



GENERAL CERTIFICATE OF SECONDARY EDUCATION

CLASSICAL GREEK

Paper 4 Greek Civilisation Topics 1–5

1941/04

Candidates answer on the Answer Booklet

OCR Supplied Materials:

- 8 page Answer Booklet

Other Materials Required:

None

Monday 7 June 2010
Morning

Duration: 45 minutes



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.
- Read each question carefully and make sure that you know what you have to do before starting your answer.
- Answer **one** topic.
- Answer **two** questions from Section 1 **and one** question from Section 2.
- Write your answers in the separate Answer Booklet provided.
- Do **not** write in the bar codes.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **40**.
- You will be awarded marks in Section 2 for the quality of written communication.
- This document consists of **24** pages. Any blank pages are indicated.

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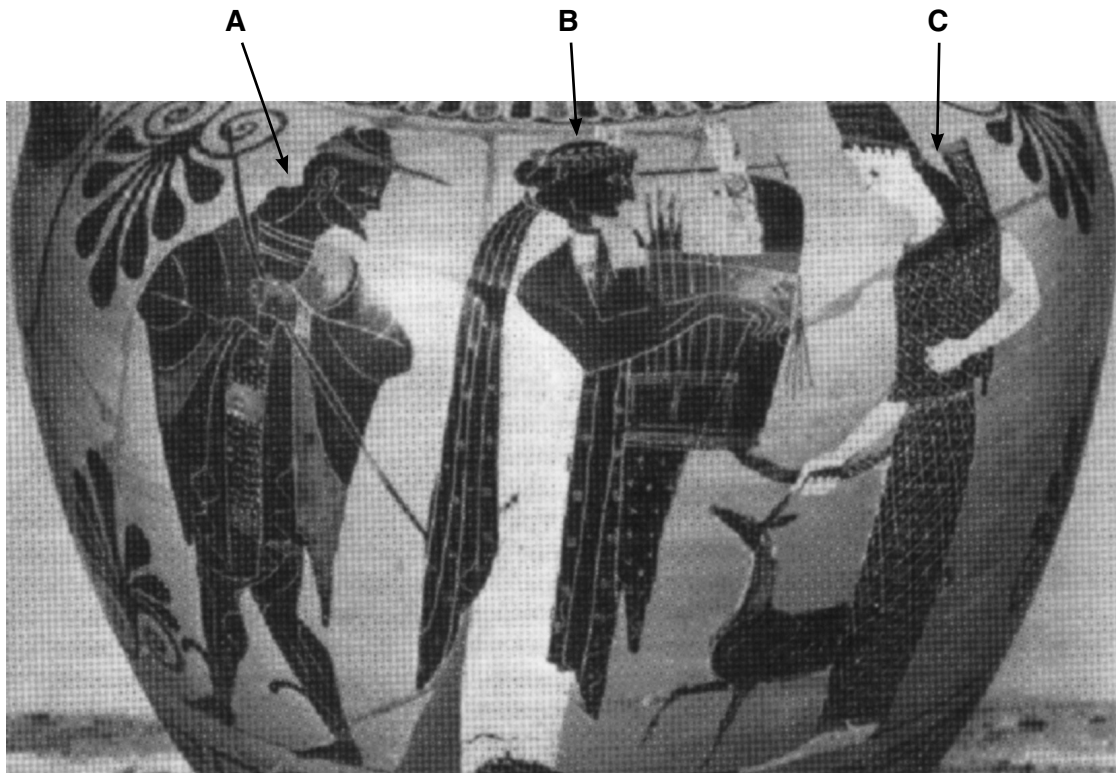
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Topic 1: Greek Religion

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

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

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

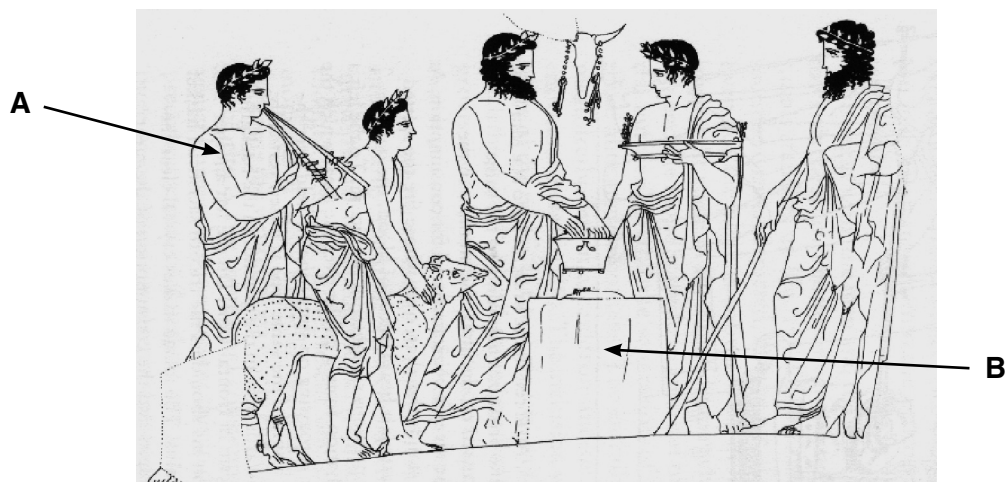


- (a) (i) Name god **A**. [1]
 (ii) How can you tell? [1]
- (b) (i) Name god **B**. [1]
 (ii) How can you tell? [1]
- (c) (i) Name goddess **C**. [1]
 (ii) How can you tell? [1]
- (d) Which of these three do you think was the most important to the ancient Greeks? Explain **one** reason for your opinion. [2]
- (e) Do you think that having gods portrayed in human form encouraged or undermined ancient Greek religion? Explain **two** reasons for your opinion. [4]

[Total: 12]

2 The picture below shows a scene from a sacrifice.

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

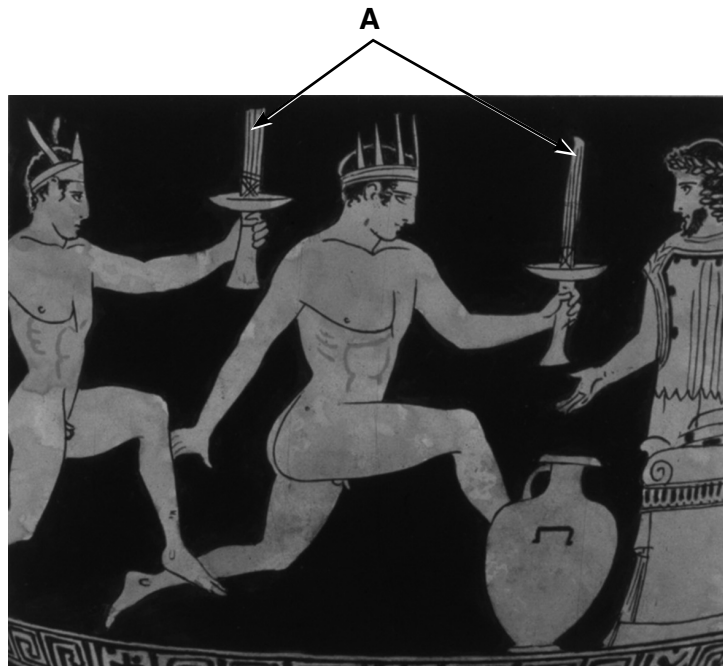


- (a) Give **two** things that would happen to an animal before it was killed. [2]
- (b) Give **two** details of how an animal was killed at a sacrifice. [2]
- (c) Explain why Figure **A** is playing music. [2]
- (d) Explain **one** reason why altars such as **B** were not situated inside temples. [2]
- (e) Do you think that what took place after the actual killing of the animal was the most important part of the sacrifice? Explain **two** reasons for your opinion. [4]

[Total: 12]

3 The picture below shows a scene from a race at the Great Panathenaia.

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



- (a) What are **A**? [1]
- (b) (i) Where did this race finish? [1]
 (ii) Why did it finish there? [1]
 (iii) What was the winner of the race then expected to do? [1]
- (c) Give **two other** types of competition which were held at the Great Panathenaia. [2]
- (d) Give **two** details of the gift which honoured Athena at the Great Panathenaia. [2]
- (e) To what extent was the Great Panathenaia a political as well as a religious festival? Explain **two** reasons for your opinion. [4]

[Total: 12]

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

- 1** Did the existence of oracles such as the one at Delphi make Greek religion more or less appealing to ancient Greeks?

Explain your opinions.

[16]

Or

- 2** To what extent does our knowledge of the Eleusinian Mysteries help us to understand what religion meant to ancient Greeks?

Explain your opinions.

[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 wedding procession with the bride and groom in a chariot.

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

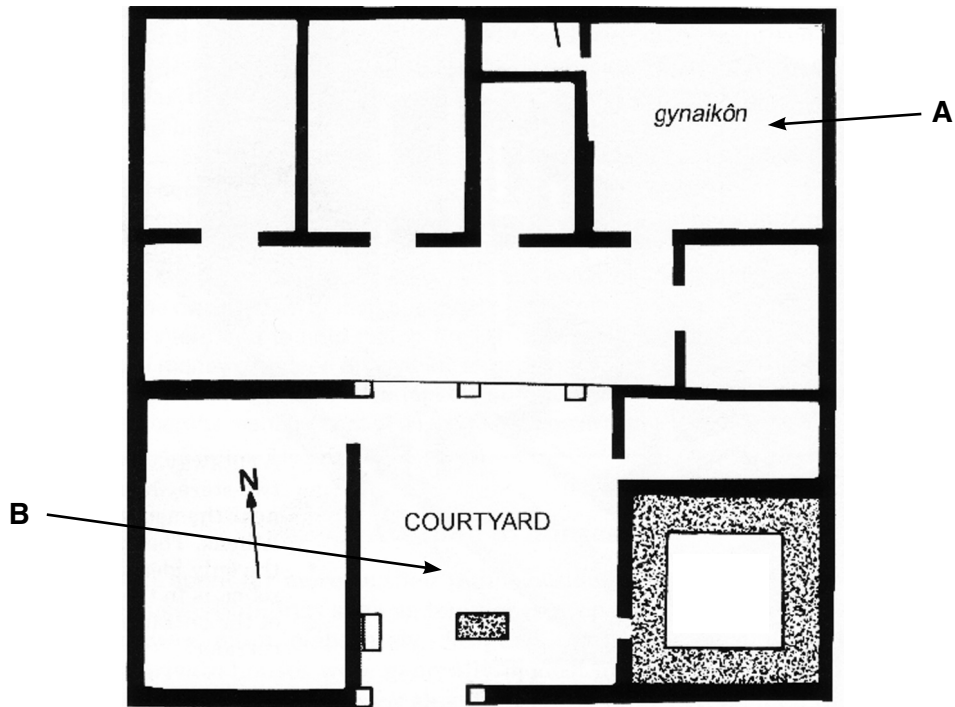


- (a) (i) Where are the bride and groom coming from? [1]
 (ii) Where are they going to? [1]
 (iii) Give **two** things that they would do when they arrived. [2]
 (iv) Say why **each** was important. [2]
- (b) Without repeating what you have already said, explain **one** way in which a marriage in ancient Athens suggested the inferiority of the wife. [2]
- (c) To what extent was marriage a necessity for **both** men and women in ancient Athens? Explain **two** reasons for your opinion. [4]

[Total: 12]

2 The picture below shows the plan of an Athenian house.

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



- (a) (i) Which members of the household would spend their time in **A**, the *gynaikon*? [1]
 (ii) Give **two** things that they would do in this area of the house. [2]
- (b) What religious item was usually in the courtyard **B**? [1]
- (c) Ancient Athenians tended not to build splendid houses. Explain **two** reasons why this was the case. [4]
- (d) What does the design of an Athenian house tell us about family life in ancient Athens? Explain **two** reasons for your opinion. [4]

[Total: 12]

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



- (a) Explain how we know from this picture that music was an important part of an Athenian boy's education. [2]
- (b) Explain **two** reasons why music was considered important in ancient Athenian society. [4]
- (c) Why was a *paidagogos* an important part of the education system in ancient Athens? Explain your answer. [2]
- (d) Without repeating what you have already said in (a) to (c), explain **two** ways in which their education prepared Athenian boys for their adult life. [4]

[Total: 12]

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

Either

- 1** 'Since a *symposium* excluded all members of the family except the men, it is hard to see how it could really benefit the whole household.'

How could a *kyrios* justify a *symposium*?

Explain your opinions.

[16]

Or

- 2** Were slaves a luxury or a necessity for an ancient Athenian household?

Explain your opinions.

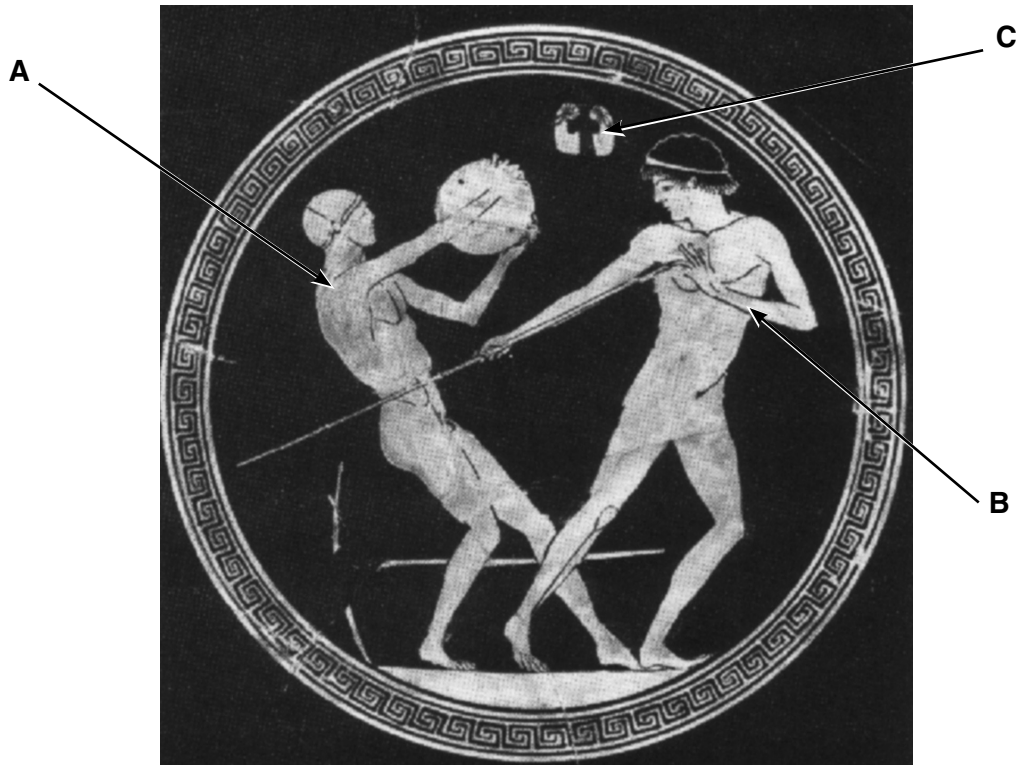
[16]

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

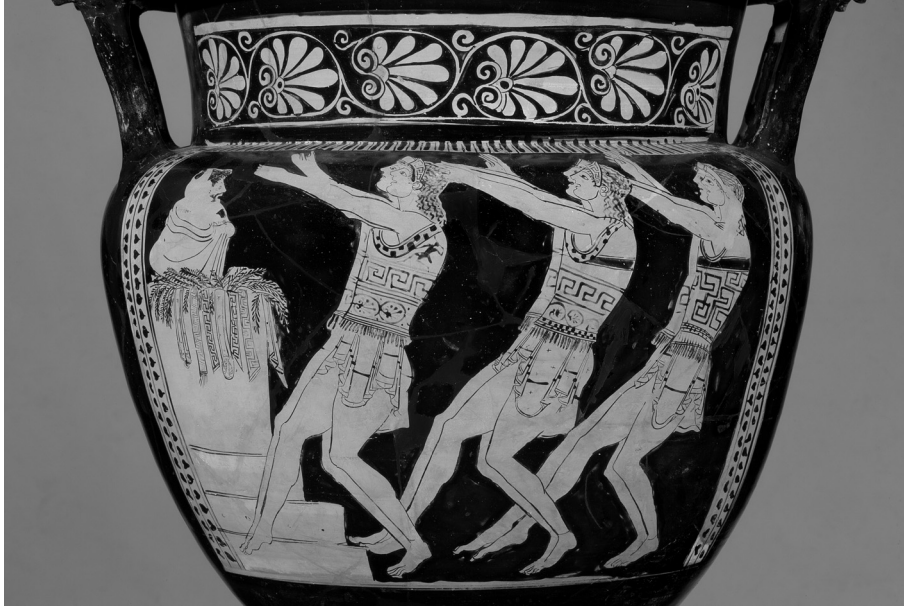


- (a) What event is athlete **A** competing in? [1]
- (b) Give **one** way in which the event athlete **B** is competing in differs today from ancient times. [1]
- (c) (i) What are **C**? [1]
 (ii) We do not know for certain how the event involving them was performed. Give **three** details of the different 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]

2 The picture below 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]

- 3 The picture below 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]

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]

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 below 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]

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

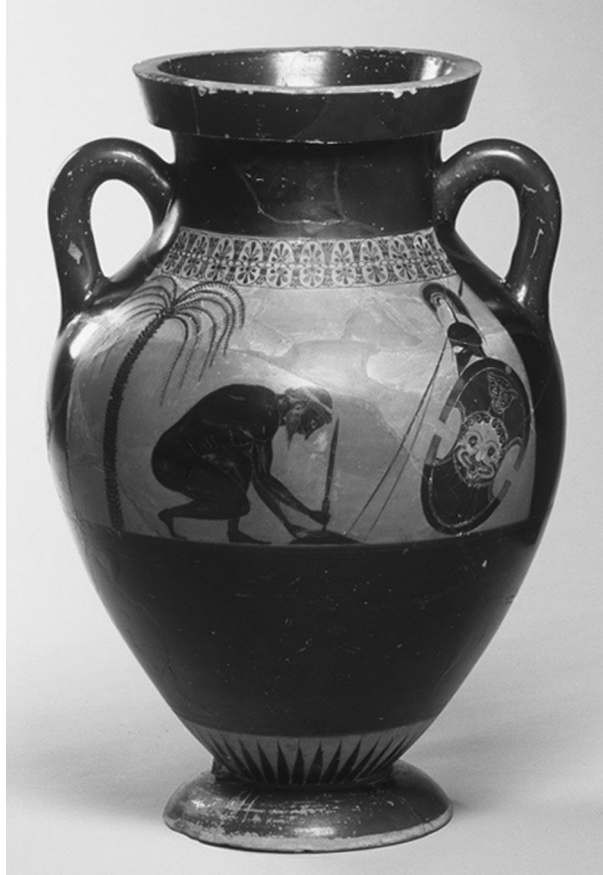


- (a) Name this temple. [1]
- (b) (i) Which order of architecture does this temple belong to? [1]
(ii) Give **two** details which show that it belongs to this order. [2]
(iii) Do you think that this order was a good choice? Explain **one** reason for your opinion. [2]
- (c) Give **two** details of the decoration of this temple. [2]
- (d) Explain **two** unusual features of this temple. [4]

[Total: 12]

- 3 Study the picture below 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]

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]

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 below show the front and back of a Spartan warrior.

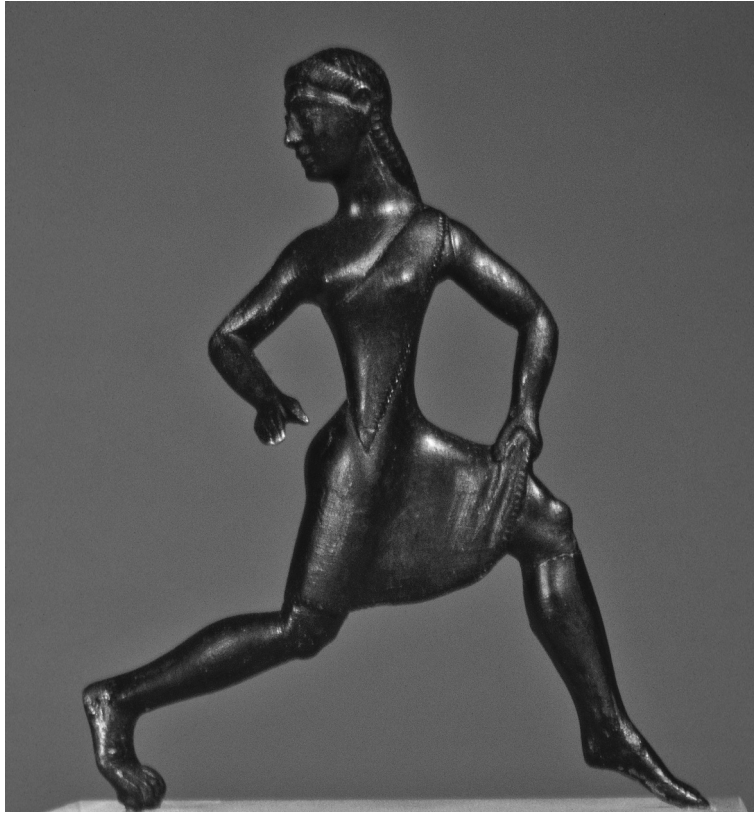
Study the pictures and then answer **all** the questions that follow.



- (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]

2 Study the picture below 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]

- 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]

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