3

SUPERVISOR'S USE ONLY

91395



Tick this box if you have NOT written in this booklet

Level 3 Classical Studies 2021

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 answer 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 may be cut off when the booklet is marked.

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

INSTRUCTIONS

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

You must answer using paragraphs, and you may support your answer with diagrams, and/or annotated sketches.

QUESTIONS (Choose ONE)

- 1. Discuss the extent to which a classical artist(s) successfully brought their art work(s) to life.
- **2.** Discuss the extent to which one or more classical art works fulfilled more than one function.
- 3. Discuss the extent to which one or more classical art works celebrated peace and/or prosperity.
- **4.** Discuss the extent to which a classical artist(s) was innovative with their use of space when creating an art work(s).

| PLANNING |
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You should aim to write a concise answer of no more than 5–6 pages. 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.

| Question number: | |
|---------------------------------------|--|
| Classical art work(s) or building(s): | |
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| Begin your answer here: | |
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