



National Certificate of Educational Achievement  
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

## **Exemplar for Internal Achievement Standard**

### **Classical Studies Level 2**

This exemplar supports assessment against:

**Achievement Standard 91204**

Demonstrate understanding of the relationship between aspects of the classical world and aspects of other cultures

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

To support internal assessment

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to demonstrate perceptive understanding of the relationship between aspects of the classical world and aspects of other cultures.</p> <p>This involves showing insight into relationships between the classical world and other post-classical cultures, using primary source evidence, and will include an understanding of a wider cultural context.</p> <p>This extract is from a larger piece of student work where the student investigates the relationships between the Athenian public architecture and public buildings in New Zealand. In the complete submission, the student uses supporting primary source evidence of specific relevance (1).</p> <p>Throughout the response the student compares and contrasts a range of aspects with insight - form, purpose, location, decoration, and sacrifice/ritual (2). The student provides a link to the wider cultural context (3) to accurately relate the form and function of the buildings. Reasons for similarities and differences are provided and explained, and themes and patterns are established and explained (4).</p> <p>For a more secure Excellence, the student could explain the limitations of the sources of evidence in greater depth. An explanation of codes of behaviour for different groups in classical and modern times could have also been given.</p>

## Parthenon:

**Form (2):** This exterior peripteral peristyle gives the Parthenon the same look all the way around the temple and provides us its rectangular form/shape. Also had Doric columns on pronaos and opisthodomos. (Note: Octastyle and fluted columns) (1)

**Purpose (2):** The spiritual home of Athena Parthenos, celebrates Athens' golden age and also holds the cult statue of Athena.

**Location (2):** Built on top of the Acropolis, Athens. Surrounded by all other Temples of Greek Gods and warriors to have one area connecting all spiritual, religious, traditional and historical aspects to observe at once and keep the history together.

**Decoration (2):** Metopes placed above Doric columns, explaining/showing the historical/mythological war between the Centaurs and Lapiths on the south side of the building, Giants and gods on the east side, Amazons and Athenians on the west, Greeks v Trojans on the north (1) – links to Greek religion and beliefs.

**Sacrifices/Rituals (2):** An altar was placed outside the Parthenon to sacrifice animals for celebrations/festivals, beginnings and endings of wars, and to acknowledge the gods.

## Auckland Museum:

**Form (2):** Formed/shaped non rectangular (the Parthenon was rectangular) but has similar Doric columns on both (two) entrances – Pseudo-peripteral. (Note: Octastyle and fluted columns)

**Purpose (2):** The spiritual place of acknowledging national/international treasures, acknowledging (mainly) national and international history and time phases, also to hold ceremonies and acknowledge the losses and sacrifices in WWI.

**Location (2):** Built on top of the Auckland Domain hill, New Zealand. Purpose for this location was the flat geometry to build and landscape the building, also on its own hill to show its individual importance. Having the Museum near Auckland City attracts tourists as it's the most populated area in New Zealand and has done so since 1852.

**Decoration (2):** Metopes also above Doric columns and contains the metope which explains/shows us the story of the men who fought for New Zealand in both WWI and WWII (1939-1945) – originally only WWI, WWII added post 1945.

**Sacrifices/Rituals (2):** Sculpture placed outside of external steps which lists all the names of the men who risked their lives for their country during the WWI and WWII. Ceremonies held at the harbour side of museum – war memorials, ANZAC day commemorations etc.

## Form, function and themes

The Parthenon is an ideal temple for Athenian people which was built in the 5<sup>th</sup> century BCE. The temple was created as a dedication and gift to the Greek goddess Athena Parthenos. The frieze and metopes explain messages of historical background and expectations of what was ideal to their religion and cultural standards as seen through the mythological stories on the metopes and ionic frieze. The ideal theme for the Parthenon is war, rage and conflict between Greek Gods, creatures, and mankind (4) – which could be reflective of the war recently won by the Athenians against the Persians (3). The frieze and metopes show the stories in more detail though they continue right around the rectangular temple. There are scenes of violence and victory – with one figure often being lower than the victor in a metope (2). The stories told were long and descriptive that continued or repeated for the viewer to worship and remember.

The Auckland Museum is one of New Zealand's national icons as it holds the most historical and international treasures. The metopes of the Museum provide viewers with stories of men who fought for New Zealand in WWI and WWII. This was an intentional acknowledgment of sacrifice

but was not religious, like the Parthenon was due to New Zealand being less religious than ancient Greece (4). The story of the men was to celebrate their contribution to our nation and for intimacy and compassion. The theme throughout the Auckland Museum (externally) is war and battle which has the sculpture praising the men in honour who fought for our peace and describes their experiences to knowledge us with facts of our heritage (4).

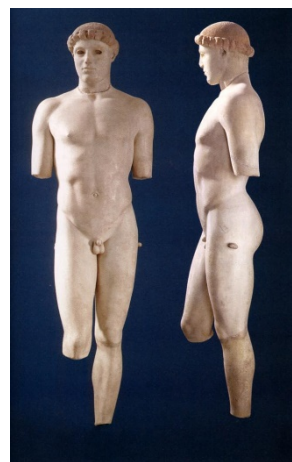
The museum is octastyle with Doric, fluted columns which are similar to the Parthenon. Though it is not rectangular but symmetrical down the middle which gave it balance. This building is not identical to the Parthenon but when observing there are Greek ideas which can be considered to have influenced the museum - octastyle and fluted, Doric columns with internal, detailed ionic columns. The architect was so inspired by the buildings he saw in Greece that he wanted to grace Auckland with a similar structure (3/4).

The function of the Parthenon is to hold the cult statue of Athena Parthenos and tell the stories of her life and the battle between Centaurs and Lapiths through frieze form and metopes. Circulated around the external walls of the Auckland Museum are Metopes' telling stories of men who fought for New Zealand's peace and happiness in WWI and WWII. These ideas are celebration as are the ideas of the battles between Athena and Centaurs and Lapiths, though the meaning of the Museums story is more cultural rather than religious and spiritual e.g. The Athenians/Greeks worshipped and prayed for the stories, Athena's cult statue and altar for festivals and historical dates whereas us New Zealander's only remember and appreciate what these men had done for us (4). Because the two contrasts are connected through emotions the museum is identical in the respect it provides its own historical story as the Parthenon does, only in a different value (spiritual/cultural vs. individually historical/semi cultural for New Zealand alone.) (4).

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to demonstrate in-depth understanding of the relationship between aspects of the classical world and aspects of other cultures.</p> <p>This involves giving an informed explanation of the relationship between aspects of the classical world and aspects of other cultures.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• using primary source evidence of specific relevance to the context</li> <li>• explaining a range of aspects and/or factors.</li> </ul> <p>The student has clearly identified a variation in the temporal pattern of London's population growth that is supported by statistical evidence. They have introduced major contributing factors responsible for this variation (1).</p> <p>This extract is from a larger piece of student work where the student investigates the relationship between ideals of beauty in the classical world and a modern context. Within the whole submission, the student uses supporting primary source evidence of specific relevance (1).</p> <p>The comparison between the purpose and reception of works of art is informed. The student covers a range of aspects such as musculature, drapery, intent of the work, attitudes held by the society to explain the relationship (2). Points are considered for similarities and differences.</p> <p>Some cultural expectations of each society are covered.</p> <p>To reach Excellence, the student could have explained themes and patterns or reasons for similarities and differences to make the relationship clearer. The student would also need to further explain the cultural expectations of each society and demonstrate greater insight to meet the criteria for Excellence (3).</p>

## Ideals of Beauty in Greek and Modern art

In Ancient Greece, common forms of beauty were often portrayed through art, particularly sculptures. Likewise modern art, such as advertising is also another common form of beauty. Kritios Boy (Kritios, c.490 BCE, found on the Acropolis of Athens) is an example of an ideal young Greek man. He belongs to the late archaic period and shows the first signs of contrapposto amongst sculptures. His musculature shows an ephebe, with naturalistic abdominals revealing a physically fit man (1). This was beautiful to the Greeks because they formed their ideas of beauty based upon the sculptures that were produced. Unlike earlier sculptures, his muscles are becoming more defined as his muscular and skeletal structure is depicted with unforced life-like accuracy (2). He was sculpted to portray a young athlete. In ancient Greece, sports (particularly the Olympics) were a significant thing for men to participate in, so it was ideal for them to look like athletes, because only the best men were Athletes. The young man could also reinforce the pederasty relationships seen in Athens at the time (3).



There is a relationship to how beauty is portrayed in modern 21st century art. In advertising, generally wherever a young man is shown, he is strong and has particularly defined muscles (2). This idea most likely was influenced by the Greeks and ancient art of different forms as artists and sculptors began developing ideas of beauty on a basis of what others believed was beautiful, in this case the Greeks. It is more common to have a variety of judgements about young men being beautiful in modern art, as you could have a more stylish male model type man, or a strong athletic muscled man, and both can be perceived as beautiful because of modern society being more accepting, yet still incredibly critical about beauty.



The ideal forms of beauty in woman shown in art are a lot different to the ideal forms of beauty in men shown in art. The Caryatids from the Erechtheion are an example (c421 -406 BCE, South porch, Erechtheion, Acropolis of Athens). She was sculpted with curves and layers of flowing fabric (1) to depict her conservative respectable nature. Her idealism has been slightly altered, as this portrayal of her is in column form, making her figure slightly wider. However her human form is visible underneath the thin drapery (2), making her more realistic and life like. Regardless of the ideas that the Caryatids were woman who betrayed Athens in the Persian wars and were condemned to slavery, they served as a beautiful warning to others. This was how women were usually expected to dress in ancient Greece, being covered up was a common normality and dressing any other way would be absurd (2). She has curved womanly features such as a swelling of the hips and evident breasts.



However in modern art, the idealistic beauty in woman is very small and petite. Models in advertising are often very skinny (2), which like art from the ancient world does, influences modern society to force these ideals of "beauty" onto young woman. Shown here is Miranda Kerr. She is portrayed as the ideal form of beauty for young woman in the 21st century. She is very skinny and petite, and lacks the womanly curves that were once shown upon Greek statues such as the Caryatids. This is because, as it was apparent in the ancient times, these ideals of beauty were influential because that's what everyone believed.



The influences in art have been greater among men, than they have been for woman. However beauty or what is perceived as beauty in general is and always has been incredibly influential on people because that is what everyone thought. Though beauty shown through art or any other forms has changed, people's willingness to step aside from the flow of society's beliefs is still not apparent.

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to demonstrate in-depth understanding of the relationship between aspects of the classical world and aspects of other cultures.</p> <p>This involves giving an informed explanation of the relationship between aspects of the classical world and aspects of other cultures.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• using primary source evidence of specific relevance to the context</li> <li>• explaining a range of aspects and/or factors.</li> </ul> <p>This extract is from a larger piece of student work where the student investigates the relationship between ancient Roman society and the film <i>Hunger Games</i>. Within the whole submission, the student uses supporting primary source evidence of specific relevance (1).</p> <p>The comparison between the purpose and reception of works of art is informed. The student covers a range of aspects such as social status of women, war, funeral games, and gladiatorial combat (2). In this piece of work, the range is quantitative rather than qualitative.</p> <p>The student compares the purpose, setting, timing, religious influence, participants, and economic factors of gladiator combats and the combats seen in <i>Hunger Games</i> to find similarities and differences (3). There is some explanation of the differences that link to power and control.</p> <p>Although holistically this work is not balanced, there is sufficient in-depth understanding to justify a Low Merit.</p> <p>For a more secure Merit, the student could have explained the points made in greater depth.</p>

The Roman society back during the Roman Empire was a hierarchical, patriarchal society which means that men control it and is only run by men but some women that were high up in the chain could slip in their own thoughts on what they wanted to happen and this happened more later into the Roman empire. Women had limitations set to what they could do such as not being able to be by themselves in public, always had to listen to the man of the house, not being able to own property and having to sit in the back and top of the amphitheatres during gladiatorial games (2). The Romans were also influenced by a lot of war (2) as they are descendant as told to be of the gods Mars and Venus so this is why the Roman empire expanded so fast and became the first superpower to exist as they lived of war and fighting. This love of war led (once they controlled a lot of places) to start making the slaves of war, or volunteers, fight against each other as gladiators - potentially fighting to the death. The Roman people were all about their gladiator games as they people loved it and were entertained by it – the games linked to Roman funerals and reflected the bloodthirsty nature of the Romans (2). The games were also used as a way for politicians to gain favour with all the people of Rome as they would pay for everything.

The Hunger Games is directed by Gary Ross and written by Suzanne Collins. The main protagonist is Katniss Everdeen, a young woman, who is part of the one of the 12 districts controlled by the Capitol, a place of riches and glory. Every year for one girl and one boy aged between 12 - 18 from each district to fight for the death and wishing that "the odds be ever in their favour" - Effie Trinket (1) - as part of the entertainment for people in the Capitol and as a means to control the districts. Katniss, aged 16, is part of district 12 and volunteers as a tribute at the reaping when her little sister's name gets called to compete. Katniss then has to compete by fighting with 23 other tributes to the death.

### Similarities (3)

Both used games to entertain the public and gain favour of the people (or at least some of the people)

Both used slaves as fighters - gladiators in Rome, volunteers or selected children in the hunger games

Would train and look after fighters

Both come from hierarchical society

Uprisings led by fighters - Spartacus' uprising in 70 BCE

People could be sponsors for the gladiators

Many different styles of fighters / gladiators

### Differences: Roman society (3)

Timing:  
approx. 2000 years ago

Religion and deities:  
Influenced by the Gods and their divine intervention

Setting for fighting:  
Gladiatorial games were held in private residences but largely in public arenas - such as the amphitheatre in Pompeii, the Colosseum, the amphitheatre at El Djem (1).

Participants:  
most of the gladiators were men/women aged over 20

Selection of participants:  
The gladiators were sourced from slavery and war. A few were volunteers.

### Differences: The Hunger games (3)

Timing:  
Set in modern / future times

Religion and deities:  
No gods involved at all. the 12 districts were more reliant on the capital

Setting for fighting:  
the games were randomly selected varied from many different environments such as tundras to forests and deserts.

Participants:  
Each district had to send one boy and girl aged 12 - 18 to fight in the games

Selection of participants:  
Randomly chosen from a lot.



<p>Economics: The person hosting the games had to pay for any deaths in the arena</p>	<p>Economics: Funded by the Capitol (money sourced from all of the districts by each providing resources)</p>
<p>Purpose: Entertain the masses <i>If, therefore, such entertainment is demanded by the people, men of right judgment must at least consent to furnish it, even if they do not like the idea. - Cicero</i>  <i>"the people... longs eagerly for just two things - Bread and Games!" Juvenal (1)</i></p>	<p>Purpose: Was all about controlling the people by using fear</p>

### Why are there differences between Roman gladiators and the Hunger Games?

The capitol in the Hunger Games was the main source of control and power in their world so the leader, President Snow (performed by Donald Sutherland) was not really a president as it was more of a hierarchical system rather than a democracy. Snow used his power to show fear in the 12 districts in such making the hunger games which was also made to be used as a distraction for the people of the capitol so they do not realise the conflict which is happening all around them forcing them to send 2 tribunes each year to fight and die *"Hope is the only thing greater than fear" (1)* (President Snow). This compared to ancient Roman society is much different but has similarities as whoever is hosting the gladiatorial games did it more to win the popularity of the people rather than control them with fear and death. the games were still used as a way to destroy the people that he didn't make his city. Both President Snow and Roman emperors both used the games to keep control of the people even though it may be done in different ways - fear in the Hunger games is used to control the outside districts while emperors such as Titus used the game to gain favour - *Martial's accounts of the opening of the Colosseum reflect his intent to woo the people through what Juvenal referred to as "panem et circenses" (1).*

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to demonstrate understanding of the relationship between aspects of the classical world and aspects of other cultures.</p> <p>This involves:</p> <ul style="list-style-type: none"><li>• using primary source evidence</li><li>• giving an explanation of the relationship between aspects of the classical world and aspects of other cultures.</li></ul> <p>This extract is from a larger piece of student work where the student investigates the relationship between the Greek symposion and modern entertainment. Within the whole submission, the student uses supporting primary source evidence of specific relevance.</p> <p>The student compares and contrasts aspects of entertainment such as participation, location, cultural expectations around drinking culture (1) and similarities and differences (2).</p> <p>To reach Merit, the student could use primary source evidence of specific relevance to support the points made, and provide more depth when explaining the relationship between aspects of the cultures.</p>

The symposia was an ancient Athenian social activity where close friends would enjoy each other's company and drink alcohol. Compared to the modern drinking culture of New Zealand it was a little bit more elegant in some ways, but not in other ways. The symposia was only for men, and it took place in the andron (men's room) of one of the participants. The purpose was similar to the purpose of the average modern party, which was to have fun and enjoy the company of friends. At the Symposia, men would drink wine and partake in activities like reciting poems or debating politics and philosophy, events that some people still enjoy today in different settings (2). The participants of the symposia indulged in various form of entertainment from slaves, like musical performances, dance, and sexual favours. Parties in modern New Zealand include music and dancing, but sexual favours does not feature as a popular activity (1). The women of the household did not take part in the symposia, but there were certain women that were allowed to. These women were called Hetairai, and they were educated prostitutes that the participants of the symposia could have a mentally stimulating conversation with, and of course if they wanted to, have sex with. The modern New Zealand party is similar to the symposia in the way that it is an event where friends enjoy each other's company with the use of alcohol as a social catalyst (1), but for young New Zealanders and their binge drinking culture, it is the consumption of alcohol that is the main purpose of a party (2).

Unlike the symposia, both men and women partake in the modern party, and because of the irresponsible way in which people drink alcohol these parties usually get out of hand and are commonly not enjoyable this is because modern parties can be large and include people that are not close friends or even strangers to each other, violence and the involvement of the police is a common outcome (2). Modern parties are not always large, however, and a lot of the time alcohol is used responsibly. This type of small gathering of close friends usually happen because of events like birthdays, or simply to watch a rugby match between our beloved All Blacks and their rivals.

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to demonstrate understanding of the relationship between aspects of the classical world and aspects of other cultures.</p> <p>This involves:</p> <ul style="list-style-type: none"><li>• using primary source evidence</li><li>• giving an explanation of the relationship between aspects of the classical world and aspects of other cultures.</li></ul> <p>This extract is from a larger piece of student work where the student investigates the relationship between schooling and education in ancient Greece and modern Auckland.</p> <p>The student demonstrates some understanding of the relationship between ancient Athenian and modern New Zealand education and schooling. Primary source evidence is used as part of their explanation, but this is not always directly relevant (1).</p> <p>The student compares the education systems to find similarities and differences. However, this work only just sufficiently demonstrates the understanding required for Achieved.</p> <p>For a more secure Achieved, the student could expand their explanation to further explore ideas.</p>

## Relationship between Ancient Greek and modern education

### Purpose of Education:

#### Ancient Greece

To prepare boys for the future. For the Greeks it was about teaching them to prepare to be effective citizens of the city-state. This involved fight and prepare them for politics.

*“Education and admonition commence in the first years of childhood and last to the very end of life” - Plato, Protagoras (1)*

#### Modern Auckland

Now after a few years of following a particular set of lessons you are able to make a choice on what sort of classes you want to take, probably in year 12 and 13. The choices that you make affect what you might do after school.

### Subjects Covered:

#### Ancient Greece

Boys would learn to play musical instruments, sing, and act/recite poems. They would learn a poem/epic and memorise it to the point where they are able to recite it from memory. *“Many tales of ancient, famous men...” “Imitate and emulate...” - Plato, Protagoras (1)*. In later schooling they would learn how to hold their own in the world of politics, debate, and the art of war.

#### Modern Auckland

Today we are taught a mixture of maths, English, science, technology, PE and history. It is important that people learn to read, write and have good numeracy. But when we begin our secondary education we are able to take subjects that we are interested in.

### Schools-How they are structured:

#### Ancient Greece

Boys would have various teachers/tutors to help them develop a rounded education

- Grammatistes-writing
- Kitharistes-lyre, flute, and singing
- Paedagogus-discipline

#### Modern Auckland

School is primarily based on the writing aspects with performing arts and physical education being optional or not seen as important. Primary school teachers teach most of the subjects but in secondary school, you have specialist teachers.

### Role Models in Education:

#### Ancient Greece

It was common for boys to have ‘close’ relationships with their older teachers/tutors. They also had many other elders trying to influence them. *“Mother, nurse, father and tutor are vying with one another about the improvements of a child” - Plato, Protagoras (1)*

#### Modern Auckland

Today close relationships like that are very uncommon, though in school students have the option to talk to school counsellors/ or teachers about problems they may have.

### Involvement of the State in Education:

#### Ancient Greece

The main involvement of the state was compulsory 2 years military service at the end of their education.

#### New Zealand

The government has strong involvement in the education system and are the source for funding and changes in how the system works.

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to demonstrate understanding of the relationship between aspects of the classical world and other cultures.</p> <p>This involves:</p> <ul style="list-style-type: none"><li>• using primary source evidence</li><li>• giving an explanation of the relationship between aspects of the classical world and aspects of other cultures.</li></ul> <p>This extract is from a larger piece of student work where the student investigates the relationship between Homer's <i>Iliad</i> and the movie <i>Troy</i>.</p> <p>The student demonstrates limited understanding of the relationship. Some differences are identified (such as changes made by the director, and the portrayal of the Greeks and Trojans) but these are not explained (2).</p> <p>The student selects primary source evidence from within the poem but does not use this as part of their explanation (1).</p> <p>To reach Achieved, the student could have explained the relationship in greater depth by using specific supporting points.</p>

Throughout the storyline of Achilles' story there are similarities and differences in specific chapters, such as the fight between Paris and Menelaus. In the book, Menelaus is interrupted by Aphrodite (the god of love, beauty, pleasure). She takes Paris back to the city walls and Menelaus continues throughout the war and later appears in the Odyssey. This was recorded by Homer and a true story, later to be changed a lot for the modern audience by Wolfgang Peterson. In the movie Troy, Menelaus is about to kill Paris when Paris crawls and scuttles away and is portrayed as a coward then Hector intervenes and protects his brother by killing Menelaus this next start the attack on Troy.

*"Whom Troy sent forth, the beauteous Paris came  
In form a God! the panther's speckled hide  
Flow'd o'er his armour with an easy pride;  
His bended bow across his shoulders flung,  
His sword beside him negligently hung;  
Two pointed spears he shook with gallant grace,  
And dared the bravest of the Grecian race." (1)*

This was changed in order to approach the modern audience with hope and feelings which would not have mattered to them in the Iliad. This allowed the movie to be approachable and interesting when it was released. Wolfgang Peterson also portrays the Trojan prince Paris as young, inexperienced, blinded by love and also the "good guy". Homer conveys the message that the Greeks, and not the Trojans, were the "good guys", heroic and mighty. This poem was aimed at warriors which allowed them to imagine and act as if they were Gods themselves. This conveys the differences between the two audiences' ideas and values. The ideas and values were changed for the modern audience - the usual expectations of a modern audience are love, passion, war and action (2).