]**
- (c) Give TWO details of the black-figure painting technique. [2]**
- (d) Explain ONE way in which red-figure was more flexible than black-figure painting. [2]**
- (e) ‘Greek amphoras were designed to be both practical and attractive.’ Do you agree? Explain your opinions. [4]**

[Total: 12]



The vase is an amphora. It is black except for a pale panel with a picture which extends from the base of the neck half way down the body of the vase. There is also a pale band of decoration at the foot of the vase.

The picture panel shows a tree on the left, a man crouched in the centre, and some armour piled up on the right. The man is crouching and working on a raised mound which has a long, thin, pointed object protruding vertically out of it. The armour on the right consists of a crested helmet, two spears and a large shield with a mask emblem.

SECTION 2. Answer ONE question from this section.

EITHER

- 1 ‘The Ionic order architecture is more beautiful, the Doric more functional.’**

To what extent do you agree with this view?

Explain your opinions with reference to temples you have studied. [16]

OR

- 2 ‘Black-figure vase painters never reached the same standard of artistic brilliance as red-figure painters.’**

To what extent do you agree with this view?

Explain your opinions. [16]

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TOPIC 5: SPARTA AND THE SPARTAN SYSTEM

Answer **TWO** questions from Section 1 **AND ONE** question from Section 2.

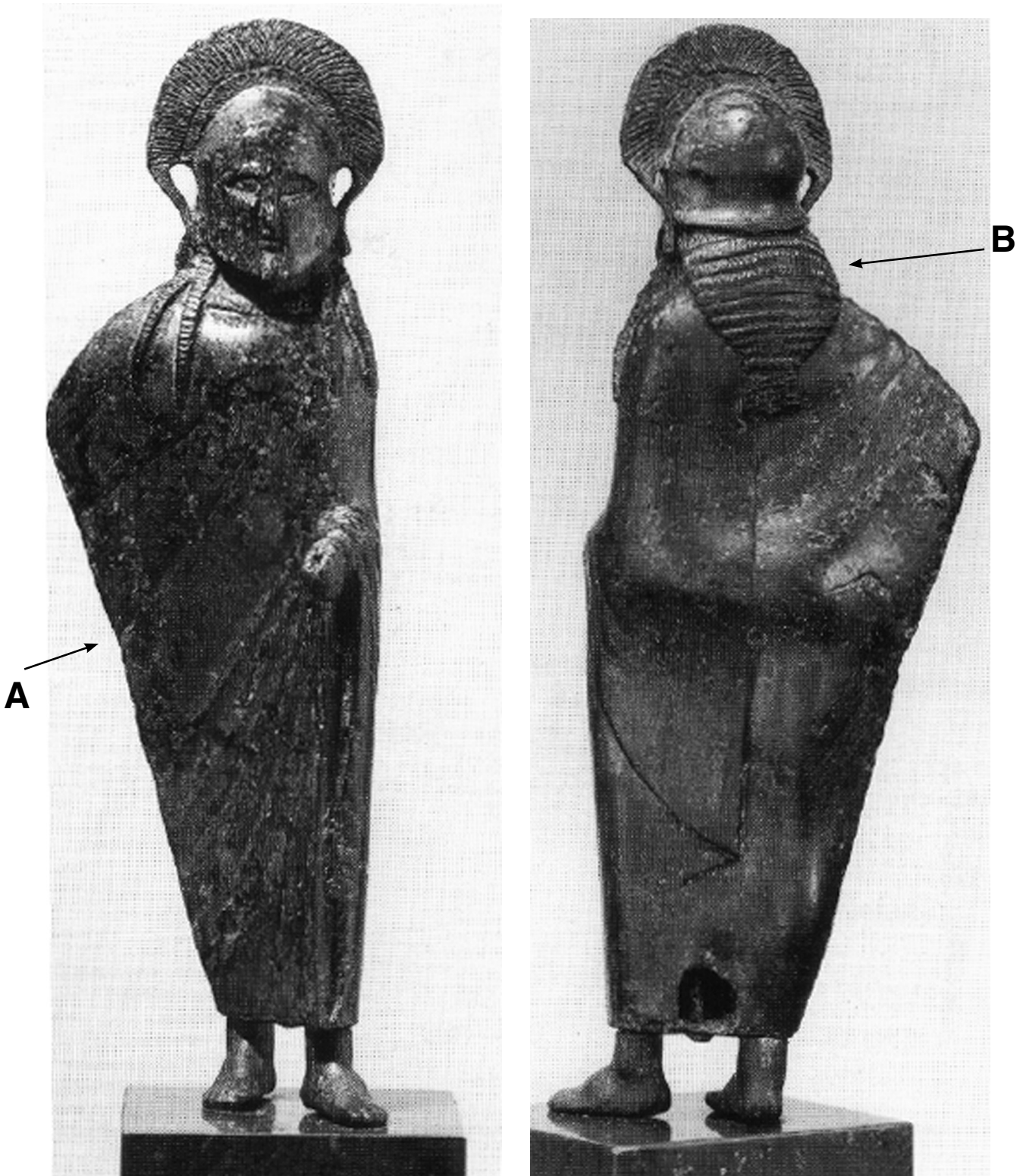
SECTION 1. Answer **TWO** questions from this section.

1 The pictures opposite show the front and back of a Spartan warrior.

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

- (a) (i) What colour was a Spartan warrior's cloak A? [1]
(ii) Give **ONE** reason why it was this colour. [1]
- (b) Explain **ONE** reason why a Spartan warrior's hair (B) had special significance. [2]
- (c) (i) Name the Spartan king who fought at Thermopylae. [1]
(ii) How were the Spartan forces betrayed at Thermopylae? Give **THREE** details. [3]
- (d) To what extent did Spartan battle tactics reflect the attitudes of the Spartan warriors? Explain **TWO** reasons for your opinion. [4]

[Total: 12]



The first picture shows the front of a warrior wearing an ankle-length cloak [A], draped so that only his left hand protrudes.

The second picture shows the back, with the right elbow projecting under the garment. The braided hair [B] is long over the shoulders.

2 Study the picture opposite and then answer ALL the questions that follow.

(a) Explain ONE way in which this statue is typical of the way Spartan craftsmen portrayed their women. [2]

(b) (i) What would a Spartan woman consider her most important duty? [1]

(ii) Give ONE reason why she would think this. [1]

(c) (i) Give TWO opinions that other Greeks had of Spartan women. [2]

(ii) Why did they have EACH of these opinions? [2]

(d) Do you think that women had any real authority in ancient Sparta or were they just tools of the State? Explain TWO reasons for your opinion. [4]

[Total: 12]



The picture shows a girl striding or running, with head turned to look round. She wears a thigh-length tunic which is closely fitted and reveals her muscular legs. Her hair is tied at the back.

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

The training of the Spartans lasted into the years of full maturity. No man was allowed to live as he pleased, but in the city, as in a military encampment, Spartans always had strict routine. They believed that they belonged entirely to their country and not to themselves. They had to watch over the boys and, if no other duty was laid upon them, teach them something useful or learn for themselves from their elders. For one of the noble and blessed privileges which was provided for these fellow-citizens was abundance of leisure.

PLUTARCH

- (a) (i) Who looked after a child until he left home? [1]**
- (ii) At what age would he leave home? [1]**
- (b) What do you think was the most important purpose of the first stage of a boy's education from when he left home until he was twelve? Explain TWO reasons for your opinion. [4]**
- (c) Give TWO details of how training became harsher at the age of twelve. [2]**
- (d) Do you believe that Spartan education was character-building for Spartan boys? Explain TWO reasons for your opinion. [4]**

[Total: 12]

SECTION 2. Answer ONE question from this section.

EITHER

- 1 'A delicate balance designed to create a perfectly functioning society.'**

To what extent is this a fair assessment of the Spartan social system?

Explain your opinions. [16]

OR

- 2 What do you find to admire or criticise about the way the Spartan government was organised?**

Explain your opinions. [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 The picture on the loose A3 sheet shows a scene from a Roman comedy.

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

- (a) (i) Identify the different types of characters: A, B and C. [3]
(ii) Explain how you can tell in **EACH** case. [3]
- (b) (i) Which character was usually the funniest in a Roman comedy? [1]
(ii) Give **ONE** way in which he amused the audience. [1]
- (c) Explain **TWO** ways in which the plot of a Roman comedy was or was not relevant to a Roman audience. [4]

[Total: 12]

2 Study the picture on the loose A3 sheet and then answer ALL the questions that follow.

- (a) (i) What animal is being hunted in the picture? [1]**
- (ii) Explain how the spear used by the hunter was designed to protect him from the animal. [2]**
- (b) Give THREE details of how the animal would have been brought face to face with the hunter. [3]**
- (c) Explain why hunting was a profitable business in the Roman provinces. [2]**
- (d) Do you think that we are crueller to animals when hunting today than the Romans were? Explain TWO reasons for your opinion. [4]**

[Total: 12]

3 The picture opposite shows a view of a Roman baths.

Study the picture and then answer ALL the questions that follow.

(a) (i) What area of the baths is A? [1]

(ii) Explain ONE reason why it was an important area of the baths. [2]

(b) Give ONE detail of how you could recognise the changing room in a Roman baths. [1]

(c) Explain ONE reason why higher class Roman citizens went to the baths. [2]

(d) Explain ONE reason why lower class Roman citizens went to the baths. [2]

(e) Do you think that the system which heated a Roman baths would have been effective? Explain TWO reasons for your opinion. [4]

[Total: 12]



A

The picture shows a rectangular open area [A] surrounded by ruins of low brick walls. There are fragments of columns along two sides.

SECTION 2. Answer ONE question from this section.

EITHER

- 1 To whom were the shows in the Colosseum more important, the Emperor or his people?**

Explain your opinions. [16]

OR

- 2 To what extent did events at the Circus Maximus offer the sort of entertainment which Romans could not find at any of the other public shows?**

Explain your opinions. [16]

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TOPIC 10: ROMAN BRITAIN

Answer **TWO** questions from Section 1 **AND ONE** question from Section 2.

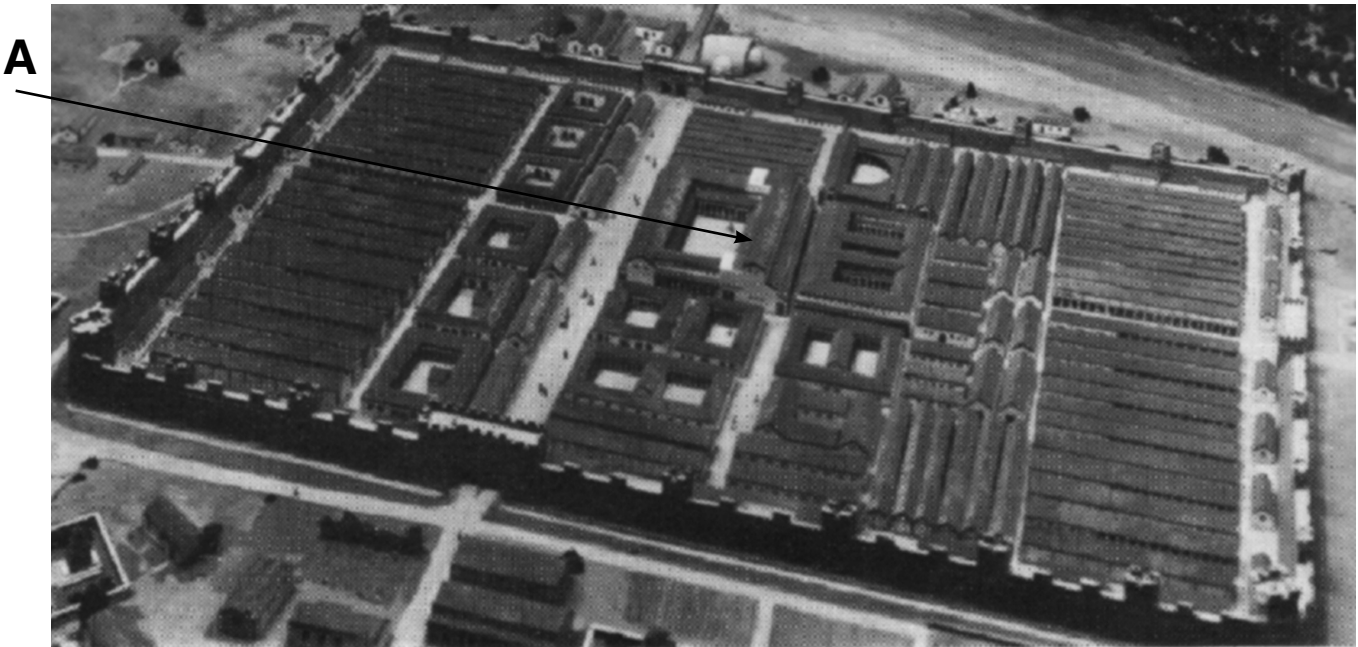
SECTION 1. Answer **TWO** questions from this section.

1 The picture opposite shows a model of the Roman fortress at Chester.

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

- (a) (i) What is building A? [1]
(ii) Give **TWO** reasons why it was important. [2]
- (b) Give **TWO OTHER** ways in which the design of this fortress is typical of other Roman fortresses in Britain. [2]
- (c) Give **TWO** reasons why Chester was a good location for the Romans to build a fortress. [2]
- (d) What important Roman construction lies just outside the fortress? [1]
- (e) Explain **TWO** reasons why living near this fortress did or did not benefit the local Britons. [4]

[Total: 12]



The picture shows a rectangular fortress from the air. Towards the middle there is a long rectangular building [A] taller than the many low buildings in a grid pattern around it. [A] faces a courtyard beyond which is a wide street leading to gates in the walls of the fortress at either end.

2 The picture below shows the huge temple of Claudius in Colchester.

Study the picture and then answer ALL the questions that follow.



- (a) Give TWO things Boudica did in Colchester when she attacked. [2]**
- (b) Explain TWO reasons why Boudica targeted this town during her rebellion. [4]**
- (c) Explain ONE reason why Boudica failed to win her final battle against the Romans. [2]**
- (d) Would Britain have been better off if Boudica had not rebelled? Explain TWO reasons for your opinion. [4]**

[Total: 12]

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3 The pictures opposite show two Roman villas in Britain.

Study the pictures opposite and then answer ALL the questions that follow.

- (a) Choose either villa A or villa B and say in which area of Britain it was situated. [1]**
- (b) Explain TWO reasons why villas were built in particular areas of Britain. [4]**
- (c) Give THREE details of how the villa you have chosen in (a) changed during the Roman occupation of Britain. [3]**
- (d) Choose ONE of the villas A or B and explain TWO ways in which it contributed to the economy of the area. [4]**

[Total: 12]

A



B



[A] shows a modern house in the middle of an archaeological site. There are low walls indicating rooms in a long wing to the right and a shorter wing on the left, with modern barn-like structures linking these two unequal wings.

[B] shows an imagined picture of a complex villa which has a high central block surrounded by a colonnade, several low buildings to the left, one with smoking flues, and additional attached wings to the right.

SECTION 2. Answer ONE question from this section.

EITHER

- 1 How effective do you think Hadrian's Wall would have been against invasion by the Northern tribes?**

Explain your opinions. [16]

OR

- 2 'Anyone who claims that Rome's invasion of Britain did not benefit the people of ancient Britain is deluded.'**

Do you agree?

Explain your opinions. [16]

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