

# Myth and Religion

## Exam Question Booklet

There are five types of questions that can be found in *Myth and Religion* paper, and will be found across Sections A, B and C:

- 1 Knowledge and Understanding Questions**
- 2 Significance Questions**
- 3 Detailed-Response Questions**
- 4 Stimulus Questions**
- 5 Extended Response Questions**



# The Examination

This component of the GCSE examination is designed to test your knowledge, understanding, and evaluation of Myth and Religion in the Greek and Roman world. The examination is worth 90 marks and lasts 1 hour 30 minutes, and represents 50% of the total marks for the GCSE.

There are three sections to the paper and each section is worth 30 marks; the paper will consist of both short and extended response questions:

- Greece
- Rome
- Greece and Rome

There are five types of questions that will feature in your exam. You will be required to literary and visual sources, some of which will be from the prescribed sources, and some you will have not seen before. In the third section of the paper you will be required to compare ancient sources, one Greek and one Roman, one of which will be visual, one that will be visual.

Below are the five types of questions that will feature in your exam, and what they are worth in terms of marks. They can generally be divided into two categories: the first three types are all short-answer questions; the final two types require a longer answer.

Section	Question Type	Total Marks	Category
Section A: Greece	Knowledge and Understanding	16	Short Answer
	Significance	6	Short Answer
	Detailed Response	8	Longer Answer
Section B: Rome	Knowledge and Understanding	16	Short Answer
	Significance	6	Short Answer
	Detailed Response	8	Longer Answer
Section C: Greece and Rome	Stimulus	15	Short Answer
	Extended Response	15	Longer Answer

All questions, with the exception of the Extended Response question, will be linked to a source that will be found in the accompanying Insert document.

This guide attempts to demonstrate to you the different types of questions you will come across, an explanation of how they work, models answers, and tips for doing well.

# Knowledge and Understanding Questions:

There will be 16 marks worth of knowledge and understanding questions. The 16 marks will be broken down into a series of short answer questions, typically worth 1 or 2 marks, but occasionally 3 marks will be available.

Some questions will require you to show your knowledge of a myth or aspect of Greek or Roman religion. This may be done using a prescribed source or an unseen one. These are usually fact based questions.

Other questions will require you to show knowledge and also demonstrate understanding of these facts. Quite simply, these questions require you to recall facts about what you have learnt.

## Example Question and Answer:

Source A: A statue of a Greek Goddess



This question is an example of a knowledge question (1a) and an understanding question (1b). Both require short, simple answers and need not be written in full sentences. The question simply asks who the goddess is and it is **correctly answered Athena, followed by examples of why the pupil knows this.**

1 (a) Who is depicted in Source A, and how do you know?

Athena

1 (b) Give one reason that you know this.

Because of her **helmet/Aegis** (shield)/**snake cloak**

(1)

(1)

The answers should be brief, to the point, and take no more than a minute to answer both together.

## Source B: An extract from the Homeric Hymn to Demeter

The girl was amazed and reached out with both hands to take the lovely treat; but the earth with its wide roads opened up there in the Plain of Nysa, and the lord Hades, the Son of Cronos, he who has many names, with his immortal horses, sprang out upon her. He seized her against her will on his golden chariot and carried her away as she wailed. Then she cried out shrilly with her voice, calling upon her father, the Son of Cronos, the highest and the best. But not one of the immortal gods, nor one of the mortal humans, heard her voice, nor even did the rich fruit-bearing olive-trees.

### Study Source B:

**4** What does the 'lovely treat' (line 1) refer?

*The narcissus flower*

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**(1)**

**5** Who was Persephone with immediately before Hades abducted her?

*Daughters of Oceanus*

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**(1)**

**6(a)** 'The Son of Cronos, the highest and best' (line 5). Who was Persephone's father?

*Zeus*

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**(1)**

**6(b)** Who did this person send to the Underworld to demand the return of Persephone?

*Hermes*

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**(1)**

**7(a)** What did Hades give Persephone to eat in the Underworld?

*Pomegranate seeds*

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**(1)**

**7(b)** What conditions were placed on Persephone after Hades returned her to Demeter?

*She would spend one-third of the year with Hades in the Underworld, and two-thirds of the year with Demeter.*

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**(1)**

**7(c)** What conditions were placed on Persephone after Hades returned her to Demeter?

*The seasons*

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**(1)**

**All of the above questions are knowledge and understanding questions. They require nothing more than a short, simple and quick answer.**

## Significance Questions:

There will be two of these questions in both Section A and B. Significance questions are split into two parts. You will usually be given two pieces of information and state why one or both are important or significant, or what this knowledge tells us.

The answers again should be short and to the point, and can often be answered without writing in full sentences.

## Example Questions and Answers:

**3 (a)** In the myth of the contest judged by Cecrops between Athena and Poseidon, what did Athena do to win?

She planted an olive tree which gave Athenians olives, oil and wood, which was more useful than the sea water spring that Poseidon offered.

(2)

The above question is an example of the first part of a significance question which requires you to give two pieces of information about what Athena did to win patronage of Athens. We know we have to give two pieces of information as the question is worth two marks. The answer shows three possible examples of which two would be credited. Sometimes it might be worth writing three points if you know them just to be sure.

**3 (b)** What was the significance of this act to the Athenians?

Explains why she was their patron goddess, explains why their city was named after her, olive trees were grown in Attica and were very important to the Athenians and so Athena's gift was important to them.

(1)

The above question is an example of the second part of the significance question. It simply shows the examiner that you understand the importance, significance or relevance of something to the Greeks or Romans. In this example it explains why Athena giving the gift – the answer asked for in the first part – to Athenians was so important. Your answer to the second part of the question has to be related to the first part. The answer shows three possible answers, of which only one would be credited.

## Source D: A Greek Temple



### Study Source D:

**1** What is the name of the Greek temple shown in Source D?

*The Parthenon*

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**(1)**

**2** The pediments on the temple shown in Source D depict two scenes. What were the two scenes depicted on the eastern and western pediments?

- *The contest between Athena and Poseidon for patronage of Athens*
  - *The birth of Athena*
- 

**(2)**

**The above questions are part of a series of questions on Greek temples and the myths that are associated with them. These first two questions are purely knowledge recall questions. They simply want you to identify the Greek temple, in this case the Parthenon, and, identify what myths are on each pediment; in this case the contest for Athens and the birth of Athena.**

**3** Why did the Greeks who built the temple decide to use these myths?

*The Greeks used these specific myths on the Parthenon as they relate*

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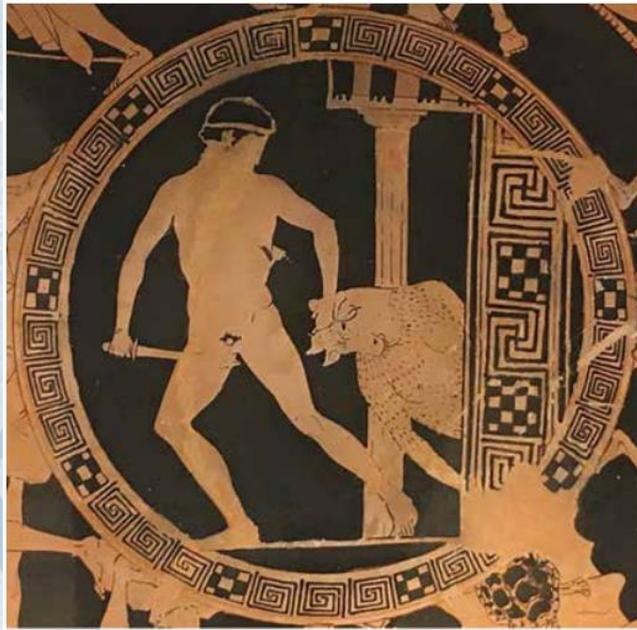
*to the city's patron Goddess, Athena and they wish to celebrate her.*

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**(1)**

**The above question is the significance question which asks the pupil to do more than state facts; indeed, it asks the pupil to explain something related to previous answers given. It need not be an in-depth explanation but it should say why something has happened.**

## Source A: A scene from the British Museum's Theseus Kylix



### Study Source A:

**1a** Who helped Theseus complete the task shown in **Source A**?

*Ariadne*

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**(1)**

**1b** State **two** things this person did to help Theseus.

■ *She provided Theseus with a ball of string to find his way out of the Labyrinth*

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■ *She provided Theseus with a sword to defeat the Minotaur*

---

**(2)**

**2a** What was the Theseus meant to do to his ship as he returned from Crete?

*He was supposed to turn his sails from black to white*

---

**(1)**

**The above questions are part of a series of questions on Theseus and the Minotaur.**

**These first questions are purely knowledge recall questions. They simply want you to identify the person who helped Theseus, who was Ariadne, along with what she did to help Theseus, which was to provide him with a sword and a ball of string. The last question asks the pupil to say what Theseus was to do with his sails upon returning to Athens which was turn his sails from black to white.**

**The next question will be the significance question which asks *why* Theseus needed to do this.**

**2b** Why was it important for Theseus to do this?

He was supposed to turn them from black to white so his father would know that he had returned safely from killing the Minotaur.

**(1)**

**As you can see in the example answer, the answer requires an explanation as to the importance/significance of an event.**

**The exam questions then returned to more knowledge and understanding questions, before moving to another significance question.**

**3a** State **two** reforms Theseus made to Attica once he became King of Athens.

He made alliances with surrounding towns and cities and created a united Attica.

He destroyed all the town halls in the surrounding towns and removed local government.

**(2)**

**3b** Why were these reforms important to Athens?

The reforms united Attica under the control of Athens and made Athens the most powerful city in Attica, as well as centralising government in

Athens even more as all decision about Attica would be taken there.

**(2)**

**Question 3b is a significance question because it asks the pupil to explain why Theseus' reforms (identified in question 3a) were important. As you can see by the colour-coding, each of the identified reasons in question 3a have been explained in 3b, linking the two questions and their answers.**

# Detailed Response Questions:

**You will get one of these questions in both Section A and B, with one or more sources linked to the question to help prompt your answer. The question will always be worth 8 marks and the marks are evenly awarded; 4 for knowledge and understanding and 4 for analysis, interpretation or evaluation.**

**To be successful in this question, you must make sure your answer covers a number of elements:**

- 1. Your conclusion should be at the beginning of the answer;**
- 2. You must reference the sources in your answer;**
- 3. You must include your own knowledge in your answer;**
- 4. You may have to offer a balanced answer if the question suggests this.**

**Whilst these questions are always worth 8 marks and the marks evenly weighted between knowledge and analysis, they are not marked on a basis of one mark for a correct opinion or a piece of evidence used, as the examiner will mark it as a whole. An examiner will read the whole answer before distributing marks. Therefore, it is vital that you include all elements for a successful answer and that what you write is accurate and concise.**

**Whilst the answer is expected to be a longer answer, it is not an essay. You are not expected to write pages on this answer, but you are expected to give a more in-depth answer.**

**Let's review the criteria for a successful answer and what each aspect requires:**

- 1. Your conclusion should be at the beginning of the answer:**
  - Write a one/two sentence conclusion at the beginning of the answer that answers the question succinctly. You are showing the examiner you understand the question overall.**
- 2. You must reference the sources in your answer:**
  - This is vital. You must reference the sources by either quoting them or paraphrasing them in your answer. A good idea is to use it as a starting point in your answer.**
- 3. You must include your own knowledge in your answer:**
  - Once you have used the sources, you must supplement your answer with your own knowledge. This knowledge should be used to support your argument/answer, not just be a list of facts on the topic.**
- 4. You may have to offer a balanced answer if the question suggests this:**
  - The vast majority of 8 mark questions require you to give a balanced answer in which you have to state how far you agree with a statement or not. The question has been set up to give two sides.**

# Example Questions and Answers:

## Study Source I

From Spain, Gaul, and the Dalmatians (a region to the east of Italy), I recovered, after conquering the enemy, many military standards which had been lost by other generals. Then I compelled the Parthians to restore to me the spoils and standards of three Roman armies, and to seek as suppliants the friendship of the Roman people. These standards I deposited in the inner shrine which is in the Temple of Mars Ultor (the Avenger).

## Study Source J



## Study Sources I and J

- 18** “The focus of the Augustus of Prima Porta was on his military achievements.” How far do you agree with this statement? Use Source I and J and your own knowledge to answer the question.

To a large extent, the focus of the Augustus of Prima Porta is on Augustus' military achievements, but the statue is much more than that with references to not only his military achievements but also his political ones, and also connections to the gods.

The military achievements of Augustus can be seen throughout the statue of Augustus of Prima Porta. Source J shows his right hand raised as though he is addressing his troops after a successful campaign, but perhaps the most obvious is the military breastplate he is wearing. In the centre of the breastplate is a piece of relief sculpture depicting the defeated Parthians handing over their standard to a Roman general. This achievement is further enhanced by Source I which mentions this victory specifically, “...I compelled the Parthians to restore to the spoils and standards of three Roman armies...” emphasising the success of Augustus. The statue depicts this well.

However, military achievements are not the sole purpose in the creation of the statue. The fact he is wearing a senatorial robe shows how it has a political focus as well. It also deliberately focuses on linking Augustus to the gods and being immortal himself. He is depicted in bare feet which is usually only for gods or goddesses. Also, with Cupid at his feet, he is reinforcing his family connection to Venus.

**The answer clearly demonstrates a very good understanding of the question, source material, and presents a clear and balanced argument. Let's analyse why each section is to good:**

To a large extent, the focus of the Augustus of Prima Porta is on Augustus' military achievements, but the statue is much more than that with references to not only his military achievements but also his political ones, and also connections to the gods.

**The opening paragraph is a conclusion. It addresses the question by using words from the question, it is balanced, and there is a clear argument presented.**

**The next paragraph addresses one side of the argument, and importantly, that is the argument that is presented in the original statement that this statue is all about military achievements.**

The military achievements of Augustus can be seen throughout the statue of Augustus of Prima Porta. Source J shows his right hand raised as though he is addressing his troops after a successful campaign, but perhaps the most obvious is the military breastplate he is wearing. In the centre of the breastplate is a piece of relief sculpture depicting the defeated Parthians handing over their standard to a Roman general. This achievement is further enhanced by Source I which mentions this victory specifically, "...I compelled the Parthians to restore to the spoils and standards of three Roman armies..." emphasising the success of Augustus. The statue depicts this well.

**This is a well put together paragraph that uses the sources throughout it. These are highlighted in the above paragraph in purple. As it is a visual source, the candidate need only show that they are using the source by referring to examples from it as it is almost impossible to quote it directly. However, to make it really obvious, they have referenced 'Source J' at the beginning of a line.**

**The final paragraph now offers up the alternative argument that this statue is not just about military achievement by focusing on other areas. The first line makes this very obvious.**

However, military achievements are not the sole purpose in the creation of the statue. The fact he is wearing a senatorial robe shows how it has a political focus as well. It also deliberately focuses on linking Augustus to the gods and being immortal himself. He is depicted in bare feet which is usually only for gods or goddesses. Also, with Cupid at his feet, he is reinforcing his family connection to Venus.

**The answer is short, concise but shows tremendous knowledge, understanding and an excellent use of the sources, particularly the visual ones. It is about quality of writing, not quantity here.**

## Stimulus Questions:

**This questions will be asked in Section C, the Greece and Rome section of the exam. You will be given a series of questions that will ask you to identify something relevant from the sources attached, and then, most importantly, to analyse what you have recognised by explaining it. To indicate this, they all use the command word 'Explain', suggesting you need to expand a little more on your analysis and explain your ideas fully.**

**As the section is on Greece and Rome, it is likely you will be given sources from both Greece and Rome, and asked to write about both – the example answer below shows this.**

**These questions will add up to a total of 15 marks. Usually, each answer you give is worth two marks, one for identifying something, and another for explaining it. Occasionally though, each answer you give might be worth three marks and that requires you to explain your answer even further.**

## Example Questions and Answers:

### Study Source K: The Greek historian Thucydides discusses Athenian burial customs in war

Three days before the ceremony, the bones of the dead are laid out in a tent which has been erected; and their friends bring to their relatives such offerings as they please. In the funeral procession coffins are carried on carts. . . the bones of the deceased being placed in the coffin. . . Any citizen or stranger who pleases, joins in the procession: and the female relatives are there to wail at the burial. The dead are laid in the public tomb in the most beautiful suburb of the city, in which those who fall in war are always buried. . . After the bodies have been laid in the earth, a man chosen by the state, of approved wisdom and great reputation, pronounces over them an appropriate public speech. . . Such is the manner of the burying; and throughout the whole of the war, whenever the occasion arose, the established custom was observed.

### Study Source L: A main street into the Roman town of Pompeii, lined with tombs



22

Explain two reasons why events before the funeral procession were important.

- One event that was important before the funeral procession was the preparation of the body. The family would clean and wash and perfume the body so it was ready to be laid out for the prothesis stage. This was important as it marked the stage of the process where visitors could come and pay their last respects.
- Another event that was important was the placing of a coin in the deceased's mouth. This was important as it would be this coin that would be used to pay Charon to cross the River Styx. Without the coin being placed there, the deceased would not be able to enter the Underworld and remain in limbo.

(6)

The above answer shows how the pupil's response builds on an initial point being made about events *before* the funeral procession, by adding further explanation as to why it is important. Each of these answers is worth 3 marks and each of the blue, red and green sentences are worth 1 mark each.

You will notice in these questions a couple of important points:

- The answers are short and concise – they are not lengthy. This is important to remember. Keep your answers to the point and use key pointers to show explanation: “This was important because...”, for example.
- The answers do not need to reference the sources specifically, but if you can, you should.

The next example was from the same series of questions, and required the pupil to now focus on the events of the funeral procession. Notice in this answer, how the answer is well-explained but also where they have used the source to support their answer as it was appropriate.

## Study Sources K and L

22 Explain two reasons why the funeral procession was important for the dead person and their family.

- One reason why the funeral procession was so important was so that the body could be carried through the streets. This meant that the public had the opportunity to pay their respects, as shown in Source K, "...Any citizen or stranger who pleases, joins in the procession". By doing so they would also show public support for the family in a very public way.
- One other reason it was so important as it enabled the family of the deceased to show off their wealth and status. By parading the body through the streets the family accompanied by large crowds, and musicians, and even professional mourners, the family could display its wealth which was an important status for both Greek and Roman families.

(6)

**The above answer demonstrates how the source has been incorporated into the answer but only at an appropriate moment to support the overall answer.**

**The second answer is a good example where the final mark is awarded when it builds on the previous one made. The line "...which was an important status symbol..." is an additional point being made to the original one so two marks are awarded for that one final sentence, emphasising it is about the quality of your answer not the quantity.**

## **Detailed Response Questions:**

**You will only get one of these extended response questions on the Myth and Religion paper, and it is worth 15 marks overall. This type of question is different from the other questions in two respects:**

- There is no direct source(s) attached to this question specifically.**
- There will be a choice of two questions, of which you must answer one.**

**Whilst these questions are always worth 15 marks, similar to the 8 mark questions, they are not marked on a basis of one mark for a correct opinion or a piece of evidence used, as the examiner will mark it as a whole.**

**An examiner will read the whole answer before distributing marks. Therefore, it is vital that you include all elements for a successful answer and that what you write is accurate and concise. The balance of marks is not even with only 5 given to factual knowledge used to support your answer, and 10 given to the argument and analysis you give. In this question, and the only one on the paper really, the examiner wants to see your opinion and judgement.**

**To be successful in this question, you must make sure your answer covers a number of elements:**

- 1. Your conclusion should be at the beginning of the answer;**
- 2. Your facts must be relevant to the question – don't just write everything you no about the subject.**
- 3. Use evidence to support your argument by summarising things. Don't fall into the trap of telling the story of something or over-narrating examples.**
- 4. Keep referring back to the question.**
- 5. Try to offer a balanced answer.**

**The answer is expected to be a longer answer and in essay form – paragraph your points, make sure it is structured.**

**The example question has two example answers. One is the correct way to structure and present your argument, and how to support it with evidence; the other is what not to do.**

**Look at both and try and spot the key differences in each one.**

'We can learn more about Heracles/Hercules from Roman written sources than we can from Greek visual sources.'

How far do you agree?

### The examiner is looking for a number of things in a quality response:

- **An understanding of Roman written sources about Heracles.**
- **An understanding of Greek visual sources about Heracles.**
- **An argument about what we can learn about Heracles/Hercules from both.**
- **A consistent argument as to what the question is asking.**

**Therefore, the candidate should have knowledge of the following pieces of information and then use them to construct an answer:**

- **Roman Written Sources:**
  - **Ovid's *Metamorphosis* about Hercules and Nessus and the death of Hercules;**
  - **Virgil's *Aenied*, about Hercules and Cacus.**
- **Greek Visual Sources:**
  - **Metopes of Heracles' 12 labours at Temple of Zeus;**
  - **Pottery depicting Heracles' 12 labours.**

### Example Answer 1:

To a large extent, the statement has some truth to it, but it does depend upon what you want to learn about Heracles or Hercules. The Roman written sources, particularly Ovid's *Metamorphosis* give us a real insight into Hercules as a person and character, and also some understanding of the drama of some the events upon his time in Italy. However, the Roman sources fail to mention the early, and arguably most famous aspect of Heracles' story, and that is his twelve labours. These are depicted on the Temple of Zeus in metopes suggesting we can learn far more about Heracles from these, but what these fail to do is offer any insight into Heracles as a person or character. Therefore, depending upon what you want to learn about Heracles and when, the source material will aid that.

Ovid's *Metamorphosis* is a great example of a useful source for learning about Hercules as a character. He describes in real detail the story of how Nessus the Centaur in kidnapping Hercules' wife sets in motion a series of events that sees Nessus die, give his cloak to Hercules' wife, who in turn will give to Hercules, which will be the reason for his poisoning and death. As Ovid description's are so vivid we learn just how much Heracles suffered during his death and how he endured it, giving us a real insight into his physical strength and his determined character. This is further supported by Virgil's description of the battle between Heracles and Cacus, where we

learn about how Heracles overcame the problem of getting into Cacus' lair through brute strength. However, we also learn about how hard Hercules found it, and how much he suffered before achieving his defeat of Cacus. These sources are excellent for this and for understanding the drama of the stories Hercules.

Yet, these stories and descriptions, whilst excellent, fail to offer us any insight into Heracles' famous twelve labours, surely a huge aspect to our overall understanding of Heracles.

This is where the Greek visual sources, most notably the metopes on the Temple of Zeus, offer us a real understanding of what he achieved. There are twelve metopes on the Temple of Zeus, on the East and West entrances, with each one depicting a different labour that Heracles faced. They are beautifully designed to be recognisable and understood and from these we have a great understanding of what Heracles had to go through from the slaying of the Nemean Lion right through to his capture of Cerberus. They offer the viewer an understanding of how he achieved it; for example, the Augean Stables labour shows Heracles with a spade and Athena, both fundamental to him completing the labour.

With all that in mind, both forms of sources add to our understanding of Heracles/Hercules, and both for different reasons. However, I cannot help but feel that the Roman written sources offer us slightly more as they give us an insight into Heracles' character far more than the visual sources from Greece do.

## **Example Answer 2:**

The Roman and Greek sources on Heracles offer us different ways of learning about him. The Roman ones give us an insight into his character, whereas the Greek ones depict in a picture form what he did during his twelve labours. Both have merit and both are important.

The Roman written sources tell us about Hercules, particularly the battle with Nessus which led to his death. Hercules and his wife were travelling home and tried to cross a river which was too fast to cross easily. Nessus, a Centaur, appears and offers his help by taking Hercules' wife across the river. Hercules agrees, but Nessus when crossing the river takes the opportunity to abduct her. Hercules realising what has happened, shoots him with an arrow. As he is dying, Nessus tricks Hercules' wife into taking his cloak, now covered in the poison from the arrows, and persuades her to give it to Hercules should his love for her start to diminish. Later, after many rumours are spread, his wife feels the need to give Hercules the cloak. As he puts it on, the poison is reactivated and slowly kills Hercules in the most painful and graphic way. We also learn from Virgil's Aeneid about how he overcame Cacus by eventually diving into the hill/volcano and killing him after Cacus had insulted him by taking his cattle.

The metopes on the Temple of Zeus give us a real insight into Heracles' early life and the labours he had to complete for killing his family whilst under the influence of the Goddess Mania.

These metopes depict all twelve labours: the Nemean Lion, the Lernaean Hydra, the Golden Hind, the Erymanthian boar, the Augean stables, the Stymphalian birds, the Cretan Bull, the Mares of Diomedes, the belt of Hippolyte, the cattle of Geryon, the Apples of Hesperides, and the capturing of Cerberus. All of these are depicted and on the temple for all to see.

Therefore, I think that we can learn an equal amount about Heracles and Hercules from both sets of sources. One offers his early life and famous labours, the others an insight into his time in Italy and eventual death.

**Undoubtedly, both show an understanding of the topic of Heracles and Hercules and both answers have good opening paragraphs – they have both concluded the answer at the start.**

**It is what happens in the main bulk of the answer that separates them in terms of standards. The first answer has far more analysis and argument in it and has used evidence to support the argument well. The second one falls into the trap of over-narrating things and loses focus on the question being asked. The first answer summarises the evidence well and uses it to support the argument, the second one tells the whole story and forgets to link it back to the question. The following extracts from each one demonstrate this well.**

"He describes in real detail the story of how Nessus the Centaur in kidnapping Hercules' wife sets in motion a series of events that sees Nessus die, give his cloak to Hercules' wife, who in turn will give to Heracles, which will be the reason for his poisoning and death."

"The Roman written sources tell us about Hercules, particularly the battle with Nessus which led to his death. Hercules and his wife were travelling home and tried to cross a river which was too fast to cross easily. Nessus, a Centaur, appears and offers his help by taking Hercules' wife across the river. Hercules agrees, but Nessus when crossing the river takes the opportunity to abduct her. Hercules realising what has happened, shoots him with an arrow..."

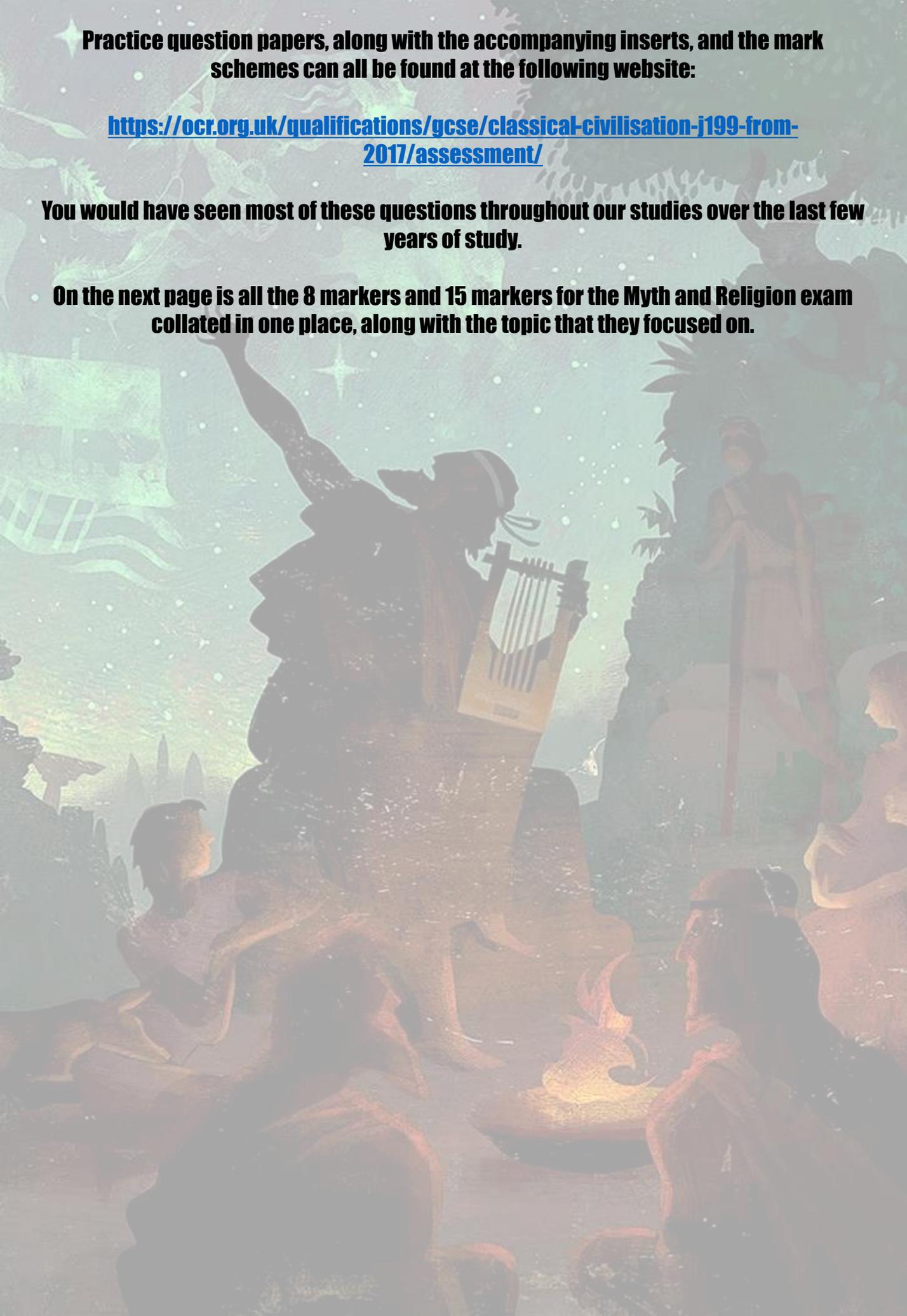
**The second answer is just a description of events that the first one summarises very concisely. The examiner does want to know that you understand the story of Nessus, but they do not require the whole-story. The rest of the paragraph in the second answer continues that story and does not address the question about what we can learn about Hercules from it. The first answer summarises the information and uses it to forward their argument, constantly referencing back to what the question asked.**

★ Practice question papers, along with the accompanying inserts, and the mark schemes can all be found at the following website:

<https://ocr.org.uk/qualifications/gcse/classical-civilisation-j199-from-2017/assessment/>

**You would have seen most of these questions throughout our studies over the last few years of study.**

**On the next page is all the 8 markers and 15 markers for the Myth and Religion exam collated in one place, along with the topic that they focused on.**



# Classical Civilisations

## Myth and Religion 8 Mark and 15 Mark Question Analyses

2019	8 Mark: Section A: Greece		8 Mark: Section B: Rome	
	Which would have been more important in ancient Greek times, attending a sacrifice or visiting a temple?	Religion in the City (Topic 3)	'The Saturnalia was more important for its entertainment value than its religious aspects.' To what extent do you think a person living in Rome would agree with this statement?	Festivals (Topic 5)
	15 Mark: Option 1		15 Mark: Option 2	
	'We can learn more about Heracles/Hercules from Roman written sources than we can from Greek visual sources.' How far do you agree?	Heracles (Topic 2)	'The Ara Pacis was a far greater expression of power than the Parthenon.' How far do you agree with this statement?	Myths and Symbols of Power (Topic 6)

2020	8 Mark: Section A: Greece		8 Mark: Section B: Rome	
	'The Great Panathenaia was more about competition than worshipping Athena.' How far would you agree with this statement?	Festivals (Topic 5)	'The Pontifex Maximus was the most important religious official.' How far do you agree with this statement?	Religion in the City (Topic 3)
	15 Mark: Option 1		15 Mark: Option 2	
	'We feel greater sympathy for Orpheus' loss of Eurydice than we do for Demeter's loss of Persephone.' How far do you agree with this statement?	Journey to the Underworld (Topic 8)	'The life of Romulus was more admirable than that of Theseus.' How far do you agree with this statement?	Foundation Stories (Topic 4)

2021	8 Mark: Section A: Greece		8 Mark: Section B: Rome	
	In what ways were the family an important part of the Greek burial process?	Death and Burial (Topic 7)	In what different ways might the story of Hercules and Cacus have entertained a Roman audience?	Heracles (Topic 2)
	15 Mark: Option 1		15 Mark: Option 2	
	'Sacrifices were the best way for the Greeks and Romans to please the gods.' To what extent do you agree with this statement?	Religion in the City (Topic 3)	Athenian festivals showed off the greatness of Athens far better than Roman festivals showed off the greatness of Rome.' To what extent do you agree with this statement?	Festivals (Topic 5)

2022	8 Mark: Section A: Greece		8 Mark: Section B: Rome	
	In what ways did the Athenians worship Dionysus at the City Dionysia?	Festivals (Topic 5)	In what ways could the story of Orpheus and Eurydice be considered a heroic myth?	Journey to the Underworld (Topic 8)
	15 Mark: Option 1		15 Mark: Option 2	
	'Athena was more important for the Athenians than Mars was for the Romans.' To what extent do you agree with this statement?	Festivals (Topic 5)	"The foundation stories associated with Athens are more exciting than those associated with Rome." To what extent do you agree with this statement?	Foundation Stories (Topic 4)

2023	8 Mark: Section A: Greece		8 Mark: Section B: Rome	
	'Theseus was worthy of his heroic status.' To what extent do you agree with this statement?	Foundation Stories (Topic 4)	The focus of the Augustus of Prima Porta was on his military achievements.' To what extent do you agree with this statement?	Myth and Symbols of Power (Topic 6)
	15 Mark: Option 1		15 Mark: Option 2	
	'Greek and Roman festivals were far more about having fun than they were about worshipping the gods.' Discuss how far you agree with this statement.	Festivals (Topic 5)	'The Homeric Hymn to Demeter is far more entertaining than Ovid's story about Orpheus and Eurydice.' To what extent do you agree with this statement?	Journey to the Underworld (Topic 8)