

90513Q



905132



NEW ZEALAND QUALIFICATIONS AUTHORITY
 MANA TOHU MĀTAURANGA O AOTEAROA

Level 3 Classical Studies, 2007

90513 Explain in essay format an aspect of the classical world

Credits: Six

9.30 am Tuesday 20 November 2007

QUESTION BOOKLET

There are five topics:

- Topic One: Alexander the Great (page 3)
- Topic Two: Augustus (page 4)
- Topic Three: Socrates (page 5)
- Topic Four: Greek Science (page 6)
- Topic Five: Roman Religion (page 7)

Choose ONE of the five topics. Each topic has three questions. For the topic that you have chosen, choose ONE of the three questions.

Write your answer in Answer Booklet 90513A.

Check that this booklet has pages 2–8 in the correct order and that none of these pages is blank.

YOU MAY KEEP THIS BOOKLET AT THE END OF THE EXAMINATION.

Achievement Criteria		
Achievement	Achievement with Merit	Achievement with Excellence
Explain, with supporting evidence, an aspect of the classical world.	Analyse, with supporting evidence, an aspect of the classical world.	Analyse in detail, with supporting evidence, an aspect of the classical world.
Write clearly and relevantly in essay format.	Write a well-structured response in essay format.	Write a logically developed and sustained response in essay format.

You are advised to spend 50 minutes answering your chosen question.

There are five topics:

- Topic One: Alexander the Great (page 3)
- Topic Two: Augustus (page 4)
- Topic Three: Socrates (page 5)
- Topic Four: Greek Science (page 6)
- Topic Five: Roman Religion (page 7)

Choose ONE of the five topics.

Each topic has three questions. For the topic that you have chosen, choose ONE of the three questions.

Write your answer in Answer Booklet 90513A provided.

Your answer must be in essay format. It should have:

- an introduction
- well-organised paragraphs
- a conclusion.

In your Answer Booklet, there are spaces for:

- planning your essay
- writing your essay.

The plan will not be marked.

TOPIC ONE: ALEXANDER THE GREAT

Answer **ONE** of the following questions in **essay format**.

You should:

- demonstrate knowledge of important historical figures, ideas, and events
- provide evidence from primary source material* to support your argument.

*Primary source material could include literary, art historical, and archaeological evidence.

EITHER:

- (a) The second, and decisive, battle between Alexander the Great and Darius III took place in 331 BC, at Gaugamela, on an extensive plain in what is now modern Iraq.

Discuss:

- the challenges faced by Alexander at this battle
- the tactics that he used to achieve victory
- the reasons for his failure to kill or capture Darius.

What were the consequences of defeat at Gaugamela for Darius?

OR:

- (b) “The Spartan Damis said, ‘As Alexander wants to be a god, let him be one.’” (*Plutarch*)

Discuss the religious beliefs that Alexander may have held about his own superhuman nature, with particular reference to:

- his legendary ancestors
- his consultation of the oracle at the oasis of Siwah
- the visit of the sacred envoys to Babylon in 323 BC.

What was the political and/or military significance of Alexander’s attitude towards his own superhuman, or divine, status?

OR:

- (c) Despite Aristotle’s teaching that the Greeks were vastly superior to barbarians, Alexander chose to take up a number of Persian customs and ceremonies.

Discuss:

- the Persian practices adopted by Alexander, with particular reference to court ritual and the act of *proskynesis*
- the reasons for Alexander’s use of Persian customs and ceremonies
- the impact that the adoption of these practices had on Alexander’s relationship with the historian Callisthenes.

To what extent was Alexander’s ‘orientalism’ limited to ceremonial court practices?

TOPIC TWO: AUGUSTUS

Answer **ONE** of the following questions in **essay format**.

You should:

- demonstrate knowledge of important historical figures, ideas, and events
- provide evidence from primary source material* to support your argument.

*Primary source material could include literary, art historical, and archaeological evidence.

EITHER:

- (a) At Tarentum in 37 BC, the triumvirs extended their alliance for a further five years, but the agreement negotiated was neither solid nor lasting.

With detailed reference to the period between 36 BC (the defeat of Sextus Pompeius) and 30 BC (the death of Mark Antony), discuss the break-up of Octavian's relationship with:

- Aemilius Lepidus, and
- Mark Antony.

To what extent did Lepidus and Antony bring about their own downfall? What other factors contributed to their loss of power?

OR:

- (b) In the *Res Gestae*, Augustus downplays his supremacy: "After that [the Settlement of 27 BC], I took precedence of all in influence, but of power I possessed no more than those who were my colleagues in office."

Discuss:

- the reasons for Augustus' "precedence ... in influence" (or *auctoritas*) in 27 BC
- the honours that supported this precedence during the Principate
- the various powers that Augustus held between 27 BC and his death in AD 14.

For what reasons might Augustus wish to emphasise precedence in influence rather than possession of power?

OR:

- (c) "The Principate was ... running smoothly. The chief remaining problem was to secure that it ... continued [to do so] when Augustus died." (*Scullard*)

Discuss the succession issue, with particular reference to:

- the role of Julia, Augustus' only daughter, and the marriages she entered into
- the setbacks Augustus suffered as potential successors died
- the reasons for the eventual promotion of Tiberius.

Why was succession planning important to Augustus?

TOPIC THREE: SOCRATES

Answer **ONE** of the following questions in **essay format**.

You should:

- demonstrate knowledge of important historical figures and ideas
- provide evidence from primary source material* to support your argument.

*Primary source material could include literary, art historical, and archaeological evidence.

EITHER:

- (a) “The *Euthyphro* examines skilfully the nature of Socrates’ questioning of religion, and compares it critically with a narrow religious ‘fundamentalism’ as propounded by Euthyphro.” (*Harold Tarrant* in the Introduction to the *Euthyphro*)

Discuss:

- the shortcomings that Socrates reveals in Euthyphro’s ideas about holiness
- the conclusions that Socrates reaches in this dialogue about the nature of holiness.

What effect might political and/or social upheaval at the end of the 5th century BC have had on the attitude of Athenians to the sort of religious ‘questioning’ that Socrates practised?

OR:

- (b) In the opening section of the *Apology*, Socrates accuses the prosecution of “saying little or nothing that is true” and promises the jury that he will tell them “the whole truth”.

Discuss, with specific reference to the *Apology*:

- the account that Socrates gives of his involvement in the social and political life of Athens
- the picture that emerges of Socrates’ religious beliefs.

What explanations does Socrates provide for the way in which he is misrepresented and slandered?

OR:

- (c) In the *Phaedo*, Plato farewells his philosophical mentor, Socrates. Discuss the picture of Socrates that emerges in this dialogue, with particular reference to:

- Socrates’ ideas about the true philosopher’s attitude to death
- the character traits Socrates demonstrates when his executioner arrives with the dose of hemlock.

How successful is Plato, in the *Phaedo*, in creating a picture of a noble man sacrificing his life to further the cause of freedom of speech?

TOPIC FOUR: GREEK SCIENCE

Answer **ONE** of the following questions in **essay format**.

You should:

- demonstrate knowledge of important historical figures and ideas
- provide evidence from primary source material* to support your argument.

*Primary source material could include literary, art historical, and archaeological evidence.

EITHER:

- (a) Greek astronomers were the first Europeans to establish that a solar year is close to $365\frac{1}{4}$ days in length.

Discuss:

- the observations that allowed astronomers to approximate the figure of $365\frac{1}{4}$ days
- the refinement of this figure by Meton and Euctemon
- the further developments of Callippus and Hipparchos.

How and with what success were Callippus' calculations used by Sosigenes?

OR:

- (b) The study of anatomy began on the battlefield, but was given some respectability by Hippocrates and later by the scientists of Alexandria.

Discuss:

- the observations and treatments that were made during actual battles
- how visiting ancient battle-grounds and gravesites could teach students about human anatomy
- how Hippocrates was able to advance the study of human anatomy
- the structure of the human heart described by Erasistratus.

For what reasons were Erasistratus and other scientists of his time able to make such speedy and accurate progress in the study of human anatomy?

OR:

- (c) Hero wrote extensively about the application of his discoveries about the nature of air.

Discuss

- THREE practical experiments that Hero describes
- the scientific principles about air pressure that each of the experiments illustrates
- how Hero applied his discoveries to inventions.

Compare Hero's approach to the application of scientific theories with Archimedes' approach.

TOPIC FIVE: ROMAN RELIGION

Answer **ONE** of the following questions in **essay format**.

You should:

- demonstrate knowledge of important historical practices and ideas
- provide evidence from primary source material* to support your argument.

*Primary source material could include literary, art historical, and archaeological evidence.

EITHER:

- (a) In traditional Roman religion, great importance was attached to correct performance of prescribed ritual.

Discuss the essential requirements of:

- effective prayer
- successful sacrifice.

To what extent did this emphasis on precise observation of set ritual make the practice of Roman religion tedious and empty of spirituality?

OR:

- (b) During the Imperial age, it became customary to elevate the Emperor, usually upon his death, to the status of a god or demi-god.

Discuss:

- the origins of ruler worship in the Roman world
- the reasons for the development and promotion of the ruler cult under Augustus
- other examples of the practice of Emperor worship that you have studied.

What impact did Emperor worship have on social and political life?

OR:

- (c) From the 2nd century BC onwards, a number of educated Romans began to take an interest in Greek philosophical ideas, in particular Stoic and Epicurean thought.

Discuss the key ideas of:

- Stoicism, and
- Epicureanism.

What reasons might be given for this growth of interest in these two philosophical systems, and how influential were they in the Roman world of the late Republic and early Empire?

Acknowledgements

- Page 3 Plutarch, Moral Essays 219E, in *Alexander, Classical Studies Materials for Schools, Study Materials no. 5*, compiled by J. R. Hamilton (Classics Department: University of Otago, 1980), p 39.
- Page 4 Augustus, *Res Gestae 34*, in *Augustus, Classical Studies Materials for Schools, Study Materials no. 8*, compiled by C.T. H. R. Ehrhardt (Classics Department: University of Otago, 1982), p 17.
- Page 4 H. H. Scullard, *From the Gracchi to Nero* (London: Methuen & Co Ltd, 1963), p 225.
- Page 5 H. Tarrant in the Introduction to the *Euthyphro*, Plato, *The Last Days of Socrates* (London: Penguin Classics, 1993), p 3.