



BOARD OF STUDIES  
NEW SOUTH WALES

---

# 1995 HSC

---

EXAMINATION  
REPORT

## **Ancient History**

**Includes:**

- **Marking criteria**
- **Sample responses**
- **Examiners' comments**

© Board of Studies 1995

Published by  
Board of Studies NSW  
PO Box 460  
North Sydney NSW 2059  
Australia

Schools, colleges or tertiary institutions may reproduce  
this document, either in part or full, for bona fide study  
purposes within the school or college.

ISBN 0 7310 7436 X

# 1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

## EXAMINATION REPORT

### ANCIENT HISTORY

#### Foreword

This Examination Report provides a more detailed commentary on candidates' responses than has been possible in previous years. It is especially timely to be able to provide an enhanced report given the fact that the 1995 HSC examination in Ancient History was the first under the new syllabus introduced in 1994.

The report is a compilation of the written comments made by markers and senior markers during the HSC marking operation in November 1995.

To be of maximum benefit to students and teachers, this report needed to reach schools as early as possible in Term 1, 1996. Thanks are due to the supervisors and senior markers who worked so hard to meet the publishing deadline. Within the time constraints, every effort has been made to edit the text to provide consistency and to eliminate typographical errors. For any that remain, the editors apologise.

It is hoped that the following comments will assist candidates and their teachers in preparing for future examinations in Ancient History.

#### General Introduction

This year saw the first examination of the new Ancient History Syllabus, introduced in 1994.

The numbers of candidates reflected a strong interest in this subject. 2798 candidates presented for the 2 Unit course, with a further 1648 candidates attempting the 2 Unit and the 3 Unit additional. The 2 Unit Personalities and Their Times course had 2071 candidates attempting the examination. Overall, the candidature totalled 6517. In the breakdown of the figures and their comparison to previous years, an increase in candidates was evident in the 3 Unit course.

In general, the standard was most pleasing. The anticipated difficulty with the introduction of a new syllabus was minimal, although estimates prior to the examination regarding candidate choices for civilisation study did cause some logistical problems in the early stages of marking.

It was interesting to note that the 2/3 Unit paper, attempted by the majority of candidates, showed a clear preference for the Greek civilisations in the Societies Section of the Paper (Section 1). Conversely, in the Personalities (Section 2) and Historical Periods (Section 3), there was an overwhelming preference for Rome. Egypt and the Near East maintained their popularity in all sections.

Personalities and Groups (Question 28 and 29 in the 2/3 unit paper), caused some concern as a small number of candidates ignored the set personalities and groups and wrote instead on their own choices. These candidates were not disadvantaged this year but the recommendation is that teachers stress to future candidates that they must use only the set personalities and groups if they wish to attempt Questions 28 & 29.

It was encouraging to welcome markers in 1995 from country areas. These markers made use of the Board of Studies' scheme to inservice teachers from areas remote to marking.

## Marking Procedure:

Marking groups were assembled initially according to anticipated needs and then divided into Societies, Personalities and Groups, Historical Periods, 2 Unit Personalities and Their Times and as the marking procedure progressed, 3 Unit groups were set up.

Each group of eight markers was allocated a Senior Marker and an area for marking and discussion of scripts.

Examiners initially read scripts to obtain a 'feeling' for the responses of candidates and questions are then examined and discussed in depth at group meetings. Pilot marking and sample script discussion allowed markers the opportunity to gauge response and reaction of other examiners and to establish the marking scheme.

After several sessions of pilot marking, final marking of scripts began, interspersed with re-briefing sessions and concluding with a general debriefing and report writing exercise. Throughout the marking process, samples scripts were circulated to monitor adherence to the marking scheme.

Papers were all double marked by two independent markers and then the two marks were compared by the senior marker and the clerical staff. Where a discrepancy occurred, it was resolved by a third marker.

Daily statistics were presented for examination to the Supervisor of Marking and Senior Markers and discrepancies discussed and resolved with individual markers.

## SECTION I – SOCIETIES – EGYPT, NEAR EAST, GREECE, ROME

### INTRODUCTION – COMMON TO ALL SOCIETIES

In this section, the great majority of candidates attempted the Greek options. It was estimated that the corresponding breakdown of answers was:

GREECE	–	63%
NEAR EAST/EGYPT	–	27%
ROME	–	10%

The significant number of responses in Greece were primarily geared towards Sparta where again, over 60% of the candidature attempted these two questions (9a and 9b). Minoan responses (7a and 7b) accounted for about 15%; Mycenae (8a and b and c) about 10% and Athenian Society (10 a, b and c), 15%

With regard to Egypt and the Near East, approximately 60% of these candidates answered 3 (a), (b) and (c) – New Kingdom Egypt. Another 20% of candidates chose 1(b) in Society, Old Kingdom Egypt. The remaining 20% of responses were largely from Questions 4 (b) Assyria, Question 5 (a) Israel and Question 6 (b) Persia.

In the Roman Society responses, the most popular responses were 12 (a) – 45% Public Buildings and Services in the Early Empire Towns and 30% attempted the Slaves question – 11 (a). Greek and Eastern influences in the Late Republic 11 (b) - 15% and Family in the Empire 12 (b) - 8% were also attempted. Only one Centre attempted Question 13.

Over 9,000 scripts were marked and the discrepancy rate amongst markers was lower than previous years (about 5%).

Examiners looked for the following criteria in the examination of essay responses:

The very best answers, usually brilliant responses to the set questions, were awarded 20. It was stressed to all examiners that the very best answer(s) should receive a maximum possible mark. The best answers are defined as those that had provided, in the time allowed, a response that is of the highest quality relative to other candidates.

Very good responses achieved marks between 16 -19. These responses were usually full of well used evidence, both archaeological and written, showing analysis, accuracy of interpretation and clarity of expression pertinent to the period and society in question. They maintained an argument and referred to the question and source material extensively.

Above average responses (13 -15) were predominantly relevant to the question and showed a good attempt at argument and conclusion. The discriminator between these and average responses (10 - 12) was that the average responses on the whole were usually narrative, rather than attempting to ascertain an answer to the question asked. Most average answers had relevant information but were limited in scope and application. Some errors of fact, although not basic errors, were noticed.

Below average responses (6 - 8) usually had little regard for the question asked. They merely wrote what the candidate knew and attempted to attach this to the set question. On the lower side of these, much irrelevant material was evident.

Poor responses (1-5) showed a complete lack of question interpretation; were poorly structured and were lucky to show only 1 or 2 basic facts. They contained serious basic errors and major irrelevant sections.

A zero response was of no value whatsoever.

#### MARKING CRITERIA FOR 2 UNIT/3 UNIT COMMON SOCIETIES

Brilliant	20	as discussed above
Very Good	18 - 19	these answers should contain evidence of a clear understanding of the question and a sound, well-balanced response to it; detailed, accurate and relevant information to support the argument; usually, use of ancient and modern sources where relevant; answers in the lower range may show less detail.
	16 - 17	
Above Average	13 - 14 - 15	above average answers; may have some minor errors of fact and some omissions; answers are predominantly relevant, with most of the main points included; attempt at argument and conclusion where appropriate.
Average	10 - 11 - 12	in the ranking of candidates' responses, these will be the most commonly awarded marks; most of the answer will have relevant information but limited in scope and application; a basic understanding of the question and some attempt to answer it; some errors of fact may occur, but not basic errors.
Below Average	8 - 9	answers may have little regard for the question asked; errors of fact generally more common but not basic errors; significant irrelevant sections may occur.
	6 - 7	some basic errors of fact; little understanding of the question shown sections of irrelevant material may occur throughout.
Poor	4 - 5	complete misinterpretation of the question, lack of understanding of basic material; only a few basic facts evident; some serious basic errors and major irrelevant sections.
	1 - 3	as above but only one or two relevant facts given; no understanding of question shown.
Zero	0	of no value whatsoever in terms of the question. Has this candidate made a serious attempt?

## PART A EGYPT

### QUESTION 1

#### SOCIETY IN OLD KINGDOM EGYPT

a) This question proved to be the second most popular choice by candidates answering a question on the Old Kingdom. Many candidates could discuss the relationship between the ruler and the gods but found it more difficult to see the relationship between the ruler and his people.

b) The most popular choice by candidates attempting Question (1). Most candidates discussed at length the construction and purpose of both pyramids and mastabas. The better answers, while including the latter, also discussed the other preparations, such as tomb decoration, funerary stela, the false door, the ba, the ka statue, pyramid texts, the serdab, the reserved heads, the process of embalming, the sarcophagus and the funeral service.

#### Example Script

‘The preparations for the afterlife made by Old Kingdom Egyptians were various and extravagant from the monuments such as pyramids, pyramid complexes, boat pits to actual preservation of the body through mummification. This shows us that preparation for the afterlife was of extreme importance to these Egyptians.’

c) For the few candidates who attempted this question, it proved to be quite a difficult task. There was a great degree of difficulty in the evaluation of benefits and disadvantages in pyramid building and linking them to all levels of Egyptian society. Most could only view the latter with regard to the pharaoh alone.

### QUESTION 2 SOCIETY IN MIDDLE KINGDOM EGYPT

a) Only a few responses for this question. Most were prepared answers for the New Kingdom period and dwelt extensively on the ‘Book of the Dead’; they displayed no real knowledge of distinct Middle Kingdom preparations such as the Coffin Texts, religious cults, the preservation of the body, mummiform coffins and so on.

b) No responses by candidates to this question.

### QUESTION 3 SOCIETY IN NEW KINGDOM EGYPT

a) Quite a popular choice by candidates. Many of the better responses knew a good deal about the life of the military and its activities, including those which were linked to the economy and imperialism of Egypt and its vassal-states and the regular flow of tributes. Excellent references to evidence such as the inscription of Ahmose, son Ebana, the annals of Thutmose III and Hatshepsut’s mortuary temple were cited. The poorer responses tended to give a general overview of the army and failed to discuss the effects of the military on New Kingdom society as a whole.

b) The very best answers were able to discuss in some detail the evidence from tombs such as those of Rekhmire and Ramose. These candidates could discuss the installation and duties of a vizier and linked the vizier to the New Kingdom bureaucracy and the pharaoh. The poorer responses gave a very generalised account of a vizier and failed to cite an individual vizier such as Hapuseneb, during the reign of Hatshepsut.

c) This was by far the most popular choice by candidates answering a question from Egyptian societies. Most were aware of the ‘Osiris legend’ and gave reasonable discussion in their responses. The better answers referred to the latter but went further, linking

mummification to religion, and citing evidence such as the fields of Yaru, the 'Opening of the Mouth' ceremony, the 'Book of the Dead', scenes from tombs, such as those of Tutankhamun and Seti I, and the mortuary temples of Hatshepsut and Rameses II.

### Example Script

'The myths and legends of New Kingdom Egypt reveal that religious and practical life were inextricably intertwined. The gods of the afterlife and the Egyptian underworld were in constant interaction with the living. The 'Horus and Osiris' legend had repercussions throughout Egyptian society as it identified the pharaoh as a god incarnate. The New Kingdom Egyptians believed that the gods presided over every facet of their lives from their day-to-day activities to the most important sustainers of life: the sun and the Nile. The myth of the pharaoh as placator of the gods to ensure a fertile and life-giving Nile, reveals this belief.'

## PART B NEAR EAST

### QUESTION 4 ASSYRIAN SOCIETY IN THE TIME OF ASHUR BANIPAL

a) This question was often well-argued in terms of the religious influence on the King and society. The best responses cited a wide range of primary and secondary sources such as the annals, palace reliefs, clay tablets and statuary. Ziggurats as places of worship and religious officials such as the King, the baru and shangu were also cited.

b) The most popular choice by candidates attempting an Assyrian question. Most were able to discuss Ashur treatment of captive peoples in some detail. The very best responses identified the relief as the defeat of King Humban, the Elamite King and proceeded to outline the treatment of the Elamites, the Egyptians, the Mannai and the Babylonians. They also brought into their discussion, the matter of rebuilding the temple of Esagila.. The second part of the question promoted discussion of deportation, confiscation of religious statues and elimination of ruling classes if conquered peoples. The poorer responses failed to address the second part of this question and preferred to give a simple narrative of the relief shown as Source (5).

### QUESTION 5 ISRAEL FROM JEROBOAM I TO THE FALL OF SAMARIA

(a) The most popular choice in this question. Most were well acquainted with the basic differences between Canaanite and Hebrew religions. The very best answers cited specific prophets such as Elijah and Elisha and evaluated their efforts in opposing Canaanite religion with reference to Biblical as well as secondary sources.

(b) The areas of trade and building activities were the most popular choices by candidates attempting this question. Most responses were solid in their discussion of the latter's impact on Israel's economy.

### QUESTION 6 SOCIETY IN TIME OF DARIUS I

(a) No responses to this question.

(b) Most candidates answering this question provided a sound and detailed analysis of the various aspects of Darius' administration of empire and its impact on the empire's peoples. Reference to the extensive satrapal system, the imperial coinage, the army, communications, law and a standardized system of weights and measures were common in most responses. The very best often referred to primary sources such as Herodotus and the Behistun Inscription while secondary sources such as Olmstead, Cook and Burn were effectively used.



## PART C – GREECE

These brief extracts from scripts submitted for examination are produced to illustrate the range of responses seen. They are produced as a guide to future candidates and teachers of Ancient History as to what the examiners regard as a good, average and poor piece of writing.

No attempt is made to give a cross section of questions. The question that posed the greatest difficulty was the Minoan Question (7(a) and 7 (b)). Thus, we have sought to give examples from this area. As Sparta was the most attempted of all questions (9(a) and 9 (b)), some examples of these are also reproduced and appraised here. A good Mycenaean conclusion is also included.

### MINOAN SOCIETY

#### a) Good introduction

‘Crete during the time of Minoan occupation was a fertile land which provided the basis for a healthy agricultural economy. The Minoans appear to have also been active traders near and beyond the Aegean with a command of the seas. Evidence in the palace of Knossos, Phasitos, Mallia and Zakro suggest import of raw materials and the export of a variety of goods. Thus the Minoans appear to have had a flourishing economy which supported the higher standard of living for the people of this time.’

This introduction is descriptive, clear and pertinent to the question. The candidate has placed it into both an historical and an economic context. Evidence to be examined has been put into geographical division ‘...beyond the Aegean’... and method ‘...import of raw materials and the export of a variety of goods...’. ... It is a highly effective, simple introduction.

#### b) Average statement

‘The Storerooms of the Palace show that the palace was the centre of economic activity. Here agricultural surplus and crafts and goods to be exported were stored. Linear B tablets found around the palace also confirm its economic activity as the tablets have lists of agricultural goods, the jobs and taxes of people and what they owned.’

Although pertinent evidence, this statement could have been developed with some secondary comment – eg. Linear B interpretation and an elaboration of the types of goods, jobs and what people may have owned.

#### c) Above average to very good statement

‘The fertile plains in Central Crete provided land for a thriving agricultural sector. From archaeological evidence at such towns as Gournia, it seems that the Minoan farmers lived in communal groups surrounded by their fields. Produce included various grains, lentils, fruits, and olives for olive oil. Indeed the storerooms of the palaces such as that shown in Source II at Knossos contained huge pithoi (as shown) which were huge containers for farm produce. Vast quantities could be kept and in this West Side magazine at Knossos 60,000 Litres of oil could be stored. Such storage indicates surpluses which were probably exported. Pottery jars known to be Minoan are scattered throughout the Aegean and their ordinary nature suggests they contained goods eg. oil exported from Minoan palaces.’

Full of evidence and analysis, the response above shows a good knowledge of probable life in Minoan Crete and also hones in on the relevant source indicated in the examination paper.

#### d) Good conclusion: Mycenaean Society

Sound in its attempt to tie together all aspects spoken of, the candidate in this Mycenaean conclusion shows that the question has been understood and well attempted.

‘Therefore buildings and architectural structures found at Mycenaean sites tell us that Mycenae engaged in warfare and were very militarial, they are religious and have a belief in the after world, they were an agricultural and an industrial society and they were ruled by a monarchy with a palace that was the centre of economic activity.’

## SPARTA

e) Excellent opening paragraph:

‘The delineation of power under the Lykurgan innovation ‘the Great Rhetra’ was an unequal, somewhat jaundiced compromise between oligarchy, monarchy and democracy. The supreme authority of the ephorate contrasts sharply with the nominal powers of the Spartan majesty, and both are undermined by the perseverance of the gerousia in maintaining the ‘public virtue’ (Xenophon). Quite simply, the Spartan constitution was the fermenting compound of all contemporary Greek governmental systems, in which the co-existence of scrutinous bodies attempted to curb political abuse and excesses.’

Here, the candidate uses both an apt source (Xenophon) and a clear, well defined statement to begin a response. The role of the ephorate and complexity of governmental style is mentioned so as to expand in the body of the essay to come.

f)

‘Xenophon contends that the gerousia, or ‘council of elders’ as Pindar and Alcman contend, were the patriciate body placed in charge of the survival of ‘virtue into old age’. ‘Supreme arbiters in the trial for life’ (Xen.), the gerousia were, according to Plutarch, ‘chosen by acclamation in the public assembly.’

Excellent use of ancient/primary evidence here. The candidate uses this evidence further to describe the Gerousia as a popular, yet sacred body.

g)

‘The gerousia determined if ailing children were to be ostracised, set aside large tracts of ‘Klero’ for Spartiate children and performed probuleutic functions in the ekklesia: ie. revised bills before their general presentation.’

Some roles of the Gerousia are listed in the above extract, showing knowledge of their role, without irrelevancy.

h)

‘The appointment of power according to social standing between the patriciate and the homoioi was a precarious compound of ‘democracy, oligarchy and monarchy’ (Polybius). However, all individual power was ultimately subordinated to the state, a fascist state which Ehrenberg characterises as a ‘a state of eunomia which pushed it citizens to ever higher degrees of subordination and courage’. Despite Lykurgan intervention, inequalities persisted in the apportioning of power in the ‘unique Spartan political hierarchy’ (Burn).’

Here, the candidate concludes the response by tying together the analytical argument, using relevant evidence.

## PART D: ROMAN SOCIETIES

### General Comments

There were some excellent responses from students who had studied the chosen Roman society in great depth and most of these related to the questions on the Early Empire. It was disappointing that so few candidates answered a question on Republican society.

Many candidates were uncertain about when the societies started or ended and some wrote responses on the Early Empire based on their knowledge of the Roman Republic and vice versa. Others attempted Roman society questions based their knowledge of particular historical periods, rather than on a study of the chosen society.

The majority of questions required mainly descriptive responses and most candidates answered these in a competent way. Responses were ranked primarily on the amount of specific information contained within them and how well this information was used to answer the question and show an awareness of continuity and change over time. There was little use of ancient, modern or archaeological evidence in many responses and it was also apparent that some candidates had concentrated on the suggested areas, rather than on the areas of principal focus required by the syllabus.

### QUESTION 11

a) This was a popular question. Better candidates identified the different uses made of slaves and stated how a slave's treatment varied, depending on the type of work performed. The importance of slaves to the Roman economy was also analysed while the impact of Greek slaves on Roman society, culture and values was discussed. Average responses merely listed jobs which slaves performed and made little reference to either the source or specific examples. Weaker candidates wrote simplistic descriptions of the life of a slave.

An example of an average paragraph in response to question 11 (a) is given below:

'Slaves were bought and used for many various tasks. A large number of them were bought to do household duties. These would include: cooking the meals, lighting the fires and lights, looking after the children in the household, teaching them etc. As well they might be asked to look after their master. For example shaving him in the morning, accompanying him to the baths in the afternoon, and generally looking after him. They may also be asked to look after their master's wife. To help her with her hair, changing her clothes, preparing for dinner, and many other useful chores'.

### EXAMINERS' COMMENT

This candidate has made a number of general statements which are relevant to the question.

b) The candidates who attempted this question concentrated on Greek influences and made little if any reference to the East. Better responses made extensive use of written and archaeological evidence.

c) Seldom attempted.

### QUESTION 12

a) Most candidates who answered this very popular question identified the public buildings shown in the source and then described what happened in each one. Few were aware of the military fort and granary shown and none of the services were adequately described. There was confusion about 'the quality of life' and candidates had little idea what it meant. Most candidates either ignored this question or said that the quality of life was better. A large

number of responses only described the public buildings and services in the city of Rome itself, instead of using examples from the towns in the Empire. These responses were in the lower half of the mark range. Better responses made extensive use of archaeological evidence from Gaul, Britain, Africa and Italy and referred to the writings of Seneca, Martial and Tacitus.

b) An example of an above average paragraph in response to question 12 (a) is given below;

‘The best preserved Roman theatre is in Orange, France. Odeums were a smaller type of theatre which held performances of a refined genre, such as musical recitals, poetry, reading, singing and plays. A millionaire, Herod Atticus built an odeum in Ostia which was able to hold 3000 people. He also financed the odeum in Athens which could seat 5000 people.’

#### EXAMINERS’ COMMENT

This candidate has presented some specific examples of Roman theatres and has described their use. The paragraph could have shown how theatres added to the quality of life of the Romans.

c) Although few candidates attempted this question, there were some excellent responses which identified Augustus’ attempts to promote family life and discussed the social and political importance of the family in Roman society. The extended nature of the Roman family was also analysed. Weaker candidates merely listed Augustus’ reforms, described the activities of the Roman imperial family or used examples from the Roman Republic.

# HSC ANCIENT HISTORY EXAMINATION 1995

## EXAMINATION REPORT

### 2/3 UNIT (COMMON)

#### SECTION II – PERSONALITIES AND GROUPS

##### General Comments

###### Examination format and responses

Although the majority of candidates correctly responded to the questions as three discrete parts, (a), (b) and (c), a few candidates wrote a single essay in which relevant argument in respect to the three parts was difficult to distinguish. A number of candidates only responded to part (c) of the question chosen.

In general, Part 9 (a) was straightforward and required factual answers. However, a better answer generally was able to expand on those facts and these answers received higher marks in order to discriminate.

It was also noted that many candidates had squandered time in summarising in relation to all three parts of the question. As the question format for this section focused answers into three parts, such an exercise did not attract additional marks.

###### Relevance of Syllabus guidelines

###### i) Depth of Study

Many candidates appeared unprepared for a consideration of the wider historical implications of the third part of the questions on personalities and groups.

However, the syllabus specifically designates a number of topics for study under the heading 'Principal Focus'. Amongst these is 'Assessment and legacy'.

Students should therefore be able to answer questions which test an understanding of the impact of an individual or group upon a particular society. Knowledge should therefore, where relevant, extend beyond the termination of an individual's career, or a group's prominence.

This section of the paper evaluated both the specifics of the life and activities of an individual or group, and the relationship of this subject to its era.

###### ii) Terminology

It must be emphasised that close attention should be paid to the guidelines in the syllabus. Candidates should be familiar with the terminology used to define topic areas. Some candidates, for example, were unsure of the meaning of 'political context of the time' in relation to Question 28 (b), even though this term appears in the guidelines.

## MARKING SCHEME: SECTION II - PERSONALITIES AND GROUPS

Questions have three parts (a), (b), and (c), valued at 5, 10 and 10 marks respectively.

### Marks for part (a)

- 5 – mark applies to the very best answers ie., a candidate has provided the best answer that could be expected in the time allowed.
- 4 – these answers provide extensive information and coherent argument in response to the question; evidence is relevant and usually includes both ancient and modern sources.
- 3 – the most commonly awarded mark will fall in the range of 2 - 3; these answers will show a basic understanding of the question, but lack detailed argument; largely relevant, but may contain minor errors.
- 2 – these answers fail to answer the question adequately; often contain irrelevant information; little focus on question.
- 1 – only one or two relevant facts.
- 0 – of no value as a response to the question; is this a serious attempt?

### Marks for part (b) and (c)

- 10 – mark applies to the very best answers ie., a candidate has provided the best answer that could be expected in the time allowed.
- 8 - 9 – these answers show a clear understanding of the question, and support a well constructed argument with accurate and relevant evidence; an ability to grasp a wide historical perspective is shown - particularly in response to part (c) of the question in this section.
- 6 - 7 – above average answers; may be weaker in detail; minor errors of fact; lacking the breadth of answer in above category.
- 5 – average answer; shows basic understanding of question, but does not extend beyond essential facts.
- 3 - 4 – fail to directly answer the question - especially in relation to the more general part (c); often includes large amount of irrelevant information;
- 1 - 2 – some factual errors; sometimes lack of distinction between parts b and c.
- 0 – of no value as a response to the question; is this a serious attempt?

## PART E EGYPT

The most popular questions in this section of the paper were Question 15, Hatshepsut and Question 16, Akhenaten.

In Question 15 (a) most candidates had some knowledge of how Hatshepsut became pharaoh. This is an example of part of an average answer:

(a) ‘Hatshepsut became pharaoh through the claim of receiving permission of her father Thutmose I and the blessings of the officials and priests around Egypt in her early travels with her father. Thutmose II, her half brother, was married to Hatshepsut the royal daughter, to enforce his royalty and right as pharaoh as the royalty was passed on through the royal women. He later died’.

Stronger candidates were able to expand on the basic facts and referred to sources.

In (b) most candidates regarded the fact that Hatshepsut was a female as the main problem she faced. Better candidates were able to point out other problems and the best candidates were

able to refer to earlier female rulers of Egypt to demonstrate that being female was not the major obstacle she faced.

The better candidates were also able to show how Hatshepsut overcame these problems eg. the support received from the Amun priesthood, presenting herself as a warrior pharaoh, participating in battle. These answers also made good use of both ancient and modern sources.

In (c) an average answer referred to her Punt expedition and her building program, as in the following example:

(c) 'Hatshepsut's main achievements were her Punt expedition and building program. This is proven by her numerous buildings and the position of her Punt inscription in her mortuary temple'.

Average answers were at least able to refer to her mortuary temple at Dier-el-Bahri.

Better answers were able to discuss her achievements in terms of the prosperity of Egypt at that time and demonstrate the ways in which Hatshepsut achieved this. These students also used evidence extensively to support their claims as well as referring to modern sources.

In Question 16 (a) students were confused about the idea of 'family background' and many discussed Akhenaten's own family – Nefertiti and daughters. An average answer referred to both his parents and made some mention of the probability that his childhood was spent in Memphis. The best answers were able to show how the political context of his family background may have contributed to the direction he took as pharaoh.

In Question 16 (b) many students showed difficulty with the concept of 'empire' and so were unable to discuss the governing of empire. It was disappointing to see how many students still made claims like the following:

'Akhenaten was not very effective in governing his empire because he neglected it and concentrated more on his monotheism religion and the art side of life. Unlike the pharaohs before him, Akhenaten didn't care for the campaigning and capturing of foreign land'.

The better students were able to relate the state of the Egyptian empire back to the times of earlier pharaohs and showed that it didn't really change so much. The best students were able to discuss the Amarna Letters in some detail and acknowledge the questions surrounding them.

Question 16 (c) caused students great difficulty as very few were able to say what a 'heretic pharaoh' was. Considering that the word 'heretic' is often used in the debate about Akhenaten, this was surprising. Average answers discussed religious changes and the better ones did this quite well.

In general Question 16 seemed to have a greater share of students who answered the three parts of the question in one. Sometimes these seemed to be prepared answers on Akhenaten.

## PART F – NEAR EAST

### QUESTION 17

(a) Most students took the words 'describe the empire' to mean the borders of the empire. Better candidates briefly described the political, economic and social state of the empire inherited by Sennacherib.

(b) This question was generally well answered in outline but there was confusion as to how successful the invasion was. There was divided opinion on whether there were two invasions of Judah or one. Better candidates were able to argue one way or the other. Weak candidates displayed confusion on this point.

(c) Better candidates were able to discriminate between the various campaigns and personalities involved in Sennacherib's dealings with Babylon. Most gave a confused and compressed version.

## PART G – GREECE

### QUESTION 19

This question attracted many students who had very obviously studied Greece and the Persian Wars. They showed an understanding of Xerxes from a Greek perspective only.

In (a) they were very weak. In (b) they discussed how strong the Greek states were and how they defeated Xerxes but were unable to relate this to Xerxes and his strengths. In (c), they saw Xerxes' achievements in terms of his defeat as the following extract shows:

'Xerxes suffered a series of disasters in 476 and 475 B.C., as his army was defeated by the Delian League force led by Cimon at the battle of Eion on the Strymon river, and also the battle of Eurymedon (468 B.C.). The Satraps were able to build up their own forces since Xerxes was wasting his resources on the unsuccessful series of campaigns, and was assassinated in a Palace coup in 465 B.C.'

They were unable to see that it was an achievement for Xerxes to have moved his army so far and come so close to defeating the Greeks. What of his achievements in Persia? What of his building program?

The better answers were able to argue from a Persian viewpoint and refer to ancient and modern sources.

## GREECE

Question 20 and 21 were the most frequently answered, Question 21 (Pericles) achieving a much higher standard overall.

### QUESTION 20 WOMEN IN CLASSICAL GREECE

Superior answers showed good understanding of the role of women in Athens and were able to differentiate between rich and poor, Athenian and non-Athenian women. These responses displayed a good understanding of a variety of sources and of the historical period as a whole.

There was, however, a huge gap between the very good and the average candidates, most falling into the latter category. These appeared to have little source material to draw upon, compared to the responses to other topics in this section.

Weaker responses tended to catalogue and/or narrate rather than analyse. Many candidates did not know the 'public' role of women and focussed entirely on their domestic role ('the public role of women was to procreate babies'). A lot of candidates appeared confused over the wording of part (b) 'citizen and non-citizen'. In part (c) weaker answers were often unbalanced, concentrating too heavily on the lifestyle of Spartan women.

An example of a clear response as to the role played by an Athenian woman is given below:

'Athenian women had little other than at home responsibilities. A slave could be immediately recognised as women who had a tan. This meant they worked in the sun frequently and were not citizen Athenian women.'

Athenian women did have a responsibility in religion, women had their own festivals such as the Thesmophoria. Also women participated with the men in festivals such as the Panathenaia which is shown on the Parthenon frieze the women mixing with the men.'



## QUESTION 21 PERICLES

This question drew the best responses in this section overall, candidates showing knowledge and understanding of the historical period as a whole (weaker responses to the Personalities Question had obviously studied the personality in isolation).

The best responses drew on a wide range of primary sources and were able to analyse the questions using relevant secondary sources as well. Candidates knew the topic thoroughly and were fully aware of the political content. They were able to use their extensive knowledge to answer each part of the question independently of the other parts. Weaker responses could not analyse the questions but merely narrated the life of Pericles. Many could make no distinction between parts (b) and (c) - responses interchanged material without reference to the question. Only a few candidates could assess Pericles in relation to the Empire.

Below, Pericles' extension of power and popularity is elaborated upon in this above average response:

'Pericles was able to maintain his position and power for so long because of his personal abilities and because of his democratic and imperialistic policies that were very popular amongst the people at the time. Thucydides writes that 'though a democracy', Athens was nominally the rule of the first man', and this may be true, but one must remember, that the citizens had the powers of ostracism at their hands.

This they could have used at any time, likewise, they did not have to revote him to the position of strategos (which he held 16 times), thus we see that Pericles was able to hold power because his policies suited the people'.

## QUESTION 22 ALEXANDER

Candidates were generally well prepared and had a strong knowledge of primary sources, especially Arrian. The best were able to use secondary source material to make an evaluation of Alexander. They understood the personality of Alexander in the context of the times. Weaker responses tended to narrate and showed little knowledge of events/battles to illustrate their answers.

## QUESTION 23 CLEOPATRA

Most candidates had a sound knowledge of how Cleopatra came to power and were able to offer a lot of detail. Only the stronger responses were able to discuss the ways in which Cleopatra contributed to the break between Octavian and Antony. Weaker answers did not analyse Cleopatra's relationship with Roman generals and only a few candidates were able to offer sound observations on how Cleopatra changed the course of Egyptian history in terms of delaying the Roman take-over of Egypt until the terms were more favourable.

## PART H - ROME

The two most popular questions were Question 25 (Caesar) and Question 26 (Agrippina II).

In relation to Question 25 (a), the better candidates recognised the difficulties faced by Caesar in spite of his patrician lineage. Most often, these candidates explained his use of both paternal and maternal connections in his early political career. Weaker candidates often misunderstood the current political standing of his family (many said that the family was non-consular), and others simply narrated his *cursus honorum*.

In (b) better candidates understood the obstacles faced by Caesar in 60. B.C., and showed a good grasp of the unstable nature of senatorial politics in this period. Weaker candidates simply wrote all they knew about the First Triumvirate.

A great many candidates appeared ill prepared for the broad historical perspective required in answering part (c) of the question. Teachers should note the topic of ‘assessment and legacy’ in the Principal Focus guideline in the Syllabus. The better answers were able to place Caesar’s achievements in the larger context of Roman history. However, weaker candidates were often pressed even to identify relevant reforms, let alone discuss constitutional change.

In Question 26 (a) many weaker candidates succumbed to the temptation to list unrelated scandal about Agrippina, were unable to deal with the implications of her lineage or connections. But some of the better candidates also saw the progression in her circumstances: ‘Quite clearly therefore, Agrippina was isolated rather than promoted in her earlier life, as the only reprieve she did obtain was in 41 A.D, after Gaius was dead’.

Better candidates answered (b) by including wider knowledge of those rivals, other than Britannicus and Claudius, that Agrippina dealt with.

For example, one candidate wrote:

‘Agrippina also saw rivals to her own position as manipulator and influencer of Nero in the form of his lovers – first in the ex-slave Acte, and then in Poppaea Sabina. This time she did not use murder, but instead used tactics that served merely to isolate fear from her son, and lost her influence to her rivals even more - ultimately resulting in her death’.

In responding to (c),

While most candidates recognised the constitutional impediments to Agrippina seizing supreme power, few could successfully define and illustrate the nature of her influence.

## PERSONALITIES AND GROUPS

### QUESTIONS 28 & 29

Generally, responses to these questions were very poor. In some cases, however, candidates wrote responses of reasonable quality that would have been more appropriate to the relevant question in the (individual) personality section. In a very few instances, candidates wrote about personalities or groups which are not relevant topics of study for this part of the paper.

## SECTION III – HISTORICAL PERIODS

For this section there was an increase in the number of candidates who answered questions on Rome and Egypt, compared to previous years. Many candidates demonstrated a good use of sources both archaeological and written in their answers, although there was still a heavy reliance on written evidence for the old WE periods and on archaeological evidence for old AE periods. In general candidates appear to have grasped the nature of historical periods.

The best responses contained well-ordered, convincing, sophisticated and sustained argument and were fluently articulated. These candidates were able to discuss issues rather than simply provide a narrative, were careful to address all parts of each question, and often identified and concentrated on key words taken from the question. These candidates also used sources as an entry to and as a support for their answers; they were able use both primary and secondary evidence critically in their analysis.

Too many candidates had difficulty with the conceptual aspects of the question, often repeated information and included irrelevant material. Prepared answers were only too common. Many had difficulty with ‘double-barrelled’ questions, concentrating on one part at the expense of the other. These candidates made limited use of sources, principally relying on secondary material which was not always appropriate, and largely ignoring archaeological evidence. Where a source was provided, some candidates failed to show that they appreciated its relevance to the question.

Less able candidates failed to address the question. Rather they presented description, chronological narrative, and inaccurate or irrelevant factual information. Their responses – limited in historical scope – were characterised by generalisations, uninformed statements, confused knowledge, and ‘name-dropping’ of secondary sources who were often wrongly quoted. Most of these candidates appeared to be better suited to the Personalities and their Times course.

MARKING CRITERIA FOR SECTION III

HISTORICAL PERIODS

AWARDING OF MARKS

GRADE	MARKS	CHARACTERISTICS
Excellent	20	as discussed above
Well Above Average	16 - 17 - 18 -19	these answers should contain evidence of a clear understanding of the question and a sound, well-balanced response to it; detailed, accurate and relevant information to support the argument; usually, use of ancient and modern sources where relevant; answers in the lower range may show less detail.
Above Average	13 - 14 - 15	above average answers; may have some minor errors of fact and some omissions; answers are predominantly relevant, with most of the main points included; attempt at argument and conclusion where appropriate.
Average	10 - 11 -12	in the ranking of candidates' responses, these will be the most commonly awarded marks; most of the answer will have relevant information but limited in scope and application; a basic understanding of the question and some attempt to answer it; some errors of fact may occur, but not basic errors.
Below Average	8 - 9	answers may have little regard for the question asked; errors of fact generally more common but not basic errors; significant irrelevant sections may occur.
	6 - 7	some basic errors of fact; little understanding of question shown; sections of irrelevant material may occur throughout.
Poor	4 -5	complete misinterpretation of the question, lack of understanding of basic material; only a few basic facts evident; some serious basic errors and major irrelevant sections.
	1 - 3	as above but only one or two relevant facts given; no understanding of question shown.
!	0	of no value whatsoever in terms of the question. Has this candidate made a serious attempt?

Question 31

31 (a) Not a popular question. Best answers were able to analyse the scenes from the Narmer Palette and apply these to the theories of unification of Egypt. Better candidates could identify the warriors arguments about who was responsible for the unification of Egypt and how this possibly took place citing the appropriate evidence to support their argument. The second part of the question was not ignored with discussion on the economic, social, political and religious benefits made possible by the stability introduced when the two lands were gained.

Weaker candidates were content with describing the scenes on both sides of the palette with very little discussion on how the unification process occurred – often the descriptions included inaccurate information. Many candidates chose to ignore the second part of the question.

b) Very few candidates presented an answer to this question. Overall it was poorly done. Candidates showed little knowledge of Old Kingdom military activity and made sweeping generalisations about the benefits brought to Egypt. A number of candidates discussed New Kingdom military activity and tried to apply this to the Old Kingdom.

c) Very popular with candidates and attracting the majority of responses. Better candidates were able to discuss a variety of reasons accounting for the decline in the Old Kingdom ranging from economic to religious and political. This question may have been attractive to 3U candidates as the very best answers discussed the growing independence of the nobles and the declining power of the pharaoh/central administration, quoting evidence from a range of noble and royal tombs from the Old Kingdom period.

Weaker candidates relied on one or two factors to account for the decline. Many wrote an essay on the growth and decline of pyramid building as reflective of Old Kingdom decay. Poorer answers neglected the second part of the question showing little understanding of the role of nobles in the Old Kingdom let alone ‘their growing independence’.

QUESTION 31

Very few answers were presented on this question.

QUESTION 32

a) A popular question attracting a large number of responses. Better answers were able to recognise who the Hyksos were and discussed several theories on their possible origin, how they were able to infiltrate Egypt and assume power in Lower Egypt. Well above average candidates were able to discuss the spheres of influence established by the Hyksos kings and outline in succession how each of the early New Kingdom pharaohs dealt with their presence culminating in their exclusion and the establishment of Theban rule.

Weaker responses tended to ignore the first part of the question giving vague reference to the Hyksos. Confused narrative was often presented for the second part of the question. Many candidates were content with discussing Egyptian imperialism discussing Egyptian treatment of Nubia and Syria-Palestine rather than confining themselves to the question asked. Very little supporting evidence was presented for this question.

b) The better answers were able to direct their answer to the question asked and account in a logical manner for the growing importance of Amun in the early New Kingdom. Candidates in the well above average category were able to demonstrate a knowledge of why Amun was established as state god in the New Kingdom, his compounding with Ra and the growing religious and political affiliations that continued to increase the god’s importance. Candidates

presenting the better responses were able to present evidence from a variety of sources and did not limit their information to the rule of Hatshepsut and Thutmose III.

Weaker candidates presented a narrative of the importance of Amun to the reign of Hatshepsut and Thutmose III. Many retold the story of Hatshepsut's 'Divine Birth' and compared this to the story of Thutmose III's 'Divine Coronation'. A great number of students had prepared an answer on Hatshepsut's Temple and Deir-el-Bahri and wanted to present that information as a response to this question.

c) A popular question with candidates presenting answers on this period. Better answers gave a comprehensive coverage of the period, establishing reasons for New Kingdom imperialism and the importance of the Syria-Palestine region. The better responses dealt with the second part of the question interweaving their answer with the first part. Good supporting material was presented.

Weaker candidates presented an account of Thutmose III's campaign at Megiddo and ignored the second part of the question. Many candidates demonstrated a lack of knowledge of Near Eastern geography confusing the location of Syria-Palestine and Nubia. Most gave an account of the wars and campaigns rather than a discussion of why the pharaohs led their troops into Syria-Palestine. The second part of the question was dealt with, with varying degrees of success. Some ignored the second part of the question altogether. Some students even went outside the period and discussed Rameses II and the Hittites.

### QUESTION 33

a) Again in this question better candidates were able to present a comprehensive approach to the period in question. Well above average responses discussed the so called Golden Age of Amenhotep III and Egypt's relationship with Syria-Palestine at this time, establishing problems for later pharaohs. Candidates went on to discuss Amarna foreign policy and the response of the pharaohs of the late 18th Dynasty. Finally a discussion of the Ramesid response to Syria-Palestine was included with candidates being able to evaluate the successes or otherwise of the pharaohs presented.

Weaker candidates failed to account for the successes of the pharaohs and limited themselves to a discussion of Rameses II and the Hittites.

Well below average students merely retold the story of Rameses at Kadesh.

b) This was the most popular of the questions for this period. Better responses were able to define what constitutes greatness and present supporting arguments in terms of Rameses' military, political, building and religious achievements. Interwoven in their argument was how deserving Rameses was of the title.

Weaker responses either presented a descriptive catalogue of Rameses II's building achievements or limited themselves to the military campaign at Kadesh. Many ignored the question and presented general information on the reign of Rameses II.

c) Overall this question was well answered. Better responses analysed the source presented and thoroughly explained the changes made by Tutankhamun, Aiy and Horemheb.

Weaker candidates limited themselves to Tutankhamun giving descriptions of the changes made without explaining the reasons for them. Some candidates failed to recognise the limits of the question and went on to discuss Seti I and Rameses II.

Sample of superior introduction to question:

'The religious and administrative, and thus political changes, made by Tutankhamun and his successors Aiy and Horemheb endeavoured to bring security and order to Egyptian society.

The Amarna period had heralded an era of instability and its weakness, including a denial of the Osirian belief and a preoccupation of the military to enforce Akhenaten's monotheism, prompted the return to Amun worship and the return of traditional beliefs. The bureaucratic system had weakened under Akhenaten, which was strengthened by Tutankhamun and his successors, along with the waging of imperial campaigns to strengthen Egypt's imperial position.'

## PART K – NEAR EAST

### QUESTION 35

A popular question with approximately 90% of the candidates answering part (c). This was a straight forward question asking 'why' and most candidates were able to list a significant number of points with reference to archaeological evidence and secondary sources. The better answers provided a good argument covering various reasons and analysed the relative contributions each made.

### QUESTION 36

A very small number of centres (approximately 10) attempted this question. Of the candidates who presented answers the majority chose (b) with (c) being the next most popular question. No responses were seen for part (a). Part (b) was a broad question requiring a knowledge of four specific areas: the rulers, the people; Israel and Judah. Very good responses addressed these but most candidates provided a very general account of Elijah with minimal application to the focus areas. Part (c) posed problems with most candidates concentrating on only Hezekiah and Josiah.

### QUESTION 37

The overall standard of responses in this question was very good. Better candidates were able to present accurate and detailed information and to refer to primary sources though reference to secondary sources was infrequent.

a) Most candidates could present an adequate and accurate account of how Cyrus III secured and organised his Empire though 'secure' presented some variety of interpretation – some took it to mean maintaining the empire by administration which of course meant they had less to discuss in the second part of the question. The better candidates cited sources and could use them to support their argument. Weaker candidates named a source but often nothing more or gave a distorted version of the contents. The second part of the question evoked varied responses. While most could discuss the impact of Cyrus on the Jews, the discussion of the impact on the Babylonians rarely went beyond the Cyrus Cylinder and Cyrus' own version of his impact.

b) The first part of the question presented little difficulty for the majority of the candidates and answers were adequate and detailed, even if fairly standardised responses, with little to discriminate between them. The answers to the second part of the question, however were very limited. Most candidates followed Aeschylus and presented Xerxes as returning to Persia in humiliation and the Persian Empire as shattered and in decline.

Better candidates were able to consider the problems of assessing consequences for Persia because of the reliance on Greek sources and could therefore present the consequences in a more reasoned and realistic way.

c) Very few answers were presented to this question. The few answers seen were limited in their application with candidates demonstrating little knowledge of the importance of Egypt to the Persian Empire and even less of the Persian King's success in controlling Egypt.

## PART L GREECE

The most popular Greek questions were 39(a), attempted by 60%, 38(a) attempted by 15%, and 40(a) attempted by 15%.

### QUESTION 38(a)

Better candidates addressed the main issue of the question, put colonisation into a chronological framework and showed that trade was a motive for colonisation in the later period. They discussed both written and archaeological evidence to show that other factors were also important.

### EXAMPLE OF GOOD USE OF ARCHAEOLOGICAL EVIDENCE

‘Woolley found evidence of seven periods of occupation (at Al Mina). There was evidence of Proto-Corinthian style cups, Euboean style cups and pottery remains, suggesting the influence of the Cyclades Islands and Euboea, indicating perhaps that it was these two parties that led the Greeks to Al Mina. The second period to 600 BC uncovers Athenian storage jars, Corinthian cups and Greek wild goat vases. The dominance of Greek products suggest that it was Athens, Corinth, Chios, Lesbos and Samos that dominated trade at this time.....’

Most candidates confined themselves to listing reasons for colonisation but provided few specific examples and little analysis or substantiation. These candidates often glossed over the second part of the question, failing to consider the substance of trade. Weaker candidates failed to make use of any ancient evidence.

### QUESTION 39(a)

This question was often approached as an ‘advantages and disadvantages’ question rather than as ‘strengths and weaknesses’. Better answers included those which were able to show how the Greeks used their advantages to overcome their weaknesses (for example, ‘they used their knowledge of the terrain to negate their numerical disadvantages and to maximise their hoplite advantage’). These responses encompassed the whole period of the war against Xerxes, including the battle of Mycale, and used the source provided to support their analysis of the Greeks’ strengths.

### EXAMPLE OF GOOD USE OF SOURCE PROVIDED

‘With reference to the source, the Greek hoplite, or ‘armoured man’, was far better equipped than his Persian counterpart. The Greek hoplite was armed with a heavy, short sword, bronze helmet and greaves, and long, thrusting spear. In the 8th century, the free-for-all fighting of the Homeric Age was abandoned and the new disciplined system of the phalanx was introduced. Homer describes it:

‘like a man compacts the stones on a high house and shuts out the raging wind’

This was the strategy of the Greek hoplites, and so their aim was to restrict the Persian forces into narrow areas’.

Most candidates however simply described the hoplite illustrated. Others overemphasised the importance of the source, providing several pages of description of hoplite warfare. Some saw this as the only factor that led to Greek victory.

Too many candidates did not appear to realise that Xerxes did not lead the Persian army at Marathon, and concentrated on this battle.

The second part of the question was often disregarded, or given only token attention.



## QUESTION 40(a)

Better candidates focussed their answers within the stated framework of the question, and showed that they knew the steps of conversion beyond the early revolts, and discussed such aspects of imperialism as cleruchies, the coinage decree, garrisons, and the use of the Athenian courts. The very best responses answered the second part of the question through reference to the last part of the Peloponnesian War, using the source provided to lead into their discussion.

### EXAMPLE OF ARGUMENT AND ANALYSIS

‘.....If indeed Athens did give up her empire there could have been war. Most of the members of her Empire were unwilling participants. If they were released they might well want recompense, in the form of repayment of tribute. Athens might end up with most of her allies trying to destroy her. The whole of Greece would erupt into war, with Sparta and allies taking advantage of the situation and leaving it open for Persian attack’.

Weaker candidates failed to recognise the time framework of the question (and the Period), and concentrated on a prepared answer based on the period ending with the transfer of the treasury. Consequently relevant events of the Peloponnesian War went untouched.

## HISTORICAL PERIOD

### PART M – ROME

## QUESTION 43

Candidates attempting alternatives in this question demonstrated a lack of knowledge of the historical period. Many candidates had prepared answers on the consequences of Rome’s wars of expansion and attempted to use this material to answer parts (a) and (b). These candidates were unaware of any of factual detail or historical argument related to Rome’s rise to power. In comparison to previous years, very few candidates attempted Question 43 (c) on the Second Punic War and those who did were unable to use the source to direct their response to the question.

## QUESTION 44

The majority of candidates doing this Question attempted 44 (a). Very few attempted 44 (b) and none of those who did wrote on Marius, rather than Sulla.

Many candidates interpreted the first part of Question 44 (a) as motives rather than reforms. Good candidates were able to discuss the details of the Lex Agraria pointing out how these measures attempted:

‘to alleviate the poverty and unemployment in Rome as a result of the previous wars. He would also deal with the army recruitment problem.’

Better candidates were able to use primary sources to support their discussion. Most candidates handled the second part of the question better whilst the poorer candidates confused or combined the reforms of Tiberius and Gaius Gracchus.

## QUESTION 45

The most popular response to this question dealt with Question 45 (a) discussing Pompey rather than Crassus. Many candidates tended to write a narrative detailing the life of Pompey concluding with a paragraph stating how this contributed to the fall of the Republic. The focus of these responses was either on Pompey’s rise to power or the impact of the collapse of the First Triumvirate. Above average answers used both relevant primary and secondary sources and argued that Pompey’s contribution was only part of the reason for the fall of the Republic.

Although a large number of candidates attempted Question 45 (b) very few came to terms with how the army was used to gain power in the period. Only a few were able to acknowledge the use of triumphs by generals as indicated in the source.

#### QUESTION 46

By far the most popular question in the Roman section of the Historical periods was 46 (a). There was a wide range of responses allowing examiners to discriminate across the range. Better candidates highlighted those factors in Augustus' career which enabled him to consolidate his power. These candidates examined his handling of the army and the senate, his use of propaganda, and his relationship with the equestrians and people and were able to use archaeological and written evidence to support their view. Average candidates provided detailed, relevant material but were unable to distinguish those issues which played the most important role.

Many of the candidates attracted to Question 46 (c) mainly dealt with the personality, including use of irrelevant, salacious material. There appeared to be a lack of detailed knowledge of the features of the principate of either Caligula or Nero.

### 3 UNIT ANCIENT HISTORY

#### PART A

#### TOMBS AND BURIAL CUSTOMS OF OLD KINGDOM (DYNASTIES III-VI) AND NEW KINGDOM (DYNASTIES XVIII - XIX) EGYPT AS EVIDENCE OF POLITICAL, SOCIAL AND RELIGIOUS CHANGE.

##### QUESTION 1

The very best responses to this question displayed a detailed knowledge of specific tombs, both royal and noble. The weaker responses lacked the latter in their content and tended to be far too general and unconvincing in their argument. Great familiarity and knowledge of archaeological evidence and relevant secondary sources are a necessity for all students undertaking this study.

- (a) This proved to be the most popular choice by candidates. Most were able to describe the complex, albeit some very basically. Most knew the major components and could relate them to the Heb Seb, symbolism of Upper and Lower Egypt and stellar afterlife. The poorer answers tended to ignore the skill of the architect Imhotep and the beliefs and activities of Zoser himself.
- (b) Very few candidates attempted this question. Most of these responses could relate it to the solar religion but few were acquainted with various theories or could relate it to tomb reliefs of funerary craft. It would appear that this is an area neglected in the study of Old Kingdom Egypt.
- (c) The term 'social change' proved to be a problem for many candidates. Many either answered the question in terms of pharaohs only, or nobles, or merely presented a narrative of all they knew of the Old Kingdom. Social change was seen to be the decline of the pharaoh coupled with the rise of an independent nobility. Many failed to see the expanding administrative class in Old Kingdom society and the standardisation of pyramids in Dynasties V and VI as prime components of social change.
- (d) A popular choice by many candidates. All responses discussed mummification as the focal point of preparation for the afterlife but the very best responses included the 'Book of the Dead', the 'Opening of the Mouth', funerary processions, amulets, sarcophagi, the table of offerings, the mortuary cult, ushabtis, etc. This latter group of candidates also recognised the need to discuss royal and non-royal tombs.
- (e) For some candidates, this question proved to be quite difficult. The emphasis on 'tombs' alone restricted discussion of the activities and role in society of New Kingdom queens. The better responses went beyond the tombs by analysing the developing role and influence of queens chronologically, noting their increasing power and taking into account their specific personalities. Queens such as Ahhotpe, Tetisheri Ahmose-Nefertari, Ti, Hatshepsut, Nefertiti, Ankhenesamun and Nefertari were prominent in discussion.
- (f) This question demanded a very broad coverage of Egyptian history. Most candidates who attempted this question ignored one or the other period and made no references to tombs at all. The very best responses went beyond a description of occupations available to ordinary Egyptians, cited tombs such as those of Mereruka, Ti, Kagemni, Rekhmire and Nebamun. Some were able to discuss the extent of change in terms of the military as a New Kingdom avenue of occupation in comparison to the agricultural-manufacturing scenes depicted in most Old Kingdom tombs.

## QUESTION 2

The better answers came from candidates who could demonstrate specific knowledge of tombs from both the Old and New Kingdoms, could cite a range of evidence both primary and secondary and could maintain a valid argument throughout their answer. The weaker answers came from candidates who had prepared an answer on a set topic and tried to fit this to the question asked.

a) This was the second most popular question. Best answers showed understanding of the concept of 'economy' and were able to integrate discussion of agriculture crafts trades etc. as well as show an understanding of the central role of state building program, taxation, wealth from empire and so on. There was reference in the best answers to both royal and noble tombs with a balance of examples between Old Kingdom and New Kingdom Egypt.

The weaker candidates prepared answers on tomb development (especially royal tombs of Old Kingdom) with spurious and superficial (often inaccurate) links to the economy. Many candidates equated economy simply with crafts and gave long lists of crafts depicted in Old Kingdom tombs. Others gave lengthy descriptions of tomb reliefs depicting agriculture in the Old Kingdom without linking how these worked in the general context of the economy. Many students wrote an essay on the importance of the Nile River.

b) This question attracted only a few answers and overall not very well done. The better answers showed an understanding of the religious, economic and political function of the Mortuary Temples in both periods. Candidates discussed the change in location of the Mortuary Temple in the Old Kingdom reflecting the changing religious ideas as well as Mortuary Temples being the economic and administrative nerve centres of state building programs. They could also recognise that by the New Kingdom the Mortuary Temple had become a political celebration of the pharaoh's achievements and hence its greater propaganda role. A range of examples was discussed from both Old Kingdom and New Kingdom

Weaker answers showed little understanding of the function of a Mortuary Temple. They confused the chapel from the private tombs of nobles with the royal Mortuary Temple. No specific temples were referred to from the Old Kingdom period and for the New Kingdom relied solely upon a description of Hatshepsut's temple Deir-el-Bahri. It surprised markers that the Ramesseum, Medinet Habu or Abu Simbel gained little mention.

c) This was the most popular of the three questions attracting approximately 60% of the responses. The best answers discussed a variety of aspects of nobles' lives ranging from leisure activities to occupations and political roles. Strongest answers combined consideration of tomb development (especially in the Old Kingdom) together with the evidence of tomb reliefs and paintings. They showed an understanding of the administrative and economic roles of nobles, the increasing wealth and status of Old Kingdom nobles and their growing independence during Dynasties V and VI. Candidates continued their discussion by showing that in the New Kingdom there was an emphasis on empire and trade, thus providing the chief comparison between Old Kingdom and New Kingdom. Better candidates also discussed how afterlife expectations as revealed in tombs were different in the two periods. Teachers should note that candidates should be discouraged from name dropping unnecessarily from secondary sources. Even better 3U candidates did this excessively citing 'Hennessy' incorrectly.

Weaker candidates relied on a prepared answer for tomb development from Old Kingdom to New Kingdom Egypt. Many included lengthy descriptions of tomb scenes with little, if any, discussion of nobles lives. The majority of candidates ignored the 'contrasts' and were content to catalogue the similarities. Faulty conclusions were often drawn about the status and power of New Kingdom nobles, equating tomb size and extant decoration with power.

## PART B

### THE ATHENIAN AGORA FROM MYCENAEAN TIMES TO 267AD.

#### QUESTION 3

There was a pleasing increase in numbers attempting this option. (8%) There were many excellent responses, showing very good knowledge of both written and archaeological evidence. Most essays were well structured, and developed good arguments.

- (a) A popular question. Better answers noted the changes in burial practices over the set period, and discussed the differences between male and female, child and adult burials, and burials of those from different social classes. Many candidates did not confine themselves to the prescribed period and devoted most of their answer to a discussion of Mycenaean practices.
- (b) This was an equally popular question. There were some excellent responses demonstrating a knowledge of both the physical features of the building (including those not obvious in the illustration) and the uses to which it was put. A few candidates wrote about the Painted Stoa.
- (c) This was also a popular question. Better candidates showed awareness of the relevant evidence and provided some discussion on the use and importance of standard weights and measures. Some candidates devoted their attention almost solely to the metronomoi.
- (d) The few candidates who attempted this question found it difficult. Few knew anything more than that provided in Camp's book.
- (e) This question was quite popular. Better candidates knew the evidence and were able to discuss the importance of coinage in the context of the Athenian Empire. A number of candidates were unaware that silver coins were not manufactured in the mint.
- (f) This question was rarely attempted.

#### QUESTION 4

The majority of candidates answered the questions well, showing a detailed knowledge of the Agora; of both written and archaeological evidence; of modern scholarship; and included in their essays both an introduction and conclusion.

An example of such an introduction follows; (essay (b)).

'The modern historian A.H.M. Jones has claimed that 'Everybody was a public servant' in ancient Athens, and when the functioning of the Athenian law courts is considered this assertion does indeed appear to be true. The sheer power given to the citizens and the consequent management of their city's affairs is clearly exemplified in the democratic functioning of the law courts.'

There was however a tendency for some prepared answers, where candidates answered on the commercial uses of the Agora (which did not appear on the paper) or gave a series of prepared 'gobbet' type answers, which were strung together.

- a) Forty eight percent of the candidature doing this option, attempted this question. The best responses addressed 'the functioning' of democracy and were able to show an understanding of the citizens' obligations within the democracy.

Excellent answers included the Stoa Poikile's paintings and trophies as proof of the Athenians' commitment to the preservation and celebration of democracy. Weaker answers gave only a

list and description of the buildings and failed to interpret the words 'importance' and 'functioning'.

Good use was made of the stimulus material.

b) This was also a popular choice with forty six per cent of Agora candidates attempting this question.

The best responses addressed the variety of court buildings, the functions of the courts, the court officials, the jurors, the plaintiffs and the defendants and showed a great depth of knowledge. There was some excellent use of written sources.

Weaker Candidates spent too much time on the selection process of jurors at the expense of the functions of the courts.

c) A small number of candidates attempted this question. Most candidates knew little on this topic beyond the Eponymous Heroes monument and the Stoa Poikile. Weaker candidates wrote generally on the myths and legends of Ancient Greece and failed to link them in any way to the Agora.

## PART C

### ROMAN BRITAIN 43 AD - 410 AD

#### QUESTION 5

There was a slight increase in the numbers of candidates studying Roman Britain in 1995. There were some fine responses which made reference to both written and archaeological sources to support their arguments but generally, the standard of answers was not as high as in previous years. There was a number of candidates who only wrote one answer instead of two and there was an increased number of short responses. Candidates should be reminded that they have to answer TWO gobbets. To ensure good marks, candidates should do more than write a brief description or narrate an event.

(a) This was a popular choice but generally, not well done. The better candidates gave a range of reasons for Claudius' invasion, such as his need for military prestige, his need to consolidate his power in Rome, Britain's wealth, Druidism, his desire to complete the achievements of Caesar and the appeal by Verica. These reasons were supported by reference to ancient sources especially, Suetonius and Cassius Dio. The superior candidates made an attempt to evaluate these reasons and made reference to modern scholars such as Millett, Frere and Salway.

The average candidates gave a 'shopping list' of reasons and made some attempt to analyse them.

The poorer candidates gave lengthy descriptions of Caesar's invasions and Caligula 'gathering sea shells by the shore'. There was also an unfortunate tendency by the weaker candidates to concentrate on the personal shortcomings of Claudius – 'dribbling, stumbling, bumbling, flatulent' – as if these were sufficient reasons for the British invasion. These responses were mainly straight narrative and showed no analysis and no historical perspective.

(b) This was a less popular choice, and on the whole, was poorly answered. Most candidates had little idea of what a governor did other than 'generally ruling'. Most candidates wrote about the military role of the governor and the Romanizing of the Britons but few showed any understanding of the civil and judicial roles.

The better candidates did attempt to deal with the civil, judicial, financial and military roles of the governors and the interaction with other imperial officials such as the procurators. They

were also able to cite the career of Agricola. The second governor chosen by the better candidates ranged from Ostorius Scapula, Suetonius Paulinus to Iulius Frontinus.

The average responses displayed a fairly good understanding of the role of Agricola but gave a general response on a second governor.

The poorer candidates tended to make a few general statements about the military role of governors and gave little or no specific examples in support.

(c) This was a popular choice and there was a variety of responses. Candidates generally had difficulty coming to terms with the 'social' aspect. Figure 7 was not well used by the candidates. Many candidates used it as evidence of Romanization rather than the nature of farmland and agricultural practice.

The better candidates discussed the development of the villa and how it contributed to the economic and social life of Roman Britain. They were able to support their arguments with detailed reference to specific examples eg. Lullingstone, Frocester, Fishbourne, and referred to the opinions of modern scholars. They also displayed some understanding of the complexities of villa production, mixed agriculture and the relations of town and country.

The average responses described the four styles of villas, provided a few limited examples and made some attempt to address the second part of the question.

The weaker candidates simply described a villa, did not refer to any examples and ignored the second part of the question.

(d) This was a fairly popular choice, but on the whole, poorly answered. The candidates tended to describe a few activities but made little or no attempt to analyse those who participated. The better candidates did attempt to answer both parts of the question. They discussed theatres, amphitheatres, baths, hunting, dice and understood who participated in these activities. These answers were supported with well chosen and detailed reference to archaeological evidence.

The average answers were a narrative account of the baths and amphitheatres with limited reference to evidence.

The weaker candidates described a day at the baths, with much information coming from Pompeii rather than Roman Britain.

(e) This was a popular choice with a variety of responses. Candidates experienced some difficulty with the idea of evaluation and in general, gave a catalogue of the evidence. Most candidates evaluated the evidence on Mithraism, the cults of Isis and Serapis and Cybele as well as Christianity. They analysed what this revealed about the changing religious practices in Roman Britain.

The average responses dealt mainly with Mithras and described some evidence of Mithraeums. They also made some reference to Christianity, particularly the Chi-Rho symbol.

The weaker candidates merely described a few pieces of evidence and many seemed to run out of time before they could deal with Christianity. These students also made some incorrect assertions eg. Christianity was the most important religion in Roman Britain.

(f) This was a popular choice. Most candidates could explain what the Saxon Shore forts were and name some examples and their location. The second part of the question which asked them to evaluate the success of these forts appeared to pose a difficulty for most candidates.

The better candidates discussed the forts, the reasons for them, the classis Britannica, the actions of Carausius, conflicts with the Saxons and made some reference to the figure given. Disappointingly, few candidates referred to the Notitia Dignitatum as relevant evidence for the Saxon Shore forts.

The average responses described forts and their locations with some examples. The weaker candidates tried to describe the forts, often incorrectly, or they used the figure given to try and work out what a Saxon Shore fort might have been.

#### QUESTION 6

There was a tendency for candidates to use more written evidence than archaeological evidence this year and considerable use was made of Tacitus. Responses were generally well planned and most candidates made a genuine attempt to answer the question.

- (a) This was a very popular choice and candidates showed good knowledge of the reasons why the Iceni and Trinovantes revolted. Better candidates analysed the immediate and underlying causes and discussed the actions of imperial procurators in Nero's reign. Weaker responses merely paraphrased Tacitus and made references to the Trinovantes. The question of the degree of success caused some difficulties. Most candidates concentrated on the superior weapons and tactics of the Romans, although better responses discussed the disunity of the Britons and the actions of Suetonius Paulinus in restoring Roman morale.
- (b) This was the least popular question and was poorly attempted. Most candidates concentrated on Vindolanda and made little, if any, reference to other evidence from the Roman frontier.
- (c) Responses to this question were very general. Most candidates merely listed features of Roman towns, such as amphitheatres, temples and forums, and then described what happened in each of these places. Better responses described Celtic life before Roman occupation and showed how towns affected the economy, language, religion and culture of Roman Britain during the period AD43 - 410. The political importance of towns to Roman control was also discussed.



## PART D

### KINGDOMS OF ISRAEL AND JUDAH

SET TEXTS: Kings - Chronicles, Ezra, Nehemiah.

#### QUESTION 7

Most candidates had little difficulty in selecting two choices, although there were still some weaker candidates who selected just one gobbet or turned their two gobbets into an essay.

- (a) Most candidates turned this into a gobbet on the Omrid dynasty and the Jehu purge. Candidates were able to explain the instability at the end of the Omrids but not as a basic foundation for the whole history of Israel.
- (b) Quite poorly answered in reference to the 'united Hebrew Kingdom' although most students could talk about the actual capture and David's desire for neutral territory as a centralising force.
- (c) 'Discuss' here led candidates to just tell the story of Athaliah's takeover of the Judaeen throne. There was little reference to the reasons why, apart from the fact that her son had been killed.
- (d) Most candidates knew about the Assyrian altar and the immediate problem of Israel/Syria attacking Judah but very few extended the consequences any further, or were able to relate the event to the wider history of the period.
- (e) The first part of this gobbet was handled quite well, as most discussed the Cyrus proclamation. The weaker candidates ignored the second part of the question and could not relate it to the theological purpose of the Chronicler.
- (f) Weaker candidates gave the history of the exile and the return rather than concentrating on the 'significance' of the event either for the history of the period or the Biblical writers.

## PART D

#### QUESTION 8

The most popular choice in this section was question (a) which focussed on the relations between Israel and Judah during the Divided Kingdom. Many chose to write in a broad chronological survey, thereby making superficial statements. Some chose only to adopt a religious view. The better answers referred to secondary sources such as Bright, Heaton, Jagersma and Hayes and Miller.

Question (b) provided many problems for the few candidates who attempted it. The inclusion of priests and scribes was a major content problem in this essay.

Those candidates who attempted question (c) were able to pinpoint specific similarities and differences in pre-Exilic and post-Exilic Judah. They also displayed an ability to refer to and successfully use secondary sources and argue intelligently.

## PART E

### THE PELOPONNESIAN WAR

Set Book - Thucydides

Once again there was a fall in the number of candidates attempting this option, but the proportion of very good responses increased. These were succinct, to the point and demonstrated close knowledge of the set text, an understanding of relevant modern historians' work, and the ability to evaluate and analyse both ancient and modern sources. A few candidates appeared not to be able to differentiate between modern historians and ancient writers.

#### QUESTION 9

- (a) This was a very popular question. The best candidates examined not only Thucydides, but also other ancient evidence (Plutarch, Aristophanes), went on to evaluate and compare modern studies (Gomme, De Ste Croix), and then gave a measured assessment. The Adcock 'operation of war' theory was often cited, but seldom examined. Weaker candidates took the question as an opportunity to discuss the causes of the war in general.
- (b) This was a popular question. The best answers took issue with the premise of the question, and showed that the fortification of Pylos was consistent with Periclean policy as a whole. Weaker answers merely outlined the policy in a very general way, and could make no comment on the Athenian application of it.
- (c) Fewer candidates attempted this question. Better candidates took account both of the inherent fragility of the Peace and of the activities, such as those of Alcibiades, which brought about its breakdown. Weaker candidates made only very general statements about the nature of the Peace, and were unable to substantiate their assertions of allied dissatisfaction.
- (d) A popular question, but most candidates did little more than repeat Thucydides' version of the reasons for the fortification.
- (e) This was the least popular question. There were very few good answers; most candidates could not go beyond the reasons cited in the extract supplied.
- (f) Not a popular question, but there were some excellent responses, which gave details of Thucydides' stated intentions, and then evaluated these in terms of what he actually wrote. Some candidates failed to come to terms with the expression 'historical research methods' and endeavoured to use prepared answers on the use of speeches or on the role of individuals to answer an entirely different question.

#### QUESTION 10

The candidates exhibited, in general, better literary and analytical skills than in previous years. The essays gave a better coverage of the questions and were able to successfully analyse and use a wide variety of both primary and secondary sources. Weaker responses however simply compiled a list of things they knew about the topic, with little attempt at analysis or evaluation.

- (a) This was the most popular question and was well answered by many candidates who were able to interpret the question clearly. Above average responses went further back than Brasidas' Thracian campaign and included his early career eg. Methone; adviser to Cremus and Alcidas; Pylos. They also displayed knowledge of the other cities taken in the Thracian region other than Amphipolis (eg. Acanthus, Stagirus, Acte, Torone, Scione and Mende) and were able to evaluate the influence of Brasidas and his strategy on the course of the war (eg. Truce of 423; Peace of Nicias; long-lasting nature of Brasidas' influence in Thrace; his gaining of Spartan bargaining power; his inspiration to later leaders such as Gylippus and Lysander). Better responses also analysed and used a mixture of modern sources eg. Westlake, Finley, Connor, Ehrenberg, and ancient sources such as Aristophanes, Plutarch.

An average response basically included a description of Brasidas' personality, his exploits in Thrace and perhaps the mention of the Peace of Nicias. There was little attempt at explaining how Brasidas influenced the course of the war.

Below average responses tended to simply outline Brasidas' career, without much detail and little attempt at analysis. Very few references were made to either Thucydides or sources.

(b) Above average responses were able to identify Sparta's allies as not only being members of the Peloponnesian League but also included Syracuse and Persia. They were able to discuss those factors which made Sparta's Peloponnesian allies vital to her (eg. security, money, manpower, ships) and talked about the conflict Sparta herself had with her allies during the course of the war eg. at Pylos and the signing of the Peace of Nicias. The role of Syracuse and Persia as allies was also effectively brought in as an integral factor in Sparta's final victory. The most pleasing feature of these responses was the effective way candidates used the primary and secondary sources to present their case.

Average responses discussed the role Sparta's allies played in the course of the war. They were able to identify allies correctly but provided no detailed analysis as to their importance and made very little reference to sources.

Below average responses tended to see only the outbreak of the war as being the part of the war that involved the Peloponnesian League. They spoke of how Sparta's allies, in particular Corinth and Megara pushed Sparta into declaring war but no other allies were discussed. Reference to sources was lacking.

(c) This was the least popular question. Above average responses discussed a range of 'factional divisions' eg. oligarchs versus democrats; war party versus peace party; Pericles versus demagogues; Nicias versus Alcibiades; Oligarchic Revolution with reference to Samos; Alcibiades' role; final events leading to the surrender of Athens. Those better responses were also able to relate these 'factional divisions' to the outcome of the war.

Average responses discussed a number of these 'factional divisions' but were unable to relate their relevance to the outcome of the war. Very few sources, other than Thucydides, were used.

Below average responses tended to focus on one instance of 'factional divisions', eg. Nicias and Alcibiades' debate over the wisdom of the expedition to Sicily or the oligarchic revolution of 411. Some candidates tried to twist the question to say that 'factional divisions' weren't important and proceeded to write an essay on various reasons for Athens losing the war. Information given was not related back to the question and no reference to sources was made.

## PART F

### THE JULIO-CLAUDIANS

#### QUESTION 11

Set text: Tacitus, Annals of Imperial Rome

There was an increase in the number of candidates studying Tacitus in 1995. The standard of answers was high as in previous years. Candidates should be reminded not to waste time rewriting the question and gobblet. There was also an increased usage of inappropriate modern language and colloquialisms evident this year. Candidates should be instructed to write formally and to critically analyse what Tacitus says rather than write a narrative account.

(a) This was a popular choice and there was a variety of responses. Most candidates wrote lengthy answers but they tended to present a biography of Livia or a general outline of Tacitus' views on women.

The better candidates showed a thorough knowledge of Livia's influence during the whole of Tiberius' principate and they critically assessed the nature and extent of that influence. eg. 'All these quotes and references lead us into believing, by Tacitus's subtle suggestions, that Livia is somehow playing a major role behind the scenes when she wasn't. Her only significant interventions were in the cases of Vitellia and Urgulanilla, and other than that, she played little part in Tiberius' principate.'

The average responses gave a narrative of how Livia influenced Tiberius.

The weaker candidates wrote most of their answer on Livia's influence prior to Tiberius' principate.

(b) This was the most popular choice. Most candidates were obviously well prepared for this question and wrote general accounts of both mutinies. The better candidates were able to assess the relative seriousness of both mutinies and analyse Tacitus' motives for favouring Germanicus. There were few excellent responses that concisely explained the difference between the methods of Drusus and Germanicus.

The weaker candidates told the story of the mutinies with no attempt to explain or analyse the issues.

(c) Many candidates used some of the same information to answer b) and c). Candidates generally had difficulty with the term 'justified' and many merely related all the events in Germanicus' career. There was a disappointing tendency by many candidates to accept Tacitus' view without any criticism or analysis. The better candidates were able to discuss the literary techniques of Tacitus and his bias whilst displaying excellent knowledge of the text and interweaving sound references to modern scholars.

For example 'Whether Tacitus blames Tiberius for the murder of Germanicus is disputable. He certainly implies a lot and retells rumours in order to convey his messages but he certainly does not directly blame Piso for it and he dismisses the charges as ridiculous. However, the aftermath of Germanicus, the solemn journey made by Agrippina the Elder to Rome and the vivid descriptions of the funeral procession and the public feeling at the time, are the key to analysing Tacitus' true feelings on the subject of Germanicus' death.'

The average responses narrated the events of Germanicus' life and death and made some attempt to examine Tacitus' view.

The poorer candidates narrated the story and showed a limited understanding of the text and Tacitus' views.

(d) Although this was a popular choice, few candidates went beyond a narration of three freedmen and ignored the implications of 'Empire' in the question. There were a lot of prepared answers on the freedmen's influence on Claudius but no real attempt to relate the information to 'Rome and the Empire'.

The better candidates were able to assess Claudian policies and examined the role of freedmen both in court intrigue and in the wider economic and imperial organisation. They were also able to examine the senatorial hostility to freedmen and their work throughout the Empire. Some candidates made excellent use of Levick's work on Claudius and other secondary sources.

The average candidates merely looked at the role of the freedmen in Claudius' domestic affairs.

Weaker candidates concentrated on the physical deformities of Claudius and the role of the freedmen in the Messalina/Silius affair and the marriage of Agrippina.

(e) This was a reasonably popular choice and most candidates showed some understanding of Seneca and Burrus' influence in the early years of Nero's principate. Many candidates used the same information on Agrippina in both (e) and (f). There was a common error stated by many candidates that Seneca and Burrus encouraged Nero to kill Agrippina.

The better candidates had a clear grasp of the role of Seneca and Burrus and were able to contrast his reign before and after 62.

The weaker candidates merely told the story.

(f) This was a popular choice but most candidates merely wanted to narrate the events of Agrippina's life. The majority of the candidates could offer some reasons for Nero's matricide but there was little analysis of these reasons.

The better candidates included key issues such as the Plautus trial and Octavia as reasons for Nero's matricide and were able to display some analysis. Many of these answers also included valid references to ancient and modern evidence.

The weaker candidates narrated the story, with serious factual errors.

## QUESTION 12

There were many excellent responses from those candidates who presented an argument and supported it with reference to well chosen examples. It was also encouraging to note that sources were being explained and discussed in candidates' responses to the question.

(a) The vast majority of candidates attempted this question and wrote detailed responses covering the role of the Senate in the reign of each Julio-Claudian emperor. Better responses challenged the statement, argued that the Senate wasn't always servile and showed that the relationship actually changed during each reign. Reference was made to the role of individual senators to show that independent thought existed within the Senate, with many candidates referring to Thrax Paetus as an example of this independence. Weaker responses answered on only one or two emperors, or made general statements about how each emperor treated the Senate.

An example of a very good to excellent paragraph in response to question 12 is given below.

'So the Senate was given a great opportunity to become more independent and belie the charge of 'slaves'. Tiberius, as we are told by Tacitus, gave back elections to the Senate from the assembly and made them the chief criminal court. The opportunity was there but the senate remained sycophants and slaves to the princeps: 'Shall you vote first or last? If last I am afraid of inadvertently voting against you.' (Tacitus). The senators appeared to rely on the attitude and views of the princeps and not make decisions for themselves. This fact is pointed out by C.E.V. Nixon who argues the senate could not even decide matters concerning the 'public province' of Africa – they left it up to Tiberius to choose the way and means to quell the revolt of Tacfarinas'.

#### COMMENT

This candidate has shown an awareness of the complicity in the relationship between Tiberius and the Senate. Each statement is supported by a number of examples and both ancient and modern sources are carefully incorporated into the argument presented.

(b) This was a difficult question for most candidates because they were unable to define what was meant by 'effective'. The best responses outlined the initial purpose of the Praetorian Guard and showed how it evolved from an essentially military organisation to a political force. The Praetorian Guard's effectiveness in these two areas was then discussed. Far too many candidates merely wrote about the careers of individual Praetorian Guard commanders without relating this to the Praetorian Guard as a whole.

(c) There were few responses to this question. The better responses answered on public entertainment and made extensive use of Tacitus and Suetonius. Responses on religion were mainly prepared answers on either emperor worship or the religious policies of each emperor.

## 2 UNIT PERSONALITIES AND THEIR TIMES

### MARKING CRITERIA

#### General Comments

This course is maintaining a steady candidature with 2025 candidates attempting the H.S.C. examination in 1995. The overall standard of responses is pleasing and it is comparable to that of previous years. There has been, however, a moderate decrease in the number of well above average to excellent responses. Most noticeable has been the decline in the use of primary sources, especially written evidence. Archaeological sources were more commonly cited. However, only the above average to excellent responses could accurately refer to these sources and incorporate them into their answer. The use of stimulus material remains inadequate. Few candidates referred to it and most were unable to use it in their responses. Most candidates provided pleasing responses to questions which predominantly required knowledge and recall.

#### PERSONALITIES AND THEIR TIMES 1995: SOCIETIES

The following is a generic scale that was generally applied to all societies yet for some societies there was little comparability between questions and the marking scale had to be adjusted accordingly.

QUESTION	MARKS	CRITERIA
(i)	2	Generally asking for factual recall with reference to stimulus material. 2 major points generally required.
(ii)	3	Referring to stimulus material and own knowledge. 3 major points required.
(iii)	5	Broader description and understanding of question asked with some analysis or interpretation required for full marks.
(iv)	5	As for (iii) above with greater need of own knowledge of the society as a whole.

#### EMPATHY

For full marks, candidates needed to display detailed knowledge of the society as well as empathetic understanding of the personality chosen. This involves the use of appropriate vocabulary, terminology and expression as well as displaying an appreciation of the values held by that particular person within their society.

Excellent information with little attempt at empathetic writing will not score maximum marks.

#### SECTION I: ANCIENT SOCIETIES

The societies most frequently attempted were, in order:

- 1) Sparta
- 2) Old Kingdom Egypt
- 3) Minoans

- 4) New Kingdom Egypt
- 5) Roman Society in the Early Empire
- 6) Mycenaeans
- 7) Republican Rome
- 8) Classical Athenian Society
- 9) Persian Society

The least attempted were Middle Kingdom Egypt, Assyria, Israel and Roman Society in the 4th Century A.D.

The overall standard of responses continues to improve, especially in the empathetic responses. Due to the introduction of the new syllabus, there was a small increase in the number of candidates who answered more than two societies. Students still need to read instructions carefully and to comply with them. As the marks for each question are printed on the paper, they should realise that the length of each response should be appropriate to its mark value. In questions where stimulus material is provided, candidates should refer to it.

A problem arose in the Egyptian societies when some candidates obviously prepared either Old or New Kingdom Egypt but decided to answer Middle Kingdom as their particular society's questions did not suit them. It was obvious that they had no specific knowledge or understanding of the Middle Kingdom.

#### QUESTION I: SOCIETY IN OLD KINGDOM EGYPT

##### a) Evidence Section

Better responses attempted to provide the appropriate number of relevant points for each mark allocated as well as referring to the source.

- i) Most candidates displayed detailed knowledge of the importance of the Nile for Egypt and attributed the very existence of Egypt to the Nile. Points raised included water supply, irrigation, silt deposit, transport, food, papyrus, mud-bricks, the seasons and the god Hapi.
- ii) Many candidates simply described the relief scene provided. Better responses pointed out that there were timber and papyrus boats varying greatly in size and purpose; rowed or sailed; shown in tomb reliefs and used for trading, funerals, fishing and transport.
- iii) A very broad question offering better candidates the opportunity to display detailed knowledge. Poorer responses simply pointed out that agriculture was important as a food source. Better responses discussed the dependence on the Nile's inundation, described the activities of each season, listed produce grown, tools used and referred to specific agricultural tasks depicted in nobles' tomb reliefs.
- iv) Generally poorly answered with many candidates not aware that any trade occurred in the Old Kingdom. Better responses discussed extensive trade along the Nile, bartering, market scenes and foreign trade to the north (especially importing cedar from Lebanon) and the south (exotic imports such as gold, ivory, incense). Possible exported goods were also discussed. Some pointed out that Egypt was practically self-sufficient.

##### b) Empathy

Considering the broad scope of the question, responses were generally quite poor. Candidates should be discouraged from giving themselves inappropriate names (eg. Jim). Many



candidates obviously did not know the difference between a royal tomb and that of a noble. Many described the building of a step or true pyramid, with hazards and wildly improbable traps for tomb-robbers. Many burial chambers were copies of Tutankhamen's. As a wealthy noble, better responses discussed the building of their mastaba tomb, with the appropriate rooms, burial chamber, ka statues, inscriptions, reliefs and painted scenes and funerary goods. They displayed an understanding of the afterlife and stressed the importance of the location of their tomb (either close to the king or displaying independence in a provincial cemetery).

### QUESTION 3: SOCIETY IN NEW KINGDOM EGYPT

- i) Many candidates were unsure of the location of Karnak. Some knew that it was at Thebes but many others believed it was at Amarna or gave vague responses such as 'central Egypt, by the Nile'. Most named Amon-Re as the main god worshipped there.
- ii) There were many points that could have been mentioned as to the importance of Amon yet many candidates merely stated that Amon was the most powerful god. Candidates could have discussed Amon's role as 'King of the Gods' and 'Lord of the Thrones of the Two Lands'; his political role with Kings claiming their divine right as 'son of Re'; promoter of imperialism and building programs and trade. His priesthood gained great wealth and influence.
- iii) Many candidates had bizarre ideas of how gods were worshipped. They could have mentioned household shrines/statues of popular gods eg. Bes. Some showed a good knowledge of temple complexes administered by a priesthood; the daily rituals of administering to the gods; the role of the King; various processions/festivals such as the Feast of Opet. Incense, hymns, spells were sometimes mentioned. Some candidates concentrated solely on Akhenaten's personal link to the Aten, ignoring other periods/practices in the N.K.
- iv) Several points about the activities of the pharaoh could have been drawn from the diagram of Karnak. Most mentioned that pharaohs often made additions to temples to gain the favour of the gods. Better responses discussed celebrations of military victories as both reliefs and inscriptions; emphasis on the close relationship with the gods (some mentioning Hatshepsut and her obelisks); scenes of 'smiting' foreigners; listing booty; Heb-sed halls for their anniversaries etc.

### b) EMPATHY

Some candidates displayed no knowledge of military life at all. Better responses actually chose a specific period/reign eg. that of Thutmose III, and referred to specific campaigns and battles, using appropriate language. Several excellent responses had obviously read 'Ahmose, son of Ebana' very closely. Explanations were given of their role (whether officers, infantry, chariotry, captain of a ship); weapons; the name of their division; their 'career path'; awards and booty won. Some displayed contempt for their enemy, particularly 'vile Kush'.

### QUESTION 6: PERSIAN SOCIETY IN THE TIME OF DARIUS I

#### a) Evidence Section

Many responses were very vague for this society and it appeared that some candidates had no specific knowledge. Perhaps some had studied Xerxes as a personality and decided that they could answer this section

- i) Candidates were very vague about this scene. Many stated that it involved the king on a throne being approached by a satrap paying tribute. Few identified the panel as being from the Apadana at Persepolis and being part of the decorative reliefs. Few pointed out that the heir (possibly Xerxes) stood behind the king, surrounded by courtiers and guards.

ii) Again, many responses were very vague with some pointing out that the gods did as they were told. Better responses linked the king to Ahura-Mazda and stated that the god encouraged the king in building programs, conquest and his right to rule. Few candidates discussed the tolerance displayed to foreign gods and even the worshipping of foreign gods in their own lands.

iii) Very vague responses were often given, such as ‘The king governed the people.’ Few discussed that he was ‘the Great King’ and king of the greatest empire at the time; that he portrayed himself as a warrior-king, protector of the empire; closely associated with the god Ahura-Mazda; receiver of tribute. His image was reflected in art/architecture and coinage with symbols of power.

iv) Very few candidates were able to discuss improvements to trade beyond the ‘Royal Road’. The few better responses explained that Darius established peace between satrapies that encouraged trade links; standardisation of weights and measures; developed coinage, better communications; built the canal between the Nile and Red Sea; encouraged agricultural imports/exports etc.

#### b) EMPATHY

Generally not well answered. Few candidates understood the role of the satrap or problems they may have encountered in a province. A few better responses chose a specific province to write about and discussed the role of its satrap. Some mentioned the general tolerance towards foreign laws, religion, customs; the payment of taxes/tribute; the supply of troops when needed. The role of the satrap included representing the king, and the occasional clash with the secretary and commander of the garrison. He dispensed justice, sometimes minted silver coins and had an extensive court and bureaucracy. Images of ‘ears’ and ‘eyes’ of the king riding about the provinces provided at least some light relief.

### QUESTION 7 MINOAN SOCIETY

#### a) Evidence Section

i) Nearly all candidates were able to name the Bull-leaping fresco and describe what was happening in some detail.

ii) The majority of candidates provided either a recognisable name or description of three frescoes, usually from Knossos, but some from Thera. Some candidates confused frescoes with other works of art like the Agia Triada sarcophagus, the Harvester Vase or the Snake Goddess figurine.

iii) The legends were very well known. Many candidates combined two or three legends in their answer.

iv) Religion in Minoan society was also well known. Most candidates were able to refer to the importance of bulls, the labrys and the Snake goddess. Better candidates added information on shrines, caves, peaks and columns, while only a few referred to burial customs.

#### b) Empathy Section

Many candidates had obviously prepared last year’s question as they referred to a craftsman in passing and then proceeded to a tour of the palace of Knossos with a myriad of activities going on simultaneously. Some craftsmen were multi-skilled (painters, potters, metal-workers, repairers) while the best candidates specialised in one craft and were able to detail the location of the workshops and the tasks involved in the craft. The potter was the most popular occupation and this choice enabled candidates to describe Minoan pottery and trade. Few candidates touched on the domestic life of a craftsman.

## QUESTION 8 MYCENAEAN SOCIETY

### a) Evidence Section

i) Most candidates answered this well, referring to the defensive position of the citadel, its strategic position for trade and its access to agriculture.

ii) Too many candidates listed items that might be found in any grave, not specifically Mycenaean or Grave Circle A. The gold face mask was well known.

iii) Many of the candidates had little knowledge of specifically Mycenaean religious practices. A number of candidates, perhaps influenced by the mention of Grave Circle A in part (ii), dealt exclusively with burial practices, ignoring shrines, possible sacrifices and offerings, terra-cotta figurines, priestesses, snakes, bulls and later classical deities.

iv) Candidates found it difficult to talk about the Wanax and his role. His military duties were mentioned but few referred to his economic role as a wealthy landowner or employee of craftsmen, his religious function or social role offering hospitality in the Megaron. The best students were able to use Agamemnon as their model.

### b) Empathy Section

Many candidates simply describe the location of the Lion Gate and the plan of the citadel. The better candidates were able to describe each strata of Mycenaean society visiting the citadel, their appearance and behaviour and the gatekeeper's reaction to them. Too many gatekeepers had a hot, boring day with little activity going on around them, which certainly provided less scope for awarding marks.

## QUESTION 9 SPARTAN SOCIETY

Spartan society proved to be the most popular society in this year's examination

### a) Evidence Section

On the whole, this section was well handled. Many candidates answered each question in detail with some answers being several pages in length.

i) Responses here were reasonably good, with most candidates referring to the helots as either an enslaved population, or more correctly state owned serfs. Candidates usually also pointed out that the helots were the original Laconian and Messenian inhabitants, taken over by the invading Dorians. The best responses also talked about the fact that the helots had no rights, worked on the Spartan's Kleros; and acted as servants and light troops to the Spartan soldier in war.

ii) The majority of candidates pointed out that the helots greatly outnumbered the Spartans; that they were treated harshly; and often had their numbers decimated by the Krypteia to keep them under control. Candidates usually also referred to the fact that helots were publicly beaten and humiliated, which produced discontent and rebellion. Much reference was made to the rebellion of 464 B.C. and even of the 2,000 executed in 424 B.C.

iii) Responses were disappointing, which is a surprise, because to attain full marks, a candidate only had to mention five points pertaining to the role of the king in Spartan Society.

For example:

– Most candidates knew that there were two kings (Agiad and Eurypontid), with equal power; and that the title was hereditary.

- Candidates knew that the kings' power was limited.
- However, many candidates omitted to mention such obvious information as the kings' religious, military and judicial functions.
- At the other end of the scale, the better candidates (who wrote in great depth), not only mentioned the above material, but also referred to the kings' personal wealth; their privileges – such as possessing the best seats at festivals and their double food allotment etc.

iv) Generally this question handled was very well by candidates, producing some excellent and lengthy responses. Candidates knew that the perioeci were the 'dwellers around' who lived in small towns in Laconia, and were of Dorian blood, but not Spartiate. Most candidates knew that the perioeci were self-governing within their own community, and even though they lacked the political and civil rights of a Spartiate, with whom they could not inter-marry, they were usually content and left to their own devices. Furthermore, the majority of candidates pointed out that the perioeci could engage in trade and accumulate money. They also knew that the perioeci were the craftsmen and manufacturers of Laconia, and that their only liability was to serve as hoplites alongside the Spartans in times of war.

b) Empathy Section

The majority of candidates performed well in this section, displaying a broad knowledge of a Spartan boy's upbringing, education and adult life. Most wrote more than the one page that was asked of them as a minimum response. As with a similar empathy question in the 1994 paper, it must be stressed that candidates are expected not only to adopt the role of the historical character they are discussing, but also to ensure that their responses described birth, early childhood, life and conditions in the barracks, competitions, hardships, military training, and later life.

QUESTION 10 ATHENIAN SOCIETY IN THE CLASSICAL AGE

a) Evidence Section

- i) Candidates knew where the Parthenon was situated and who was worshipped.
- ii) Most candidates knew the statue was Athena but could not give a detailed description of it. A few seemed to think it was made of solid gold.
- iii) Candidates were able to describe the Panathenaic procession very well, especially the participants, and its importance.
- iv) This question on the duties of an Athenian citizen was not well answered. Most candidates mentioned voting duties but were otherwise very vague, tending to write about domestic duties rather than civic ones like jury service, military or naval service, the sponsoring of entertainment by the wealthy, or serving on the Boule or as an archon or strategos.

b) Empathy Section

This question was the worst done of all the empathies. Very few candidates could write knowledgeably about the function of the chorus in Greek drama of any kind, tragedy or comedy. The actual staging of a Greek play was little known though some physical aspects of a Greek theatre were referred to. Some candidates actually wrote an imagined tragedy of their own with little reference to Classical Greece.

## QUESTION 11      REPUBLICAN ROME TO THE FIRST CENTURY B.C.

This society was only attempted by a limited number of candidates.

### a)      Evidence Section

This section was handled adequately by those who attempted it. However, in general the quality of the responses could have been better.

- i)      In general the majority of the candidates knew that the paterfamilias was the head of the family; master of the household; eldest living male member; and owner of the estate.
- ii)     This question posed no real problem for candidates either. In fact it was possible to attain full marks by simply referring to the source. Candidates merely had to state that tenants wouldn't damage the farm, whereas slaves could and they might not perform their duties correctly. They also noted that as well as being more productive, tenants were unlikely to revolt; and they were never going to escape, because they were already free.
- iii)    This question was not well handled. Many candidates had difficulty in explaining the means by which a slave could obtain their freedom. In fact most candidates did not know that Manumissio (Manumission) was the act of terminating slavery; although most candidates stated that it was up to the owner to decide if a slave should go free. A number of candidates did know that slaves could purchase their freedom, or simply be freed in a master's will.
- iv)    Considering that this question was worth five marks, and that limited material was needed to gain full marks, most candidates responses were quite poor. Better candidates explained that clients were free men, usually of a lower social status, who entrusted themselves to another man in return for favours and protection. These better candidates also pointed out that the client had to provide services and support to their patron; who in return derived from his clients prestige, and the fact that his clients were bound to him by fides – the bond of trust – which meant he could rely upon their votes and support.

### b)      Empathy Section

The majority of candidates performed adequately in this section, but there were only a few responses which could be considered to be of above average standard. Candidates generally pointed out that Roman girls married at an early age, and that there was often a dowry involved. Most could also discuss some element of the ceremony and reception. However, all too often candidates lapsed into fanciful story telling. Those candidates who attained high marks usually referred to one of the actual marriage types – such as the confarreatio, the coemptio and the usus. These candidates also noted in some detail the attire, the actual marriage ceremony; as well as customs and beliefs associated with Roman marriages.

## QUESTION 12      ROMAN SOCIETY IN THE EARLY EMPIRE

This society was only attempted by a limited number of candidates.

### a)      Evidence Section

This section was handled reasonably well by those candidates who attempted it.

- i)      Responses were generally very good. Candidates knew that the basic function of the Roman Circus was to provide entertainment in the form of chariot races.
- ii)     This question posed few problems as most candidates knew that the grain dole was the corn allotment to the urban mob, who were usually unemployed; and still therefore had to be

fed and entertained. The best responses highlighted the fact that the grain was mainly imported from overseas, and that the price was always a sensitive issue.

iii) This question was answered satisfactorily. Most candidates explained that the common people in Rome basically lived in dirtiness and squalor – the most common dwelling the *insulae* (tall apartment buildings, shoddily constructed), where they were basically packed into dirty little rooms as unsanitary as they were susceptible to fire.

The better candidates also explained that most of the common people were descended from dispossessed farmers, unemployed farm labourers and soldiers, who no longer wished to return to the land. They also pointed out that in the cities, these people had to compete for employment with skilled craftsmen and traders, freedmen and slaves.

The good candidates usually also pointed out that the Roman common people had to be provided all too often with the dole and entertainment – hence the numerous games and festivals.

iv) Candidates generally handled this question well, explaining that the forum was significant as the political, commercial, religious and social centre of the city. Most candidates pointed out that it was an open rectangular shape, bordered by colonnaded porticoes and public buildings. Candidates also knew that roads converged on the main forum, from all over the empire.

The better candidates then discussed in great length how magistrates, political candidates and lawyers addressed the citizens from its rostrums and basilicas. They also wrote about elections, banquets, processions, sacrifices, prayers and entertainment even being held in the forum.

Most candidates also talked about the obvious role of the forum as an open market, and that many shops (*tabernae*) were situated there as well.

## b) Empathy Section

The majority of candidates performed very well in this section displaying a broad knowledge of the duties and responsibilities of the wealthy head of a Roman household. Most candidates in fact wrote very lengthy responses, as the question lent itself to a wide array of information. Candidates generally described a wealthy Roman home in great detail; as well as explaining the social status and duties of each of the various members; whether they be the male head, wife, children or slaves.

## SECTION II – PERSONALITIES AND GROUPS

The most popular questions, (Personalities) were Q.15, Hatshepsut and Q.26, Agrippina II. Other Personalities that attracted a large number of responses were Q.19, Xerxes, Q.22 Alexander and Q.25 Caesar. The other Personalities, Q.17 Sennacherib, Q.18 Jezebel and Q.23 Cleopatra, Q.24 Scipio Africanus attracted limited responses. The questions related to the Groups, Q.14 The Pharaohs and Q.20, Women in Classical Greece were attempted only by a small candidature. No candidate attempted Q.27, The Christians in the Later Roman Empire.

Generally most candidates attempted to answer each question appropriately and avoided inclusion of irrelevant material. The number of prepared answers was also minimal.

A greater awareness and knowledge of the specific Personality/Group in their times must be strongly emphasised to the candidature.

In Reference to length of responses, only the better prepared candidates showed ability to discriminate between part (a) with a mark value of 3 and part (e) with a mark of value of 7. Many candidates wrote much more on part (a) than part (e).

## MARKING PROCEDURE

Each question was marked according to the marking scale as it appeared in the examination paper. For each question (part (a) to (e) inclusive) the candidate received a maximum total mark of 25.

The assessment of each script was based on the following Marking Criteria. (See also examples on Hatshepsut and Alexander on relevant points and awarding of marks to each part of the question.)

## MARKING CRITERIA

MARKS	CRITERIA
25	This is the best response possible given the limits of the questions and the restraints of time. Responses in this range demonstrate accurate detailed knowledge of the personality/group and their time. Use of evidence, analysis and evaluation are competently demonstrated.
21-24	Show a detailed understanding of the personality/group and their time. Relevant use of sources (written, archaeological, stimulus) is evident and there has been a good attempt at developing an argument and reaching conclusion.
17-20	Above average response which possesses relevant information and knowledge. May also include some erroneous material and can be limited in its use of sources.
13-16	Average response. It shows sound understanding of the personality/group and their times. Limited in its use of sources, argument and analysis.
8-12	Inconsistent response. It may show basic knowledge in two or three questions. Irrelevant material throughout.
4-7	Lack of detailed information throughout. Little understanding of question(s) shown.
1-3	Only one or two basic points have been made. Overall response is poor.
0	Of no value whatsoever to the question(s) asked. Could also be a non-serious attempt.

## Detailed Example of Marking Criteria

PERSONALITY – HATSHEPSUT					
PART	MARKS:	1	3	5	7
a	Accepted as Pharaoh		<ul style="list-style-type: none"> <li>– Rightful heir to the throne</li> <li>– Tradition</li> <li>– Strong/powerful</li> <li>– Army Commander</li> </ul>		
b	DEIR-EL-BAHRI Location		<ul style="list-style-type: none"> <li>– Landscape/geography</li> <li>– Role of Senemut</li> <li>– Colonnades</li> <li>– Ramps, Art, Gardens</li> </ul>	Elaboration and description of internal features	
c	Amon		<ul style="list-style-type: none"> <li>– Inscriptions</li> <li>– Dedications</li> <li>– Divine conception</li> <li>– Ascendancy to the throne</li> </ul>	<ul style="list-style-type: none"> <li>– Every task dedicated to Amun ie. buildings</li> <li>– Military Campaigns</li> <li>– General elaboration</li> </ul>	
d	Any one scene: – Divine conception – Expedition to Punt – Military campaigns		Description of one scene	Accurate description of at least two scenes	
e	Destruction of monuments		Role of Thutmose III and subsequent Pharaohs	Destruction/Defacing of monuments placed in context	Historical controversy outlined – or at least shown awareness



## Detailed Example of Marking Criteria

PERSONALITY – ALEXANDER					
PART	MARKS:	1	3	5	7
a	Aristotle - Love of learning - Homer, Leonidas, discipline		Greek culture quest for knowledge		
b	Revenge for Xerxes invasion		Father's plan wealth of Persian Empire	<ul style="list-style-type: none"> <li>– Concept of a Holy War</li> <li>– His quest for glory</li> <li>– Fulfilling his destiny (divinity)</li> </ul>	
c	Reference to anyone Persian custom	<ul style="list-style-type: none"> <li>– Dress</li> <li>– Custom</li> <li>– Marriage</li> </ul>		<ul style="list-style-type: none"> <li>– Religion</li> <li>– Great King</li> <li>– Enrolment of Persian youth in his army</li> </ul>	
d	Granicus, Hydaspes R., Issus, Chaeronea, Gaugamela, Tyre (any one)		Basic reason and tactics	Elaboration and placement of victory within context of life/career/campaign	
e	Aspects of success: <ul style="list-style-type: none"> <li>– Military achievements</li> <li>– Foundation of cities</li> <li>– Establishment of Empire</li> <li>– Philip's military reforms</li> </ul>	Discussion and assessment of any one aspect		Elaboration and historical support-reaches conclusion	<ul style="list-style-type: none"> <li>– In depth evaluation with accurate historical information.</li> <li>– Attempts to place success or failure within context.</li> <li>– Reference to historical events</li> <li>– Reaches conclusion.</li> </ul>

#### QUESTION 14 – THE PHARAOHS

This was not a popular option. Most candidates limited themselves to describing Horus as the living God, and displayed little knowledge about (d) and (e). Candidates showed sound knowledge about Zoser's pyramid but only the better responses detailed why the pyramid was built.

#### QUESTION 15 – HATSHEPSUT

This was the most popular personality. The majority of candidates displayed detailed knowledge especially about her inscriptions but very few knew about the controversy about when her monuments were destroyed.

- a) Most candidates knew about the importance of being accepted as a strong pharaoh while the better answers referred to the changing nature of the statuary and its propaganda value.
- b) This question was generally well answered with most responses being based on detailed knowledge about the architecture of Deir-el-Bahri and its inscriptions.
- c) The majority of candidates were well acquainted with the story of the divine conception while the better answers discussed the various dedications to Amon.
- d) Most candidates gave a detailed description of the Punt expedition. There was also a lot of repetition of material used in question (b) and (c).
- e) This was generally poorly done with most candidates restricting themselves to a description of Thutmose III acting out of revenge. Very few candidates were aware of the controversy concerning the destruction or the possible actions of later pharaohs.

#### QUESTION 16 – AKHENATEN

- a) Most candidates knew Akhenaten's original name and his desire to renounce the worship of Amon.
- b) Good knowledge was shown about the palace-city built at Amarna and especially the open air sun temple.
- c) Most candidates used the stimulus material well while better answers referred to the concept of monotheism and to the archaeological inscriptions featuring the Aten.
- d) This was generally poorly done only the better candidates were aware of her importance in the worship of the Aten and the controversy over her disappearance.
- e) Only the better candidates were able to analyse why the religious reforms could not last long.

#### QUESTION 19 – XERXES

Xerxes still remains a popular choice with candidates and this question was generally handled very well.

- a) The majority of candidates were well aware of Xerxes' family background and the influence of his lineage to Cyrus the Great as reason for his succession to the Persian throne. Primary source evidence from Herodotus aided the better responses.
- b) Candidates demonstrated a good knowledge of the use of satrapies in administering the Persian Empire. Better candidates could give detailed information as to how the Empire governed, the use of the Royal road, the King's Eye and introduction of coinage were all seen as contributing factors in Xerxes' control.
- c) This question proved to be difficult for a number of candidates. There often appeared to be a lack of knowledge of other cities in the Empire. The majority of candidates emphasised the importance of Persepolis and presented a description of this site.
- d) Candidates showed a good knowledge of Xerxes' preparations for the invasion of Greece. Better responses were able to make the connection between all of the preparations made a number of years prior to the invasion. The use of primary sources also added to the quality of these responses.
- e) This question also proved to be difficult for a majority of the candidates. Poorer responses simply recalled that Xerxes feared a revolt in Ionia and returned to Persia to finish off his building programs.

The better candidates referred to Xerxes as having achieved his objectives in Greece by the sacking of Athens, his need to secure his rear guard, his confidence in Mardonius' army which had been successful in the field and the need to protect his fleet after its defeat at Salamis.

Palace intrigues and Xerxes' love affairs received some emphasis. A general comment to be made about how candidates responded to Xerxes might well be that as a personality, Xerxes is still seen in a Greek perspective rather than a Middle Eastern one.

#### QUESTION 20 – WOMEN IN CLASSICAL GREECE

This was poorly answered with few candidates able to name a famous woman. Responses to (b), (c) and (d) were very poor with most candidates repeating the stimulus material, without any elaboration. Good knowledge was shown about the lifestyles of Spartan women but very little was known about Athenian women.

#### QUESTION 21 – PERICLES

Candidates who attempted this personality were able to display a good understanding of Pericles' career.

- a) Most candidates could refer to his family background but had difficulty in evaluating its influence on his career.
- b) Limited in scope. Candidates mainly listed buildings.
- c) Most candidates showed knowledge of Pericles' plan to win the Peloponnesian War.
- d) Whilst most candidates gave a sound account of the effects of the Plague on Athens, only the better candidates could refer to its impact on Pericles' popularity.
- e) Generally poorly attempted. Limited use of primary and secondary sources.

## QUESTION 22 – ALEXANDER

Alexander did not prove as popular this year as he has been in the past.

- a) Candidates demonstrated a good knowledge of Alexander's youth and the influence of Aristotle on his education. This question was well handled and candidates were well aware of the Hellenic influences of Alexander's education. Other responses identified Alexander's uncle and tutor as an influence as well as Philip's involvement with his son's education.
- b) Candidates who chose to answer this question generally did well in their response. Better candidates offered a detailed explanation for Alexander's invasion of the Persian Empire. Use of primary sources added to the quality of these responses. The motive of revenge for the atrocities perpetrated in previous Persian attacks on Greece, the wealth of the Persian Empire as an incentive, the fulfillment of Philip's ambitions and Alexander's quest for personal glory all received good attention from the candidates.
- c) This question attracted good responses, the adoption of dress, customs and the marriage between Persians and Macedonians was well developed. Better candidates were able to make the connection between the influence of Persian customs on Alexander's lifestyle and his ability to govern such an Empire successfully. The connection between not only conquering the Persian Empire but keeping hold of that conquest was developed by better candidates.
- d) Good knowledge was shown of the battles waged by Alexander against Darius III. Better candidates were able to develop the argument as to why the victory was important to Alexander's ambitions.
- e) Aspects of this question proved difficult for a number of candidates who chose to mention Alexander's success in the field. Better candidates attempted to analyse what the contributing factors were that eventually resulted in Alexander's victory over Darius III. Candidates who offered an evaluation of this question supported by historical evidence developed an excellent response to this question. Candidates should take notice of the marks allocated to each question so that they can shape their response accordingly.

## QUESTION 24 – SCIPIO AFRICANUS

Although not a popular personality the majority of candidates displayed sound knowledge about his career. Both (a) and (b) were well handled by most candidates and (c) elicited good and accurate accounts of at least one campaign in Spain. The majority of responses to (d) showed good knowledge why Scipio won the battle of Zama but very few referred to the stimulus material. Only the better candidates were aware of the changing popularity of Scipio.

## QUESTION 25 – CAESAR

- a) Few candidates were able to identify Venus as the goddess connected with Julius Caesar's family. Great difficulty was experienced by candidates in connecting Venus to Caesar's career.
- b) c) Excellent and accurate knowledge shown.
- d) Most candidates could provide an accurate account of Caesar's assassination. Only the better candidates could evaluate the reasons for his assassination.
- e) Candidates limited themselves to a description of Caesar's reforms. Once again limited use of primary and secondary sources was evident.

## QUESTION 26 – AGRIPPINA II

Agrippina II still remains to be one of the most popular personalities and this topic elicits a variety of responses.

a) The majority of candidates were well versed in Agrippina's family background and were able to explain how this connection contributed to her rise to power.

b) & c) Candidates were well prepared in their knowledge of the details which led to Agrippina's marriage to Claudius. Candidates demonstrated an excellent understanding of how Agrippina manipulated Claudius into accepting Nero over his own son, Britannicus. Some candidates, however, were confused as to how Britannicus was killed believing that Agrippina was responsible for his death because Britannicus was a rival to Nero.

Better candidates were able to identify the involvement of key individuals who supported Agrippina's cause. Seneca, Burrus, Pallas were all seen as being crucial to Agrippina in her control of the Emperor Claudius. Excellent responses were supported by the use of primary evidence and recent scholarship on this personality. Archaeological evidence in the form of coins was also cited as an indication of Agrippina's influence and power.

d) Agrippina's desire for power and to rule through her son Nero was seen as the main cause for her decline. Most candidates handled this question very well.

e) This question proved to be difficult for many candidates for they failed to see how Agrippina was representative of her time or her particular social class. Poorer candidates identified the desire of weak men to possess their partners as the main explanation or motive behind women in Roman politics.

Many candidates also had trouble in identifying any other influential Roman women of this period. Better candidates, however, had a well developed argument supported by evidence as to how women played a crucial part in Roman politics. Messalina Valeria was cited as an example of how influential women could be in achieving their objectives. Agrippina I was cited as an important influence on her daughter, Agrippina II and the better responses drew conclusions about the influence of Agrippina, Drusilla and Julia Livilla on the reign of the Emperor Gaius Caligula. A general comment, however, should be made that candidates should always be aware of the marking scale being indicative of the difficulty of the question and the range of skills necessary to handle successfully the more analytical questions.