



National  
Qualifications  
2022

**X815/76/12**

**Classical Studies  
Classical Society**

TUESDAY, 17 MAY

2:40 PM – 4:30 PM

**Total marks — 50**

**SECTION 1 — LIFE IN CLASSICAL GREECE — 20 marks**

Attempt EITHER Part A OR Part B.

**SECTION 2 — LIFE IN THE ROMAN WORLD — 30 marks**

Attempt EITHER Part A OR Part B.

Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



\* X 8 1 5 7 6 1 2 \*

## SECTION 1 — LIFE IN CLASSICAL GREECE — 20 marks

Attempt EITHER Part A OR Part B

## Part A — Power and freedom

Source A is a picture of a Greek vase showing a use of slaves.



Source B is from an ancient writer.

Socrates said, 'Tell me, Diodorus, if one of your household slaves decides to run away and leave your household, do you make it your business to bring him back to your house?'

Diodorus replied, 'By Zeus, yes! I would call on others for help, promising a reward for his safe return.'

'What about if one of your household slaves is sick,' Socrates said, 'do you attend to his needs and call on doctors to help, so that he doesn't die?'

'I absolutely would!' Diodorus said.

'I think it is worth the value of many slaves to have one slave who is obedient, motivated by good intentions, competent, and quick-thinking' replied Socrates.

## Part A (continued)

Source C is from a modern writer.

Conditions of slaves varied greatly in Athens — some citizens kept slaves as workers or as domestic servants, and such slaves would have enjoyed reasonable treatment. Many slaves worked alongside their owners in workshops or market-stalls. Some slaves might have even received a small payment for their work and loyalty. Slaves and owners who worked together could form good working relationships and some slaves even gained their freedom after years of dutiful service. However, this was not always the case and many slaves remained enslaved until their deaths.

1. How fully do Sources A, B and C inform us about the relationship between Athenians and their slaves?

8

Use at least two of the sources and your own knowledge.

Attempt EITHER question 2(a) OR 2(b)

2. (a) To what extent were individual citizens able to influence democracy in Athens?

12

OR

- (b) To what extent did Athenians benefit as the leaders of the Delian League?

12

[Now go to SECTION 2 on page 06]

## Part B — Religion and belief

Source A is a picture of a Greek vase painting showing a scene from the festival of Dionysus.



Source B is from an ancient writer.

I was much amazed at something which is not generally known about the festival of the Panathenaia and so I will describe the circumstances. Two young girls were chosen to live near the temple. The Athenians call them 'Carriers of the Sacred Offerings'. When Athena's festival comes round, they perform the following rites at night. They place on their heads the secret objects which the priestess of Athena gives them, and go down a natural underground passage leaving the objects there. In the passage they receive another object which they bring back covered up. The priestess then lets these young girls go free and chooses other girls to take their place on the Acropolis.

Source C is from a modern writer.

Many festivals held throughout the course of a year were closely connected with agriculture. One such festival was the Skira which was held in honour of Demeter at the time of the harvest. At this festival women celebrated by throwing offerings into holes in the ground. The chief offerings were piglets, but they also included models of snakes and special cakes which the women made from dough. These offerings were buried deep into the earth in the hope that they would promote fertility in the fields and in the women themselves. The decayed remains of these objects were recovered from the earth three and a half months later at another festival called the Thesmophoria.

**Part B (continued)**

3. How fully do **Sources A, B and C** inform us about the different festivals celebrated in Athens?

8

Use at least **two** of the sources and your own knowledge.

Attempt **EITHER** question 4(a) **OR** 4(b)

4. (a) To what extent did taking part in the Eleusinian mysteries provide worshippers with a meaningful religious experience?

12

**OR**

- (b) To what extent did the religious customs and beliefs of 5<sup>th</sup> century BC Greeks support the idea of life after death?

12

[Now go to **SECTION 2** on *page 06*]

## SECTION 2 — LIFE IN THE ROMAN WORLD — 30 marks

Attempt EITHER Part A OR Part B

## Part A — Power and freedom

**Source A** is from the tombstone of a Roman woman called Urbana who died in the 3<sup>rd</sup> century AD. Her husband, Paternus, inscribed the tombstone with a message about his dead wife.

Sacred to the spirits of the deceased. To Urbana, the sweetest, most pure and exceptional wife. I am sure that nothing has been more wonderful than her. She deserves to be honoured by this inscription, since she spent her whole life with me utterly joyfully and without complication, with both married affection and with characteristic hard work. I have added these words so that those who read them may understand how deeply we loved one another. Paternus set this up to her who deserved it.

5. Evaluate the usefulness of **Source A** for telling us about the relationship between men and women in the Roman world.

8

You could comment on **who** wrote it, **when** they wrote it, **what** they say, **why** they say it and **what** has been **missed out**.

**Source B** is from a modern writer discussing the rebellion of the American colonies in the 18<sup>th</sup> century.

In 1776, the 13 British colonies in North America cut their ties with the mother-country, Great Britain, after years of what some saw as unfair financial and political decisions by the British against the American colonies. The American colonists often felt that the British government and King George III, far away in London, did not treat them with respect, and imposed unfair laws and sanctions against the colonists. The high level of taxation on goods such as sugar, tea and paper, caused resentment. This caused financial hardship for many colonists sparking a feeling of anger towards the British government. The colonists appealed to the British government but their concerns were ignored. As a result, the colonists decided to rebel against the British by destroying goods on a British ship in Boston. This led to a conflict which resulted in victory and independence for the rebellious colonists.

6. Compare this modern description of the American rebellion against the British with rebellions which took place in the Roman world.

10

Refer to **Source B** and your own knowledge, and come to an overall conclusion about similarities and differences.

**Part A (continued)**

Attempt **EITHER** question 7(a) **OR** 7(b)

7. (a) Analyse the ways in which plebeians, equestrians and patricians contributed to Roman society. 12

**OR**

- (b) Analyse the relationship between a Roman governor and the people in his province. 12

[Turn over

## Part B — Religion and belief

**Source A** was written by Lucretius, a well-educated Roman philosopher of the 1<sup>st</sup> century BC. In this extract he is discussing what Epicureans thought happened at the time of death.

If people understood that death brought a definite end to their troubles, they would have the strength to reject religious superstition and the threats of prophecies. But as it is, they have no power to resist because they are haunted by the fear of eternal punishment after death. They do not know what the soul is, whether it is born with a person or reincarnated in them at birth; whether it is destroyed at death and perishes or whether it travels to the murky depths of the Underworld.

The fear of death and darkness of the mind cannot be dispelled by sunbeams and the light of day but only by the scientific explanation of what occurs at death.

8. Evaluate the usefulness of **Source A** in describing philosophical attitudes to death which existed in the Roman world.

8

You could comment on **who** wrote it, **when** they wrote it, **what** they say, **why** they say it and what has been **missed out**.

**Source B** is from a modern writer discussing what happens when a child is born.

There is no happier occasion than the birth of a child. Everyone breathes a sigh of relief when they hear that mother and baby are well. It can be a time of great anxiety as sadly things can go wrong but thanks to medical technology and the skills of our highly trained professional midwives and doctors most pregnancies today have a happy outcome. Parents have to register the birth of their new-born with the authorities and in return they receive a birth certificate which documents when and where the baby was born and the name the parents have chosen for their child. Families celebrate the new arrival by sharing a drink with friends who gather round with gifts for the baby. Many parents post their news in newspapers or social media and some organise a religious ceremony where the baby is named.

9. Compare the modern writer's description of events associated with the birth of a child with events at the birth of a child in the Roman world.

10

Refer to **Source B** and your own knowledge, and come to an overall conclusion about similarities and differences.



**Part B (continued)**

Attempt **EITHER** question 10(a) **OR** 10(b)

- 10.** (a) Analyse the different ways in which the Romans believed gods communicated with people. **12**

**OR**

- (b) Analyse attitudes in the Roman world to the cult of the Egyptian goddess Isis. **12**

**[END OF QUESTION PAPER]**

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*Acknowledgement of copyright*

Section 1 Part A, Source A

Section 1 Part A Source A – Vase painting showing a use of slaves.

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Section 1 Part B, Source A

Vase painting showing scene from the festival of Dionysus.

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