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2

91203



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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.

Excellence

TOTAL

07

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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.

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Question number: 4

Classical city-state/civilisation: Athens

Begin your answer here:

In the Greek polis of Athens, slaves or douloi could be bought for a variety of uses from teachers to mine-workers. Slaves were always barbarians ie. non-Greeks. "In private life, we regard it as right to use barbarians as slaves." - Isocrates

slaves could be quite expensive eg. a talent for a slave who was in charge of the mines. Female slaves or doulai were often cheaper, they could be bought to be used for domestic work such as cleaning, weaving & looking after the property. In fact, slaves were regarded as 'living tools' and were also listed as a part of the ~~ett~~ master's property. Female slaves could also be used to help the mistress give birth as ~~there~~ there were no hospitals back then. Many slaves ~~ø~~ could establish a healthy relationship with their mistress, as women, especially high-class women had to stay in the house all the time. If a slave was unlucky, she could also be sold as a pornai and be used as a prostitute eg. a 'flute' player

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The Athenians regarded it as perfectly right to use slaves & many people used slaves to ~~take off~~^{lessen} their own work load. Though because of their price, most slaves were treated quite well. "Well, it is clear that there are some who are naturally free or naturally slaves." - Aristotle.

The cheapest slaves were usually sent to the mines. These slaves were often quickly replaced due to the high death rates & health hazards. Slaves could also be used for more respectable positions such as teachers from gymnasium sport to music eg. a sophist was a teacher of philosophy. These slaves were very expensive as they had been educated before being caught and sold; some even had the right to punish their students ie. their young masters. Paidagogos were slaves who accompanied the children to school. Some slaves could even become independent, where their only use was to provide a steady income for their master. These slaves could live like a free man and get a job, only having to pay a selected amount to their owner. It has been suggested that the slaves of Athens were better treated

than others. "As for the slaves & metics of Athens, they take the greatest license. You cannot just strike them & they do not step aside to give you free passage." - Constitution of Athenians 1.10 ✓

Slaves could also be bought by the state and be used for public labour. One example would be the 'Scythian Archers' ~~who~~ They were the 'police force' of Athens though they did not have the power to arrest anyone. Scythian Archers would round people up with a red rope at the Pnyx and fine those who were late to the ecclesia. Slaves were also often used in public work such as building temples, where they ~~would~~ ^{could} work aside other paid workers such as metakoi or even citizens. Though despite this, some people still saw slaves as 'living tools', ~~many~~ ~~people refused~~ and refuse to trust them especially as they are barbaroi. "There is nothing healthy in the soul of a slave."
-Plato ✓

Although many people looked down on barbarians: "He is so far from being a Greek or even having the remotest connection with us Greeks that he doesn't even come from a country with a name

that's well respected. It wasn't even that long ago when you couldn't even buy a decent slave from Macedon." - Demosthenes

slaves were what enabled Athens democracy to work (demokratia - power to the 'people'). Through enforcing slavery, citizens were able to spend more time on contributing to the state. Individuals were benefited as women could now have someone to talk to and men could earn a larger income with more people working for him. Private masters were also benefited when well trained slaves could serve guests & entertain guests at a symposia, thus leaving time for the master to socialise and relax. "~~and just lean~~ Just straighten your knees & lean back into the cushions with a supple athletic grace." - Aristophanes, Wasps

~~Participating in parties~~ Participating in parties ~~was~~ ^{was} also an important job for citizens; ~~where~~ ^{from the way} they ~~would~~ ^{held} they ~~held~~ themselves to the ~~conservat~~ conversation topics eg. politics otherwise they would be known as an 'idiotes', ~~as~~ Without slaves, individual masters would have little time to spend on politics.

Slaves benefited the state in helping democracy work. Athens were very proud

of their government from the statue of the Tyrannicides ^{of the two who killed Hipparchos in 509/508 BC} 477-476 BC, to Pericles' ^{placed in the centre of the agora} speech: "there is no exclusiveness in our public lives... administration is in the hands of the many, not of the few." Because wealthy citizens could buy slaves to do their work ^{this meant that} they could participate in the boule (selected by lot) ~~and~~; participate in the ecclesia; be on the judge panel (also selected by lot) etc. Democracy was able to work in Athens, because slaves took care of the more mundane jobs. Slaves such as those in mines also provided a source of income for the state as they were cheap, without slaves, the government would need a very good reason to send in citizens or metics. Slaves were a large & free labour force, ~~who~~ They maintained the economy & could do work that free men would be reluctant to ^{do}. Slaves also helped in maintaining the city's image, by building temples, enforcing order or just simply cleaning up the streets. This would encourage the citizens to be proud of their city as well as attract more metics who ~~could~~ ^{would} pay about a drachma a month, which is another source of income. Slaves helped keep the city that the Athenians were so proud of looking at its best. "Our city is equally admirable in peace

Extra space if required.

Write the question number(s) if applicable.

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QUESTION
NUMBER

4 and in war... Athens is the school of Hellas."
- Pericles. Slaves are able to blend in with the crowd & held no ~~ident~~ special mark (except those who ran away - they were branded with an iron). The state needed to maintain a large flow of slaves in the city, by allowing the slaves to blend in, it would be harder for them to realise their large numbers as compared to citizens and thus prevent potential rebellions. "Born to service as I am, I would like to be numbered among those noble slaves, unfree in name but free in mind." - Euripides, Helen

Slaves were widely used in the polis of Athens. They were controlled by their masters so that they could work & reap benefits for the state. Measures were taken to minimise their political effect ^{and influence} eg. evidence from slaves could only be used in court if it was tortured out of them. Slaves were very beneficial for both individual owners & the state. However, the primary sources that we have today are mostly written by upper class male citizens and thus they could

Extra space if required.

Write the question number(s) if applicable.

QUESTION
NUMBER

4 be bias. There is no way of truly knowing, what it could've been like for a slave living in Athens.



Excellence exemplar for 91203 2015		Total score	07
Q	Grade score	Annotation	
4	E7	<p>There is breadth to this answer. A number of different tasks of slaves are covered and often with further detail about the consequences of that. There is discussion on the treatment of slaves, which is not specifically relevant. Good detail about the Scythian archers. On page 7 a number of valid points are made about the benefits of slavery and they are beyond the straightforward. There is evidence that the candidate has thought widely. Primary source evidence is well used here and well explained. Coverage of bullet point 2 in relation to public slaves was also detailed, the inclusion of the economic arguments on page 8 were further evidence of careful thought. The candidate was at ease with appropriate Greek terms referring to Greek political institutions through the answer. Greater explanation of some primary source material and deletion of irrelevant material might have seen this well-balanced answer gain E8</p>	