

No part of the candidate evidence in this exemplar material may be presented in an external assessment for the purpose of gaining credits towards an NCEA qualification.

3

91396



913960



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 3 Classical Studies, 2016

91396 Analyse the impact of a significant historical figure on the classical world

9.30 a.m. Tuesday 22 November 2016
Credits: Six

Achievement	Achievement with Merit	Achievement with Excellence
Analyse the impact of a significant historical figure on the classical world.	Analyse, in depth, the impact of a significant historical figure on the classical world.	Analyse, with perception, the impact of a significant historical figure on 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.

Merit

TOTAL

5

ASSESSOR'S USE ONLY

INSTRUCTIONS

Answer ONE of the four questions below, **with reference to a named historical figure of the classical world**.

Make sure the question you choose suits a significant historical figure of the classical world 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**

Discuss the extent to which a significant classical figure's relationship(s) with an individual or group was affected by his or her ideology*.

** Ideology: A set of beliefs, e.g. religious, political, philosophical, military, or scientific.*

***OR:* QUESTION TWO**

Discuss the extent to which the leadership style of a significant classical leader changed over time.

***OR:* QUESTION THREE**

Discuss the extent to which a significant classical figure was successful in resolving a conflict(s)* he or she was involved in.

**Conflict can be verbal or physical.*

***OR:* QUESTION FOUR**

Discuss the extent to which a significant classical leader was successful in imposing social and political order, once he or she had gained power.

PLANNING

IDEOLOGY - Alexander's relationship with
Persians and Macedonians

"No distinction between conquered and conqueror"
Homonoia C. R.

1. Customs

"Everything comes under the same law..."

~~Ref~~ Curtius
Refs

"He believed that if the two traditions

Plutarch

2. Prostyngesis

"He came to allow himself to emulate..." A

"Prima inter pares" - First among equals

"A distinction has been drawn by men between..." Calisthenes

A

3. Marriage

"He married Roxane for love..."

"Intermarriage ~~but~~ of Persians and Macedonians..."

4. Military / Administration

"Not only was he doing them an injustice but
deliberately humiliating them"

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

Question number: One

Significant historical figure: Alexander the Great 33 BC

Begin your answer here:

Alexander the Great is perhaps the most famed military ~~leader~~ ^{strategist} and conqueror in all of history. He is renowned for his exceptional abilities to fight and lead and this must be attributed ^{in part} to his charisma and relations with those around him, such as his fellow comrades and subjects. These key relationships ~~are what specifically~~ ^{are} with the Macedonians and Persians, are what has led to so great a success Alexander has become in the eyes of history. ~~These~~ ^{Relationships that} have ~~to~~ been affected greatly by Alexander's ideology of a fusion policy. His goal was to introduce to the Macedonians a tolerance and blending of ^{Persian} cultures that had previously been nonexistent, called *homonoia* which is the attitude of no longer regarding Persians as inferior and barbaric, but equals under the rule of Alexander himself. This policy of fusion was to 'eliminate all distinction between conquered and conqueror' as summarised by Curtius Rufus. There were four main parts ~~to~~ of fusion Alexander implemented ~~on~~ ⁱⁿ his relationships to in accordance with his ~~idea~~ belief in the policy, all of which greatly affected the relationships he had with //

ASSESSOR'S
USE ONLY

both the Macedonians and the Persians. //

The first method used by Alexander to enforce a fusion of the two peoples was in customs. In 330 BC, Alexander began wearing the traditional dress of Persian culture, ^{helps to} ~~inspire~~ the rest of his army to do the same. The religion of Persian tradition was tolerated, along with many customs of the nation. In previous years, ~~Alexander~~ conquered nations would be forced to adopt Macedonian or Greek culture fully, but this acceptance and tolerance was part of the fusion policy Alexander was beginning. As documented by Curtius Rufus, Alexander's thoughts on the matter after being questioned by his men on this change of philosophy was: "It is no disgrace for Persians to copy Macedonians, nor for Macedonians to [adopt] Persian customs. Those who live under the same king [himself] should enjoy the same rights." As there was previously attitudes of Macedonian superiority over Persians within Macedonian men, Alexander's fusion ideology sought to radically change the beliefs of racial dominance ingrained in his men's mindsets. He believed that if the two traditions could be blended and assimilated in this ~~way~~ ^{as it would rest on good will rather than force}, his authority would be securely established. ~~that only this could be conquered~~ ^{and the conquerors their pride} records Plutarch. //

Alexander's success was built upon his relationship with //

ASSESSOR'S
USE ONLY

his men, always ~~to~~ relating to them as ^② fellow comrades, and not ~~just~~ as ~~the~~ their commander; resulting in ^{loyalty} loyalty and respect for Alexander. He treated his men well, as friends; 'prima inter pares' or 'first among equals' was the philosophy Alexander and his Macedonian culture held. Although the tolerance and merging of Persian ^{dressing customs} culture ~~was~~ ^{new} ideas the Macedonians could get used to, the next method of implementing fusion policy was not taken well by his men and greatly impacted Alexander's relationship to them. This was the ~~the~~ adoption of 'proskynesis' to Macedonians way of living. Proskynesis was the act of bowing fully ~~to~~ and kissing the hand of those in authority, that was customary to the Persians but contrary to the beliefs held by Macedonians. According to ~~the~~ Arrian, "Alexander came to allow himself to emulate the fashion of Barbaric Kings in treating their subjects as inferior." and this caused much conflict within the Macedonians because as much as they loved their king, their relationship to him was changing in a way they did not like to fulfill his ideology of fusion //

Thirdly, Alexander incorporated Persians into the administration and military of his previously solely Macedonian army. He placed many ~~Macedonians~~ Persians as Satraps for a number of districts, and in 324 BC, he ordered 30,000 young Persian men to be trained well, ready for //

incorporating into the army. He then asked an already unhappy army of faithful Macedonians to leave if they felt to be too old or unfit for further service, to be replaced by the 30,000 'successors' he had trained up. This led to the mutiny of Opis in which his men felt ~~that~~ Alexander was "not only doing them an injustice, but deliberately humiliating them." Alexander had to win back his army's loyalties if his fusion policy was to continue, and this he did by proving to them just how much they owed Alexander and were dependant on ~~the~~ him. He was an effective leader because he used his skills to not only enforce his ideologies but remain in good relationship with his army. ~~He did~~

The final means ^④ which Alexander ~~enforced~~ created a fusion of ~~the~~ two cultures ~~was~~ was in intermarrying his men with Persian women to create offspring that were exactly that - a fusion of the two peoples. This was perhaps the most effective as it restored relationships with his Macedonian men by giving them what they want: the Persian women; and then ^{also} rewarding them with a generous dowry, and by keeping his men on his side ensured ~~successful~~ ^{his} leadership success. ~~He led, as he did most~~ He also pleased officials of the Persians by giving their noble women to his most honorable men. He led by example, marrying the breathtakingly //

beautiful' daughter of ^{exyng} Darius, Roxane. As Arrian states, "Alexander married Roxane for love... but it also seemed to fit in well with his policy." Alexander had many motives in this method of fusion, as he then gave 80 of his men over to be married in the ~~weddings~~ ^{wedding} of Susa. 10,000 other Macedonians, according to Arrian also follow suit. This was ultimately what led to the success of Alexander's fusion ideology as he ~~was~~ ^{believes} intermarriage of Persians and Macedonians would serve to consolidate his empire, only thus could the conquered lose their shame, and the conquerors their pride."

Alexander proved his strategic ~~mind~~ mind through his relationship to his army, that despite his ideology of fusion that ultimately was for his own glory and fame, he was able to keep them wanting to be loyal and faithful to ~~Alexand~~ himself. This greatly advantaged Alexander as he was able to achieve his goal of a Macedonian culture infused with Persian customs, traditions and blood that ~~led to~~ ^{was} perhaps the ~~first~~ ^{first} recorded racial fusion, leading the way for the rest of mankind to overcome differences of tradition and culture, ~~to~~ accepting and including peoples that are not our own."

This embracing of ~~diff~~ contrast in culture is a movement that is still very much relevant in today's

Extra space if required.
Write the question number(s) if applicable.

QUESTION
NUMBER

1

world, and much of what Alexander has done can be learnt from. ~~Here~~ This ideology can only be implemented if we take on board Alexander's approach of seeking tolerance, even if it starts with ^{one} ~~one~~ relationships ~~between~~ ~~one person and another~~ at a time."

M5

The candidate has produced evidence of M5 rather than M6 because:

- Addresses both the ideology and the effects on the relationship with the Macedonians and Persians
 - Parts too narrowly focused, e.g. customs and proskynesis lacking depth of evidence and analysis
- M6 elements:
- Primary source evidence attributed and integrated throughout
 - Grounded in historical context
 - Some alternative viewpoints implicit.