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91203



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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 2 Classical Studies 2023

91203 Examine socio-political life in the classical world

Credits: Six

Achievement	Achievement with Merit	Achievement with Excellence
Examine socio-political life in the classical world.	Examine, in-depth, socio-political life in the classical world.	Examine, with perception, socio-political life in the classical world.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

You should answer ONE of the questions in this booklet.

If you need more room for your answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–11 in the correct order and that none of these pages is blank.

Do not write in any cross-hatched area (DO NOT WRITE IN THIS AREA). This area will be cut off when the booklet is marked.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

Achievement

TOTAL 04

INSTRUCTIONS

Answer ONE of the questions below with reference to a **classical civilisation**. This may include, but is not limited to, a city-state, republic, or empire.

You must answer using paragraphs.

QUESTIONS (Choose ONE)

1. Explain the impact a social or political conflict had on a classical civilisation.
2. Explain how social classes and/or political groups participated differently in a classical civilisation.
3. How was the celebration of festivals used to create a sense of belonging in a classical civilisation?
4. Explain the outcomes of reforms made by one or more important leaders in a classical civilisation.

PLANNING

You should aim to write a concise answer of no more than 4–5 pages. The quality of your response is more important than its length.

Support your answer with primary-source evidence.

Question number: _____

Classical civilisation: _____

Begin your answer here:



2.

Classical Rome

Explain how social classes and /or political groups participated differently in a classical civilization.

In the time of the Roman Republic there were two social classes/ groupings the upper class patricians and the lower class plebeians. Though plebeian did not altogether mean poor as many plebeians had lucrative professions. Later, five main social classes were formed the Patricians, the Equestrians, the Plebeians, the Freedmen, and the Slaves. Each group participated differently in the classical civilization of Rome, but they all helped keep it running and powerful.

The highest social class was the patricians who made up the wealthiest people they originated from original Romans coming from early families of the Roman Republic. Patricians had the privilege of making up the Senate and most legal roles in the government. As they were the wealthiest, they often had a much higher level of education which was needed when working in the Senate or in politics. The emperor was chosen out of this group of people. The patricians were important in making smart and conscious decisions about the function of Rome and its people.

The next social class was the equestrians, they originally came from men who used to be mounted knights. Their role in the Roman civilization was primality in finance. They had the privilege of being in roles such as banking and in charge of money, but their role there was seen as a conflict of interest for being involved in politics and or the Senate. They still were often in charge of the maintaining and upkeep of horses. Men in this social class, often were military leaders, and contributed to one of the civilizations key exports wars.

The next social class was the plebeians, this was mainly comprised of the working-class citizen. They contributed to Rome as a civilization through their contribution to the function of daily life. Being less educated than other wealthier classes, many middle-class citizens took up learning and occupying a certain skill, like a baker or a builder, plumber. Rome needed these specific labors to supply its large number of people with sufficient resources. Cicero commented that "any jobs where a man sells his labors ... is not for gentlemen". Rome's economy relied chiefly on agriculture and war so farming and military roles were popular among the middle class. But as war was a frequent and people had to keep leaving the farms, wealthier people bought out the farms and had slaves work them. As Roman citizens the plebeians, equestrians and patricians all had full legal rights regarding voting and holding office and thus participated to Rome's government.

The next social class was the freedmen or ex-slaves. In Rome they had the process of manumission, in which a slave can be freed by his owner. Formal manumission requires a magistrate and gives freedmen full legal rights of a Roman citizen except for the right to hold office. But the children of freedmen are given full Roman citizenship, including the right to hold office. Gaining Roman citizenship was very sort after at the time not just by slaves but other new groups too as it gave you a "stake in Rome" (- Mary Beard, historian), any other benefits legal or otherwise. The main difference between freedmen and plebeians was a social perception and the political differences, but they took on similar roles as laborer's and service men.

The last and lowest social class was the slaves, they had no rights and were treated and sold as property. Slaves made up a large number of the civilization's population, with nearly one in three of the people in Italy at the time being slaves. Slaves were captured into slavery by warfare, or more commonly born into it. Dorotheus Sicilius commented that "they were treated hard in service ...and given only the bare minimum for food and clothing.", the treatment of slaves was often so bad it resulted in an uprising, and since such a large number of the population was slaves, this was a major fear for Romans. Slaves participated all throughout the civilization from being in the military, to working in mines and on farms, to working in the homes. Wealthier families could own vast amounts of slaves, but it was common for even lower-class families to own at least a few. Female slaves worked in the home as caregivers for the children, cleaners, they dressed, bathed and did women's hair and make-up, also they helped with the shopping and work in the kitchen. Another common role for female slaves was being sold into prostitution. For male slaves that worked in the home, they could be used as bodyguards, waiters, personal assistants, to look after the animals and many other roles in looking after the home and serving the head of the household. Slaves were brought and sold at "slave markets" which were a very popular trade, some Roman cities being built only for this purpose. Slaves could also be handed down as property. Another way slaves contributed to the civilization was in entertainment, a major source of entertainment in Rome was the gladiatorial games, in which many the gladiators were slaves.

Each social class participates in a different way, whether that be politically, economically or socially their roles all still contribute to the success of Rome.

Achievement

Subject: Classical Studies

Standard: 91203

Total score: 04

Q	Grade score	Marker commentary
Two	A4	<p>This response demonstrates a general understanding of how social classes in Ancient Rome participated differently in Roman society. Detail is limited, but explanation of how each class participated in society is sound. The response is well developed and consistently answers the question step by step. Primary-source evidence is mostly in the form of Latin terms, which are correctly used. The first quote, from Cicero, is not specific to the point being made and would have been better used earlier in the paragraph on the patricians. A wide range of participation by slaves is given, without any great detail. The breadth of the information given throughout fits in with a general and sound response for A4, rather than some straightforward understanding at A3.</p>