

91203



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NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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SUPERVISOR'S USE ONLY

Level 2 Classical Studies, 2014

91203 Examine socio-political life in the classical world

2.00 pm Monday 1 December 2014

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 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 2–11 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.

TOTAL

ASSESSOR'S USE ONLY

INSTRUCTIONS

Answer ONE of the four questions on page 3.

Make sure the question you choose suits a classical city-state or civilisation 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 primary source evidence.

Space for planning has been provided on page 4. Begin your answer on page 5.

EITHER: QUESTION ONE

Examine how different social classes of male citizens* contributed to the running of the state in a classical city-state or civilisation.

In your answer:

- Examine how social classes of male citizens within your chosen classical city-state or civilisation contributed to the running of the state.
- Draw developed conclusions about the advantages and/or disadvantages of a hierarchical social structure in classical society.

** Citizens do NOT include slaves, children, or foreigners.*

OR: QUESTION TWO

Examine the education and/or training of men in a classical city-state or civilisation.

In your answer:

- Examine the different types of education and/or training in which males participated, and the ways in which this prepared them to participate fully in the running of the city-state or civilisation.
- Draw developed conclusions about the ways in which education and/or training advantaged those with political and/or cultural aspirations.

OR: QUESTION THREE

Examine the role played by an individual and/or group in developing the state in a classical city-state or civilisation.

In your answer:

- Examine the actions taken by an individual and/or group in developing the state, and the reasons* why these actions were deemed necessary.
- Draw developed conclusions about how successful the individual and/or group was in the development of the state.

** Reasons may be, for example, economic, political, and / or cultural.*

OR: QUESTION FOUR

Examine a social and/or political conflict in a classical city-state or civilisation.

In your answer:

- Examine the actions taken by individuals and/or groups in a social and/or political conflict within your chosen classical city-state or civilisation, and the reasons for these actions.
- Draw developed conclusions about the extent to which this conflict was a force for change in the city-state or civilisation.

PLANNING**ASSESSOR'S
USE ONLY**

Question number: _____

Classical city-state or civilisation: _____

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

ASSESSOR'S
USE ONLY

QUESTION
NUMBER

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

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