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91395



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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 3 Classical Studies 2023

91395 Analyse the significance of a work(s) of art in the classical world

Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Analyse the significance of a work(s) of art in the classical world.	Analyse, in-depth, the significance of a work(s) of art in the classical world.	Analyse, with perception, the significance of a work(s) of art 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 of the questions in this booklet.

Check that this booklet has pages 2–11 in the correct order and that none of these pages is blank.

Do not write in any cross-hatched area (⊘). This area will be cut off when the booklet is marked.

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

Merit

TOTAL 05

Page 1

INSTRUCTIONS

Answer ONE of the questions below with reference to one or more **classical art works or buildings**.

You must answer using paragraphs.

QUESTIONS (Choose ONE)

1. Discuss the extent to which one or more classical art works reflected behaviour typical of the society in which it was produced.
2. Discuss the extent to which mood was effectively conveyed in one or more classical art works.
3. Discuss the extent to which techniques* enhanced the visual appeal of one or more classical art works.
**Techniques means painting / decoration processes, materials, sculptural styles, and construction.*
4. Discuss the extent to which one or more classical art works had a social and / or political function.

SELECTED QUESTION

Copy and paste the question you have chosen into the space below.

Q4: Discuss the extent to which one or more classical art works had a social and/or political function.

CLASSICAL ART WORK(S) OR BUILDING(S)

The Colosseum

PLANNING

On note paper provided

ANSWER

Type your answer in the space below. You should aim to write a concise answer of no more than 800–900 words. (The counter will change colour when you reach the recommended word count.) The quality of your writing is more important than the length of your answer.

Support your answer with evidence from one or more classical art works or buildings.

B I U    

The Colosseum built between 70-80AD, still stands as one of the great testimites to the power and onnovation of the ancient Roman empire. The colosseum shows to be an intricately designed structure that exhibits the forward thinking design skills that prompted them to build grand structures that held both aesthetic and common uses.

The colosseum or Flavian ampitheatre was comissioned by the Flavian dynasty and was completed over the course of their three generation rule, the structures stands at an outstanding 49 metres and boasts a total capacity of 50,000 gives insight to the great technically abilities the ancient Romans had in order to cinstruct such a grand structure. The Colosseum was built with the Roman ideoligy in mind with the structure serving **both social and polotical needs**, the structure originally consisted of three levels with the fourth level being commissioned by the last emperor of the flavian dynasty domition, the arena boasted forward thinking engineering such as the use of strong local limestone of the bottom two levels, structural columns and dual vualted arches and corridors which ensured the srructural entigrity of the build with the upper two levels being constructed from more lightweight stone and wooden seating thus reducing the total weight and stress being supported by the bottom two levels. The structure also sat upon a deep foundation followed by a podium which further ensured the builds strenght and integrity. These marvelous engineering deatilas were complimented by classical aesthetic details that could be seen throughout the roman empire such as intricate Roman composite columns, relief sculpture, classical statues and rich stone seating. All these details from the innovative engineering features and classical art would be seen throughout the empire as such incredible detials are acclaimed to the mastery of the Roman empire.

The colossoseum as mentioned earlier was built with Roman ideology in mind as well as being built in a way that would fill both social and political functions and needs.

The ancient society of Rome was a major part of how the empire ran, from the divine tales of Rome's origin, to the exquisite high and low classes that inhabited Rome, and the demand for social needs. One of the major needs of ancient Roman society was the need for **entertainment and public spectacle**. Entertainment was a large part of ancient society and with Rome being the greatest empire, there was a need for great entertainment, this is how the Colosseum came to be. Due to the immense size of Rome the monarchy were aware of the need for a great space of entertainment, this is where the idea of the oval arena was conceived as designers took two of the traditional semi-oval theatres and combines them together to create what was known as an amphitheatre. With double the space of a regular theatre the Colosseum was a marvel in size with the oval design being immensely innovative as the arena floor could be seen from the first all the way up to the fourth floor all holding great aspects. Upon the opening of the arena, the dynasty held 100 days of games which both feed the public's crave for entertainment whilst also pandering to some political needs behind the scenes.

Classism was also a major aspect of ancient Roman society from the high elite citizens all the way to the poorest of dwellers, however the Colosseum was built for all the people of Rome as entertainment was recognized as a public need. However, although the Colosseum was open to all citizens of Rome this did not stop the idea of classism being riddled throughout the Colosseum's design. The segregation of classes was prevalent as soon as one entered the arena as from the 80 arches that surrounded the facade of the ground floor, 76 were divided up as entrances and exits segregated into class. These entrances were separated by large marble or iron dividers, as well as ticket checkers ensuring that everyone was in their designated place. Inside the Colosseum, the separation and recognition of classes is seen as the structure ascends with the most notable of citizens being seated on the first floor with the best and closest view on the arena along with intricate detailing such as stone carved railings and luxurious marble seating. The fourth floor of the arena also known as the gallery was reserved for the poorest of Roman citizens. This level hosted wooden seating, narrow halls and staircases, a total lack of classical details alongside the worst and farthest view of the arena floor. The idea of classism is also seen as most of the time as a punishment for criminals they would be trained as gladiators and used as entertainment for the public. With all these thought out details, it is seen how the Colosseum fulfilled and recognised the idea of Roman classism throughout its design.

The Colosseum also fulfilled another social function of punishment in a social spectacle, as criminals and war prisoners were trained and used as gladiators both as punishment but also as a public spectacle. The idea of criminal punishment was writ throughout Roman society as the demand to carry out extreme punishments for criminals was a custom in ancient Roman times. From public execution to exile these were all ways of displaying punishment to the public. The Colosseum streamlined the idea of public punishment as it forced gladiators to fight for their lives in order to pay for their crimes, whilst also pandering to the social need for entertainment.

Classism, public entertainment and public punishment are just a few examples as to how the Colosseum fulfilled and served function to Roman Society.

The Colosseum not only served function to societal needs, but also fulfilled needs and functions politically. In ancient Rome the idea of strength and power and also public favour, was vital to what made a dynasty succeed.

The idea of **strength and power** was displayed throughout the Roman Empire from the ruthless armies, to the grand scale and intricacy of Roman art and architecture. The Colosseum is a prime example of how architecture communicated strength and power in the Roman Empire. This idea is displayed from the grand size of the Colosseum being unlike anything the ancient world has seen before, to the use of finely carved detailing evoking the class and refinement of the Roman Empire. Examples of this are the use of strong tough stone which represents the power and stability of the empire, or the forward thinking innovation the Roman Empire held such as the conceiving of the hypogeum which sat underneath the arena floor which houses a variety of technical pulleys and ancient elevators used to quickly and efficiently move and raise props, animals and gladiators throughout the arena. We also see innovation in the way the building was constructed by the use of double vaulted arches which controlled the weight stress of the upper levels or the use of lighter materials and the structure ascended all in which ensured the building's integrity. These are just a few examples as to how the idea of strength and power is conveyed through the Colosseum.

The Colosseum also fulfilled the political function of **winning the public** through giving back to the people of Rome and pandering to their societal needs. The idea of public favour is seen throughout the design process of the structure from the land it stands on to how it was used to win over the public. To begin with the Colosseum was funded by the riches stolen from Jerusalem, this was seen and the Flavian dynasty giving back to the people which painted them as humble and charitable unlike emperors of the past. This nature of giving back is also recognized by the land in which the structure stands in as it was land that was used as past emperor Nero's private palace and garden. The act of tearing down the palace and garden was seen as the dynasty putting effort into giving back to the people, which boosted the public's favour of the dynasty. Post its construction, the Colosseum was used as a way to win over the public's favour of Titus who was the second generation ruler of Rome. As soon as Titus came into power there was distaste at Pompeii ensued. The public saw this as the gods being upset by the new ruler thus taking it out on the public. In order to win back public favour Titus opened the arena with 100 days of games which all members of the public could attend.

The Colosseum also acted as a public display of **imperial propaganda** as the structure itself almost sat as a testament to the raw power and victory the Flavian dynasty had over the Jewish rebel. This could be further argued as a display of public propaganda as the forward thinking technology and innovation may have been accredited to the Flavian dynasty itself.

The idea of power and strength, winning public favour and standing as a public display of imperial propaganda are all examples of the political function the Colosseum fulfilled whilst also standing as an everlasting memorial to the power of the Flavian dynasty.

To conclude, the extent to which the Colosseum fulfilled both social and political functions, such as being a symbol for strength and power as well as a house for great public entertainment, shows how the Colosseum stands as a testament to the intelligence and strength the Roman Empire held. In modern day history, it is seen throughout the

world the extent in which the Roman empire has had as to this day countries still uses art and architecture to display power and fulfill a variety of both social and political needs all in hopes of raiding thmesleves to the same level that the Roman empire once held.

1631 WORDS / 900 RECOMMENDED



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Merit

Subject: Classical Studies

Standard: 91395

Total score: 05

Q	Grade score	Marker commentary
Four	M5	The candidate addresses the question fully, linking ideas to the question and using detailed supporting evidence to support discussion. There is confident and accurate knowledge of the art work, however the analysis is too general at times and lacks perception. The response makes implied comparisons in the analysis. An understanding of the historical context is shown, but this is not always linked specifically to the art work with supporting evidence.