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91203



912030



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Level 2 Classical Studies, 2017

91203 Examine socio-political life in the classical world

2.00 p.m. Thursday 23 November 2017
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 your 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, **with reference to a named classical city-state or civilisation**.

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

You must answer using 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

Explain how a conflict* led to social and/or political change.

** Conflict may refer to class, religious, social, or political conflict, and/or war between states.*

OR: QUESTION TWO

Explain how a citizen's social and/or political role(s) reinforced the beliefs he/she held about his/her society.

OR: QUESTION THREE

Explain how aspects of social life* reflected the differences between social/political classes.

**Aspects of social life may include housing, education, religion, entertainment, roles held by men and/or women, and employment.*

OR: QUESTION FOUR

Explain how leaders used public events* to influence the people.

** Public events may include festivals, processions, triumphs, legal proceedings, state funerals, and victory celebrations.*

Remember you must support your answer with relevant evidence from a named classical city-state or civilisation.

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Question number: 3

Classical city-state or civilisation:

5th century Athens Greece

Begin your answer here:

In 5th century Athens Greece, the roles held by ~~women~~ ^{male citizens} women, and slaves reflected the different social classes within the Athenian Society.

The role of a man was extremely different and separate than to both the roles of women and slaves. Each role illustrates the different classes within the society and highlights the division between citizens, women and slaves. 5th century Athens maintained different roles for individuals depending on gender, status, and age which once again reflects as to why different social classes was of high importance due to the different roles each played in the upkeep of society.

The first role that reflects the difference between the ~~modern~~ classes in 5th century Athens was the role of ~~women~~ male citizens. A male citizen was the highest class within the Athenian Society as they had the right to vote, own property and businesses. In order to qualify as a male citizen you had to be above the age of 18, be born in Athens and have three generations of male citizens. When a man qualified for

citizenship, this meant he ~~now~~ now had the ability to attend the Ekklesia (assembly) and vote on matters, participate in the military and politics. There were different roles depending on your status within the citizenship. There were four classes within the class of citizenship. There were nobles, knights, Hoplites, and Thetes. ~~Also~~ ~~moreover,~~ ~~from~~ Nobles were often extremely wealthy men who not only had the right to participate in politics but also became generals. Knights also had the ability to become generals and were mostly wealthy men but had to supply their armour and feed for their horse during battle. Hoplites were also wealthy to an extent and were part of the military whereas Thetes were the poorer citizens and had to row in the navy. However, all these male citizens could participate in politics to an extent. Within Athens, democracy was present and something all men were proud of. Pericles, who served as a general for 16 years of his 30 years as a political figure in Athens stated that, "It is true we are called a democracy, for we are in the administration of the most, not the few," during his famous 431 speech. There were different ways to contribute to politics for a male citizen including the Ekklesia, the Boule and the Generals (strategoi). The Ekklesia was held at least four times a year and was where

laws were passed, matters discussed and any concerns with the Athenian Society was raised. Due to having a population of approximately 50,000 citizens in Athens in the 5th Century and only 6,000 being able to attend the Ekklesia due to space, this meant not every male citizen could attend and slaves would carry a rope with red paint to stop late comers being able to vote. ~~And~~ In Athens there were 10 demes (tribes) and in each Deme, 50 male citizens over 30 attended the Boule which was a council where matters were discussed before being put to the Ekklesia. ~~And~~ Men were also voted in as generals which were 10 men who took charge of the army and military needs. Though most political positions were elected by lot to avoid corruption, the 10 strategoi (generals) were elected due to the need of professionally trained men in these positions. Men who did not participate in politics were called 'Idiotai' meaning private men and this was looked down upon. The roles of male citizens reflect the differences between the classes in Athenian Society as ~~they~~ it is evident they are the only class who has the ability to participate in politics. This reflects as to why there democracy is not true democracy as only one class has the ability to have a voice

in the Athenian society. This demonstrates how different each class is as only the male citizens were given access to maintain power over the society.

Another role that reflects the differences in the social, political classes in 5th century BC Athens is the role of women. Women had a very distinct role in Athenian society and this was to raise strong, male citizen males who were physically fit along with talented in poetry and music. Bearing children was the main role for all women and a letter from Egypt states, "you have a boy let it live, you have a girl expose it". This demonstrates the importance of males of women due to women having no political or social power. Women ~~were~~ maintained the role of maintaining a household, bearing children, cooking, cleaning, sewing, weaving and supervising the domestic slaves. A woman would often be engaged at approximately 10 years of age and married at the ages between 14 and 15. The father would pay dowry to the groom for engaging his daughter. However, there were other roles for women including prostitution and flute playing. Most women though were confined to their house as "A household without a woman is not

well run or well off"; - Euripides stated. While men did not marry till in there thirties, women were seen as having an expiry date and when Aristophanes, a writer, stated, "A man comes home, even with grey hair, he's soon the husband of a young girl. But ^(for) a woman the opportunity is fleeting and if she does not seize it, no one wants to marry her," this gives true insight and evidence of how the Athenians viewed not only women as a fleeting opportunity, but also how they did not view marriage as finding love, but for the sole purpose of breeding children. Women were confined to their house however were allowed to participate in festivals, funerals, and weddings. One particular festival was called, 'Thesmophoria' which lasted three days. It began by making huts on the phyx hill, leading to fasting to honour the God Demeter, and then leading to praising their children. The differences in the role women have to play shows true reflection on how each class was extremely different and restricted in there own ways. Women ~~lead~~ led a completely restricted and limited lifestyle compared to the citizen men which highlights how each class is viewed differently within the Athenian Society.

E7

Extra space if required.

Write the question number(s) if applicable.

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Another role that highlights the differences between the classes in Athenian society, is the role of slaves. In Athens, it was recorded that there was 100,000 slaves in Athens in 5th century BC, double the amount of citizens. These recordings were only taken of male slaves which results into thousands more slaves which are not recorded. Slaves played a huge role in the upkeep of the Athenian society ~~as~~ even though they were the lowest class. Slaves could be mining slaves, domestic slaves, agricultural slaves or ship crew slaves. The domestic slaves were seen to have the best quality of life due to their placement working inside a house with a family. This meant they were often treated better or even as part of the family due to working within such close proximity. Agricultural slaves were only hired seasonal depending on the amount of work that needing doing. However ship and mining slaves were treated in harsh conditions due to where they worked. Often ship slaves were malnourished due to being at sea and mining slaves had a

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short life span due to working in such dangerous environment. In terms of social input, slaves were often restricted to their masters house as Aristotle states, 'The ability to think is not in slaves,' many agreed and while some were allowed on the streets others were chained and confined to their quarters. Compared to the other social classes within Athenian society, slaves were the most oppressed as this is reflected from the primary sources evidently illustrating how people treated slaves like property. Some may argue they were more restricted than women.

In 5th century BC Athens, the roles of citizen men, women, and slaves reflected how each class was limited in different ways. While male citizens were granted with mostly freedom, the women and slaves were restricted illustrating how each individual has a duty and responsibility within their class. The differences are reflected and highlighted through the different roles they each play as it allows us to gain an insight into how each class was divided due to gender, status, age, and place of birth.

Excellence exemplar 2017 Classical studies 91203

Subject:	Classical Studies	Standard:	91203	Total score:	07
Q	Grade score	Annotation			
3	E7	The candidate identifies the social and/or political roles of men, women and slaves in the fifth century BC as their focus, explaining that the predominant factors of social division between the groups were gender, age, place of origin, status and wealth. The candidate demonstrates thorough knowledge and understanding of all social groups, and the spectrum of opportunities and responsibilities within each group. Explanations of each class are consistently detailed. Primary source material is used throughout. Relevant examples (top of page 8) are used to develop the argument around the specific role but also to demonstrate understanding of wider cultural values (marriage for the purpose of procreation rather than love). Explicit comparison of the examples of differences/similarities could have elevated the response to E8.			