

No part of the candidate's evidence in this exemplar material may be presented in an external assessment for the purpose of gaining an NZQA qualification or award.

SUPERVISOR'S USE ONLY

2

91203



912030

Draw a cross through the box (X) if you have NOT written in this booklet

☐

+



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 2 Classical Studies 2024

91203 Examine socio-political life in the classical world

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 of the questions 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 2–11 in the correct order and that none of these pages is blank.

Do not write in the margins (// // //). 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.

High Achievement

TOTAL 04

Page 1

INSTRUCTIONS

Answer ONE of the questions below with reference to a **classical civilisation**. This may include, but is not limited to, a city-state, republic, or empire.

You must answer using paragraphs.

QUESTIONS (Choose ONE)

1. Explain the impact class and / or gender had on an individual's education.
2. In what ways did public and private religious observance reflect cultural identity?
3. Explain how class structure determined people's actions in a classical society.
4. Explain how authority was gained and / or maintained during a social and / or political conflict.

SELECTED QUESTION

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

Explain how class structure determined people's actions in a classical society.

CLASSICAL CIVILISATION

5th century Athens

PLANNING

brothles and hosties - female slave
4 phylia - 4 aristicrates
agenda
4-10 deme

ANSWER

Type your answer in the space below. You should aim to write a concise answer of no more than 750–800 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 primary-source evidence.

B I U     

Explain how class structure determined people's actions in a classical society.

In 5th Century Athens your class and status very much determined your influence and actions within society. Much of class structure came from citizenship. A way for an individual to gain citizenship is if both of their parents were citizens and were married. However it is believed that if you were a daughter of a male citizen you can gain citizenship that way. Those who were non-citizen were known as Metics, they were of very low class. Class structure was split between Nobles who were the wealthy (Upper Class), craftsman (middle class) and thetes who were the poor (Bottom class) however they do come higher in the class structure to metics and slaves. Craftsman, Thetes and Metics jobs were highly unregarded however they all contributed to the economic state of Athens Society. This essay will be looking at how the class structure of women, men and slaves determined their actions within classical 5th Century Athens.

Political involvement within 5th Century Athens very much influenced the actions and class structure of people as you could not be involved if you were did not have citizenship or if you were not male. This meant that you were at the bottom or lower end of the class structure. Political influence and involvement all started because of Cleisthenes. In the beginning there was 4 Phyla with 4 aristocrats which Cleisthenes was asked to change. He changed this from 4 - 10 demes. The demes were split into coastal, inland and Athens CBD. Each deme contained 150 and 50 were selected to attend the Boule. To attend the Boule you were required to be over the age of 30 as it was viewed as a wise age within politics at the time. The Boule was a council of 500 where they would create and form an agenda brought up from the people of the different demes (You can only be apart of the Boule for 2 years). That would then be brought to the Ecclesia. To go to the Ecclesia unlike the Boule you had to be over the age of 18 and was an assembly of 6,000 where they would discuss and vote on issues set out from the agenda brought forward by the Boule. Only male citizens at this time were allowed to attend the Ecclesia and was frowned upon if you did not attend. From this Cleisthenes created democracy. Your class structure determined your actions within the political aspects of 5th century Athens which played a big part into the actions you had in society in general. While if you were a male citizen you had access to the politics those who were Nobles and were far wealthier had more influence in politics with their donations to festivals and military being highly regarded at the time. Male citizens of any class structure at this time were expected to take action in joining the military. They were trained while they were teenagers however as soon as they turn 18 they join the military for 2 years. Those who were poor such as the Thetes were forced to be rowers which was considered a low class job as no one wanted to do it given the reason it was forced upon the less fortunate. Male citizens on a whole were given access to a majority of things however your class structure and status highly influenced the amount of access you received. Once again the idea that your political influence strongly highlighted your class structure.

Unlike male citizens females in general had little to no rights, access and actions. While they do partially help the economic state of Athens at this time much like Thetes and Metics women could not be apart of politics in any way. Women could not inherit their fathers will when he dies, couldn't have a say in who they marry and couldn't even drink wine. Females were generally of lower-bottom class and were seen almost as property. When it came to marriages the women were married off by their fathers at a very young age of about 13 to a male who is nearly double their age usually around 30. However while the marriages didn't consist of eros (love) most marriages at the time were made of philia (friendship). If there was to be a divorce it was not females right to decide and had zero action in the outcome. A divorce had to be accepted and granted by the father and also can only happen if the woman is not with child or yet had children. Women were expected to be a virgin at the time not only to ensure that the child was the husbands but also to show the families loyalty. Females could also be put into a different marriage if the father wished. For example if another male offered her father much more money the father can divorce her from her original marriage as long as he gives back the original husband's dowry. If a woman's father was to die they could not inherit any of the fathers will until she was married to what was generally a close male family member like a uncle or cousin. This idea that women at this time couldn't take any action within their life and were stuck in the bottom class structure with no matter how wealthy.

Aristotle once said "some people were born to be slaves while others were born to own slaves" giving this idea that slaves were animals like cows or dogs. Reinforcing this idea of "if you own the beast you look after the beast". Aristotle's quotes allow us to understand how citizens of 5th century Athens perceived and treated slaves. They were believed to have been around 100,000 slaves in Attica at this time. Slaves very much like women had no rights for anything and had very little action within society at the time. They were owned by their masters and could not on any means be apart of politics. General households at this time had 2-3 slaves however Nobles had usually around 60-70 slaves for all of their land. A way for them to gain their slaves was by either by war, exposed baby brought up to be a slave or kidnapping. They also could only be released from their work if their masters granted them this freedom or if they saved up enough to buy themselves out of slavery which would then make them a Metec. There were two kinds of slaves during this time which was rural slaves in the farms or in land in the city. It was much preferred for a slave to be a slave in the city as it meant they were more likely to be owned by a family that would supply them with clean clothing and a place to sleep unlike if they were to work out in the rural farms where the odds of them receiving clean clothes or a place to sleep was rare. Females could also be slaves these were Brothel and Hosties. Hosties slaves were known to be very smart giving them more rights than any other slave. They were allowed to attend and drink and all male drinking parties however their rights did not extend into politics in any way. Slaves were the lowest you could be in the class structure of Athens at this time and the only actions they could take were not of their own but of their masters. With zero access to politics meant that slaves couldn't have a say in anything that was happening in society and just had to accept and go along with everything.

A famous quote from Aristotle said "Men are political animals" which feeds into the idea that males more specifically male citizens were always eager to be apart of politics in some shape or form. However it also implies the fact women were not involved within politics at all. Politics at the time was the highest action you could take within society and ultimately meant that you were of high class structure. The ranking of men, women and slaves leads on to the idea that the lower you are in the class structure the less action you could take within not only politics but society itself in 5th century Athens.

1390 WORDS / 800 RECOMMENDED

Achievement

Subject: Classical Studies

Standard: 91203

Total score: 04

Q	Grade score	Marker commentary
Three	A4	The introduction establishes the response will be focused on the question, how class structure determined people's actions. The response discusses relevant aspects of class structures and how these determine actions. It also uses some specific and relevant evidence and draws a series of straightforward conclusions. The response is often highly descriptive and could be more focused in explaining how the different elements of class structure explicitly shape actions. To reach M5, the response would need some sound conclusions supported by specific primary source evidence.