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2

91203



912030



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

SUPERVISOR'S USE ONLY

Level 2 Classical Studies, 2015

91203 Examine socio-political life in the classical world

9.30 a.m. Tuesday 24 November 2015
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 attempt ONE question in this booklet.

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

Check that this booklet has pages 2–10 in the correct order and that none of these pages is blank.

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

Achievement

TOTAL

04

ASSESSOR'S USE ONLY

INSTRUCTIONS

Answer ONE of the four questions below.

Make sure the question you choose suits a classical city-state or civilisation that you have studied.

You may answer using short and/or extended paragraphs, and may support your answer with bullet points, diagrams, and/or annotated sketches.

You must support your answer with relevant primary source evidence.

Space for planning has been provided on page 3. Begin your answer on page 4.

***EITHER:* QUESTION ONE**

With reference to a classical city-state or civilisation:

- examine the causes of a **conflict** in your chosen classical city-state or civilisation, and the actions taken by individuals and/or groups during this conflict
- explain the ways in which this conflict affected the power held by an individual and/or the state.

***OR:* QUESTION TWO**

With reference to a classical city-state or civilisation:

- examine the **structure of a political system*** and how it functioned in your chosen city-state or civilisation
- explain the ways in which this political system was used to benefit individuals and/or the state.

** Structure may refer to political hierarchies, executive and judicial systems, or law making.*

***OR:* QUESTION THREE**

With reference to a classical city-state or civilisation:

- examine the ways in which **important festivals and/or commemorations*** were celebrated in your chosen city-state or civilisation
- explain how these celebrations were used to create a sense of pride in the city-state or civilisation.

** Commemoration may be a procession, a triumph, or a celebration in recognition of a military or political victory.*

***OR:* QUESTION FOUR**

With reference to a classical city-state or civilisation:

- examine the ways in which **slaves** were used as both a private and public labour force in your chosen classical city-state or civilisation
- explain how slavery was used to benefit individual masters and/or the state.

Remember you must support your answer with relevant primary source evidence.

ASSESSOR'S
USE ONLY

Question number:

One

Classical city-state/civilisation:

Rome

Begin your answer here:

In 60BC, ~~the~~ three of the most powerful people in Rome united to rule the Roman Republic. This alliance would soon fall apart and led them to turn against each other, creating conflict between ~~Caesar~~ and Pompey.

Caesar, Pompey and Crassus were powerful people of Rome. In 60BC they formed an alliance, and together with their popularity and wealth, the people of Rome would worship them. Varro described the Triumvirate as "The beast with three heads." This showed how powerful the three were together. Caesar, with his huge army, went around Rome capturing every village he found. After the Gallic wars, the Triumvirate would come to an end. Wife of Pompey and daughter of Caesar, Julia, had died while giving birth to Pompey's first child. Pompey was distrustful and outraged. Although Caesar offered his niece as a 'replacement', Pompey turned the offer down. Without a connection to Caesar, Pompey had then turned against him. With Crassus murdered and Pompey angered, the first Triumvirate came to an end.

As the Triumvirate was no longer in power, Caesar was stripped of pro-consulship, due to the senators fearing Caesar would force them out of Rome and take over himself. Plutarch quoted, "A city is like a ship. It can gain stability from opposite forces acting on it." With Caesar and his army out of Rome, Pompey plans to flee to Dyrrachium with other senators, after Caesar crosses the Rubicon. ~~With~~ Caesar and his powerful army crossed the Rubicon River. Caesar quoted, "The die is cast." With Pompey ~~leave~~ fleeing to Dyrrachium with other senators, Caesar tries to cut him off but fails to do so. Caesar eventually returns to Rome ~~where he~~ where he pays his troops with treasure that Pompey had left. He put his legions in the senate house and gave the opportunity for the senators who stayed to go with Pompey to Dyrrachium. Most of the senators did because they feared Caesar might return and much like Sulla, kill all those who opposed him.

With Caesar taking over Rome single handedly, he gave Marc Antony charge of Rome as he took his army to defeat Pompey. Pompey and Caesar had a battle in Dyrrachium, where although Caesar's army was more experienced than Pompey's, had a ~~tact~~

to retreat to Pharsales due to lack of ~~the~~ supplies. With fear of another attack, Pompey fled to Egypt. Caesar quoted "We will defeat an army without a general, then a general without an army." Another attack on Pompey's army caused the ~~troops~~ to army to fall as Caesar would show mercy to every Roman troop that surrendered. This forced most of the troops to surrender as Caesar's army was dominating in battle.

Caesar planned to reunite with Pompey, where Cicero quoted "I must reunite with ~~my~~ my enemies." Caesar followed Pompey to Egypt ~~of~~ to find Pompey has been beheaded. This caused ~~then~~ Caesar to be outraged. With the two other Roman leaders killed, Caesar was then crowned Dictator (dictator) of Rome and took charge along with his legions and a good companion, Marc Antony.

Although most of the Roman Republic was satisfied with Caesar as their leader, a group of angered senators were not. The Liberators were senators ~~lead~~ led by Brutus, a companion that Caesar had trusted. The Liberators assassinated Julius Caesar in a senate theatre during a senate meeting. In Caesar's will he put Octavian in charge of Rome and created more
* Where Caesar quoted "Ectū Brute (You too Brutus)"

Conflict between Octavian and Marc Antony, who would later have battles.

The main conflict between Julius Caesar and Pompey resulted in the ~~the~~ full leadership of Caesar and left Pompey without any power.

Achieved #1

Achieved exemplar for 91203 2015			Total score	04
Q	Grade score	Annotation		
1	A4	The candidate has identified the conflict to be discussed between Pompey and Caesar. They answer parts of the question at a straightforward level. The causes are explored at the bottom of page 4, though not in any depth or with any breadth that would have characterised a Merit response. Primary source material is used on page 5 near the top, but its relevance or significance is not made clear. Further on page 5 a number of actions by both figures in the conflict are identified and parts are described in some depth. The primary source material at the top of page 6 is of general relevance only and not explained. There is a rudimentary attempt to answer the second bullet point and hence give conclusions, at the bottom of page 6, but it is underdeveloped.		

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Achievement

TOTAL

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- explain how slavery was used to benefit individual masters and/or the state.

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ASSESSOR'S
USE ONLY

Question number: 4

Classical city-state/civilisation: Ancient Athens, 5th century BCE.

Begin your answer here:

In Ancient Athens during 5th century BCE, the city was immensely prosperous. The democratic system was definitely something to be proud of as it states in Thucydides Pericles Funeral Oration, "Our government does not copy our neighbour, but is a example to them". Those in charge of the democratic system had the highest place in society and they were known as citizens. ~~However~~ Although it may seem as if the city strived solely due to the citizens of Athens, it in fact did not. There were many roles of the lower class that contributed to the greatness of Athens, and slaves were definitely one of them. The way in which slaves were used in private and public ~~lab~~ labour benefitted not only individuals but also the state of Athens as a whole. //

Xenophon describes; "It is wrong to enslave a friend, but right to enslave enemies" this emphasises that many slaves were prisoners of war. Either captured, brought, sold or hired to work for an Athenian citizen. ~~Slaves~~ Ultimately, the city of Athens

greatly depended on slave labour and the price in which the slave would cost differed due to their age and experiences. Although slaves were given no Athenian rights, they were still valued by their masters and their work efforts contributed to Athens greatness.

Private labour ~~more~~ involved slaves working privately with their master in their household. Ultimately the duties they had involved domestic chores such as cleaning, cooking, looking after ill family members, looking after children, laundry and maintaining the tidiness of the house. These duties were typically carried out by female slaves while males worked more in the public labour force. Private slaves were ~~not~~ threatened with respect compared to slaves of other Ancient Civilisations. They lived along with their master and his family, they ate along with them and they even attended religious festival and celebrations with them. Some slaves were even trusted with roles such as looking after the master's child while they attended school. They were to make sure the child was to stay focussed and were allowed to punish them if they did not. Ultimately private slaves were valued deeply and this benefitted the

masters as work was done to a quality standard. As the house was looked after, the food was cooked, the children kept cared for, masters benefitted greatly from slavery thus they deeply refused to set their slaves free. //

Public labour typically involved male slaves who worked directly to benefit the public / society of Athens. Many duties involved working in farms to supply crops and vegetation for the city, working in factories, mending roads and even be executioners. Sometimes around 300 men were selected to be a part of the Athenian police force and Sythian archers were the group of slaves who's role was to keep order and peace within ecclesia or assemblies. Although the roles in the police force and in the Sythian Archers was greater than the average role of a slave, they were still given no Athenian rights. Male slaves were also called upon to work and serve in the Athenian military and naval force. This was especially important during 5th century BC in Athens as it was a time of great conflict involving other cities or empires. Slaves were never to gain ~~citizenship~~ citizenship however

they could become a metic if their master freed them. Slaves who worked in public labour were also respected in the same way as other residents. There was ultimately no discrimination against slaves and they were valued for all their efforts. ~~The~~ Public labour benefited the state as a whole as ~~the~~ slavery was essentially Athens backbone. Without public labour, the environment and ~~the~~ society of Athens would be a mess.

Slavery was an important aspect of Athenian life in 5th century BCE. The constitution of Athens declared that "Metics and slave could not be struck at" emphasising the treatment of slaves was positive and there was no abuse. Although Athens prided itself in its ~~dem~~ government, it also prided itself in its festivals and celebrations, its military and naval force, ~~as~~ it was, according to Pericles "An education to Greece". Ultimately slavery worked to make Athens the great city that it was as slaves worked hard to please not only their masters but every resident. There was essentially not only great pride in being a Athenian citizen but also great pride

in being just a citizen of Athens!

Achieved #2

Achieved exemplar for 91203 2015		Total score	04
Q	Grade score	Annotation	
4	A4	<p>The opening paragraph is of no relevance to the question. The second paragraph deals with the origins of slave, and is also not relevant to the question. Two pieces of primary source evidence are used, but of marginal relevance. The remainder of page 5 is a detailed response to the first bullet point. A number of different tasks are explained, some in detail. There is a rudimentary attempt at the second bullet point, and hence give conclusions. Coverage of public slaves on page 6 is beyond straightforward and once again there is an attempt to cover the second bullet point near the top of page 7. The level of detail allows this response to get to A4, rather than A3. To step up to a Merit grade, more relevant and specific primary source material would have been needed.</p>	