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91394



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NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
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SUPERVISOR'S USE ONLY

Level 3 Classical Studies, 2015

91394 Analyse ideas and values of the classical world

9.30 a.m. Tuesday 17 November 2015
Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Analyse ideas and values of the classical world.	Analyse, in-depth, ideas and values of the classical world.	Analyse, with perception, ideas and values of 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.

Not Achieved

TOTAL

02

ASSESSOR'S USE ONLY

INSTRUCTIONS

Answer ONE of the four questions below.

Make sure the question you choose suits a classical text 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 evidence from the named classical literary text, and other primary sources as appropriate.

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

***EITHER:* QUESTION ONE**

With reference to a named classical text:

- analyse the ways in which the **beliefs** of a character(s)* affected his or her actions
- discuss the extent to which these actions helped the character(s) achieve his or her aim.

** Characters in classical literary texts may be mythical, fictional, or historical.*

OR: QUESTION TWO

With reference to a named classical text:

- analyse the personal and/or cultural **identity** of a character(s)*
- discuss how the identity of the character(s) affected his or her actions.

** Identity may refer to the social, political, religious, environmental, philosophical, and/or military characteristics of people. It includes how people view themselves, and how they are viewed by others. Characters in classical literary texts may be mythical, fictional, or historical.*

OR: QUESTION THREE

With reference to a named classical text:

- analyse the ways in which the author used a range of **literary conventions***
- discuss the ideas and values the author aimed to communicate using these literary conventions.

** Literary conventions should be appropriate to the genre, and may include language techniques and/or features, both verbal and non-verbal.*

OR: QUESTION FOUR

With reference to a named classical text:

- analyse a **relationship(s)** between characters*
- discuss the positive and/or negative effects this relationship(s) had on the lives of the characters.

** Characters in classical literary texts may be mythical, fictional, or historical.*

PLANNING

ASSESSOR'S
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The Aeneid: Aeneas and pietas

Intro

P1: Duty to his family

- Seeing the ghost of his wife, telling him to take his family away from Troy to found a new city
- Persuading his father to go with him

Book II: The Fall of Troy

P2: Duty to the Gods

- ~~He~~ He is trapped with the goddess Dido and is sidetracked from his destiny, bestowed upon him by the Gods.

Book IV: The Tragedy of Dido

- Juno, is the one who put Aeneas off course

Conclusion

Remember, you must support your answer with relevant evidence from the named classical text.

Question number: 2

Classical text: *The Aeneid*

Begin your answer here:

The Aeneid, written by Virgil, discusses tragedy regarding the fall of Troy, ~~the~~ and triumph in the form of the Roman Empire. For Aeneas, there was truly a strong belief of pietas that has made him achieve his destiny of finding a new empire to replace Troy. The belief in duty to his family and the Gods, it enabled Aeneas to preserve and find a new city for his family.

As mentioned in the intro, Aeneas' pietas is the belief that he is given a duty upon his family that he must uphold. This is shown in Book II: The Fall of Troy. As the Greeks, led by Ulysses (Odysseus), are terrorizing Troy, Aeneas is planning to go out and fight for the city until he is stopped by the ghost of his wife. She tells him to take his father Anchises, and his Ascanius and leave Troy as it is destined to fall. She also tells him the prophecy of a new city his is to discover, bestowed upon him by the Gods. It's important that he does for his family that he even persuades his father Anchises, ~~the~~ who said that he will fall with Troy, to go with them because he believes that his duty is to protect his family. These actions were able to help Aeneas because he sees a better future for his family somewhere else. His duty to

his family became his motivation, especially ~~the~~ for his son to be a part of the forming of ~~the~~ a new empire which would later become Rome.

Another form of pietas that has helped Aeneas achieve his destiny would be the duty that he has among the Gods. This can be shown in Book IV: The Tragedy of Dido. While on his journey at sea to fulfill his prophecy, the Goddess Juno had put Aeneas off course and cast him away in a cave. ~~There~~ This is due to the hatred and spite that Juno has towards Trojans. There, he came across Dido, who was a queen to an African city. They ~~were~~ had both lost their significant others in war and ended up sleeping together. After 6 months, the Gods had decided to give Aeneas a wake up call, reminding him about the prophecy that they have chosen for him, and that not going ahead would have repercussions not only him, but also the future of his son Ascanius. Aeneas realized that the huge destiny that the gods have given to him is more important ~~than~~ than falling in love. As well as that, when Aeneas leaves Dido, she realizes that her city is in trouble, as she forgot the duty that she had to her people because she loved Aeneas, and ultimately kills herself. He was put back on track because of the weight of the Gods. Not only that, but pointing out the future of his son brings back the duty to his family, because now his actions are helping towards the future of his son.

In conclusion, Aeneas had been entrusted by the gods a prophecy to uphold and fulfill for the sake that a new city will be found, that would start a future for his son. He had ~~put~~ ^{put} his family and the Gods first because of the responsibility he had been given, which has motivated him to accomplish his destiny. It is a belief that became important to Rome and is strongly shown throughout the epic poem of the Aeneid.

Not Achieved exemplar for 91394 2015			Total score	02
Q	Grade score	Annotation		
1	N2	<p>This candidate's response shows some understanding of ideas and values of ancient Rome as seen through Virgil's <i>Aeneid</i>. The student identifies pietas as a key idea and selects moments when Aeneas demonstrates this quality. Most of the candidate's response is recall of the text and there is very little analysis of the ideas. Some attempts have been made to analyse pietas (such as Aeneas' duty to his family motivating his actions) but there is insufficient evidence across the response to meet the standard. For Achieved, the candidate would have needed to explain why and how Aeneas is affected by pietas.</p>		