



BOARD OF STUDIES
NEW SOUTH WALES

1996 HSC

EXAMINATION REPORT

Ancient History

Including:

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

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

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ISBN 0 7310 7573 0

1996 HIGHER SCHOOL CERTIFICATE EXAMINATION

ANCIENT HISTORY

ENHANCED EXAMINATION REPORT

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General Comments

The 1996 examination was the second under the new Ancient History syllabus introduced in 1994. The 1996 candidature was as follows:

- 2990 candidates presented for the 2 Unit course
- 1527 presented for both the 2 Unit (Common) and the 3 Unit (Additional) courses
- 2235 presented for the 2 Unit Personalities and Their Times course.

The total candidature was 6752, which represents an increase of almost 250 candidates over the 1995 total. Given the addition of a number of new courses to the HSIE Key Learning Area in recent years, this is an extremely pleasing trend.

Candidates this year again showed a strong preference for Greek periods in the Ancient Societies section of the 2/3 Unit (Common) paper (Section I). In Personalities and Groups (Section II) the Roman personalities attracted a majority of the answers, especially Agrippina II and Caesar. In Historical Periods (Section III) there were large numbers of answers on Rome and Egypt/Near Eastern Periods but comparatively few on Greek historical periods.

Candidates preparing for the Personalities and Groups (Section II) part of the paper should note that the personality or group chosen must be studied in context. It is obvious that some candidates do not understand the background and historical context of the personality concerned nor the implications for later history of the personality's life and work. Again, it must be stressed that the personality/group chosen must be one of the personalities/groups set for study in the syllabus.

Marking Procedure

Marking groups are established initially according to anticipated needs and later divided into Societies, Personalities and Groups, Historical Periods, 2 Unit Personalities and Their Times (Societies panels and Personalities panels). 3 Unit (Additional) groups are set up following completion of the majority of the 2 Unit (Common) marking.

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

Examiners read scripts to set initial benchmarks in terms of the responses. Questions are then examined and discussed in depth at group meetings. Pilot marking and sample script discussion allow markers the opportunity to assess responses in consultation with other examiners and to finalise the marking scales.

After several sessions of pilot marking, final marking of scripts begins, interspersed with rebriefing sessions and concluding with a general debriefing and report writing exercise. Throughout the marking process, sample scripts are circulated to monitor adherence to the agreed marking scales.

Papers are all double marked by two independent markers. The two marks are compared by the Senior Marker and the clerical staff. Where a discrepancy occurs, it is resolved by a third marker, without reference to the original pair of marks.

Daily statistics are provided to the Supervisor of Marking and Senior Markers and discrepancies discussed and resolved with individual markers.

2 UNIT PERSONALITIES AND THEIR TIMES

The overall standard of responses is pleasing though there appears to have been a slight decrease in the number of above average to excellent answers. Archaeological evidence is more commonly cited than written evidence. However, only superior candidates could accurately refer to these sources and incorporate them effectively into their answers. The use of stimulus material is generally unsatisfactory. Few candidates referred to it, and most of these were unable to make use of it in their responses. Most candidates provided pleasing answers to questions which required, in the main, knowledge and recall.

SECTION I — ANCIENT SOCIETIES

Marking Criteria

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

EVIDENCE

Question	Criteria	Marks
(i)	Factual recall with reference to stimulus material. Two major points generally required.	2
(ii)	Reference to stimulus material and own knowledge. Three major points required.	3
(iii)	Broader description and understanding of question asked with some analysis or interpretation required for full marks.	5
(iv)	As for (iii) above with greater emphasis on own knowledge of the society as a whole.	5

EMPATHY

For full marks, candidates need to display detailed knowledge of the society as well as empathetic understanding of the personality chosen. Vocabulary, terminology and expression used must be appropriate and an appreciation of the values held by the particular person chosen must be displayed. Excellent knowledge with little attempt at empathetic writing is not awarded maximum marks.

General Comments

The societies most frequently attempted were, in order, Sparta, Old Kingdom Egypt, New Kingdom Egypt, Minoans, Early Roman Empire, Athens, Republican Rome, Persia, Assyrians. The least attempted option was Middle Kingdom Egypt.

There were fewer candidates attempting more than two societies this year. However, candidates need to be reminded to read the instructions carefully, and to comply with them.

Candidates should adjust the length of their response according to the marks allocated to the part of the question. Many responses are still too brief. Candidates need to expand on simple statements and to provide examples.

In questions where stimulus material is provided reference to it is mandatory.

Candidates need to be reminded to take care not to attempt questions on societies they have not studied. Again this year some candidates responded to the question on Middle Kingdom Egypt, when they had clearly studied Old or New Kingdom Egypt.

Some responses are characterised by faulty use of terminology: ‘satraps’ in Egypt, the ‘agora’ in Rome, ‘pharaohs’ in Crete.

PART A — EGYPT

QUESTION 1. Society in Old Kingdom Egypt

(a) Evidence section

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

- (i) Most candidates were able to provide two points showing why Egyptians believed their kings were special, including the notions that they represented Horus on earth and joined the afterlife/gods after death.
- (ii) Very few candidates made reference to the statue in Source A, but included generalisations about statues, festivals and burials. Specific examples score marks.
- (iii) This question provided the opportunity for better candidates to display specific knowledge about the relationship between the king and his nobles. They included the many political, economic and religious duties, sometimes with specific examples. Poor responses had nobles serving the king with food, drink and ‘loose’ serving girls.
- (iv) Generally poorly answered. Most candidates did not have any specific knowledge of the duties of priests, nor of their lives. Many wrote that they shaved their heads, but little else. The various religious centres, rituals for the gods, festivals, temple estates, officiating at burials etc could have been mentioned. Three relevant points, well explained, could score full marks.

(b) Empathy section

Poorer candidates obviously did not know what an 'estate' was and simply described their tombs or a generic 'Day-in-the-Life-of', which could have taken place anywhere. Better responses had the noble supervising his workers, watching harvesting, scrutinising workshop activities, taking part in a variety of leisure activities, and complaining bitterly of their responsibilities.

QUESTION 2. Society in Middle Kingdom Egypt

Few attempts, and those very poor.

QUESTION 3. Society in New Kingdom Egypt

(a) Evidence section

- (i) The majority of candidates explained that the vizier was second in power to the king and oversaw a great variety of activities. Poor responses simply copied from Source C that 'it is the mainstay of the entire land'.
- (ii) Most candidates provided at least three of the vizier's activities, often expanding answers with considerable detail. Few referred to any specific examples.
- (iii) Better responses had an excellent understanding of the role of the army in the New Kingdom. Candidates who had studied this historical period drew extensively on specific events and pharaohs. However, most could point out its importance for defence, 'extending the boundaries of Egypt' against traditional enemies, taking part in economic expeditions and being a means for lower class Egyptians to rise socially. Excellent responses also discussed its importance in official propaganda of a 'warrior pharaoh'. Very poor responses denied any importance at all.
- (iv) Many candidates were uncertain whom they could categorise as 'ordinary'. Better responses interpreted the term as meaning workers and craftsmen, some drawing examples from Deir el Medina and specific reliefs from nobles' tombs. These responses covered work, homes, food, leisure activities, family life and religion. Poor responses again could have been describing their own lives, with no specific knowledge or details.

(b) Empathy section

Generally this Empathy section was done very well. Most candidates provided considerable detail on the embalming process, together with creative empathy, often with an experienced embalmer explaining the process to his apprentice. Excellent responses were able to include details on the funeral as well.

PART B — THE NEAR EAST

QUESTIONS 4 and 5

Few attempts.

QUESTION 6. Persian Society in the Time of Darius I

(a) Evidence section

Again, many responses were very vague. Some candidates seemed to have no specific knowledge at all. Perhaps some had studied Xerxes as a personality and decided that they could answer this section.

- (i) Students found some difficulty in identifying the details of the relief in the photograph. However, candidates who had studied Persian Society should have been familiar with the Behistun monument and should have been able to identify Ahura-Mazda.
- (ii) Most responses were very poor, claiming that the scene was one of tribute-paying at Persepolis. Despite Darius being mentioned in the caption, many did not identify him, nor realise that he was celebrating his victory over Bardiya and the other rebels. Excellent responses were able to discuss the monument as an example of Darius' propaganda.
- (iii) Better responses provided a detailed overview of Persian society, beginning with the king and royal family and going on to nobility, citizens, freedmen, semi-free workers and foreigners/slaves. Some provided details of occupations, duties and rights.
- (iv) This question was broad enough to ensure adequate scope for better candidates. They discussed aspects of Persian religions such as Ahura-Mazda's role, possible connections to Zoroastrianism, the later addition of Mithra and Anahita. Some included the magi, fire altars and the so-called 'Zendan'. Foreign cults such as Marduk in Babylon, Judaism and Egyptian religion could also have been used.

(b) Empathy section

Poorer responses had no concept of the role of a Persian king, Babylonian attitudes or of life in Persepolis. Some excellent responses were rather surly Babylonians parting reluctantly with tribute, commenting on their ancient traditions and the 'upstart' Persians. They described in detail other tribute-bearers, the ornamentation and decoration of Persepolis and the grand audience-hall of the king.

PART C — GREECE

QUESTION 7. Minoan Society

This remains a very popular society.

(a) Evidence section

- (i) Most candidates were able to describe Minoan trade with Egypt. Many actually referred to Vizier Rekhmire's tomb and itemised the goods pictured. The barter system was well understood and the Minoan costume of the figures recognised.
- (ii) Although many candidates were able to name three places where Minoans traded, they were unable to support their answers with specific evidence. Most simply mentioned Minoan pottery to cover all three places. Some candidates listed sites in Crete, showing either a misreading or a lack of understanding of the question.
- (iii) This question was answered well. Most candidates referred to numerous types of workshops, storage facilities within the palaces and commercial transactions. A few, however, answered on farming and fishing within the palaces.
- (iv) Leisure activities were well known. The connection with religion was often pointed out. Most referred to bull-leaping, theatrical performances, music and dancing, and lustral bathing, supporting their answers with evidence mainly from frescoes.

(b) Empathy section

This question was well answered. Most candidates were able to include extensive information on the Mother Goddess, the Snake Goddess, votive offerings and the importance of the bull and labrys. They were also able to refer to peaks, caves and pillar worship. Sacrifices were commonly mentioned but there was little reference to burial customs.

QUESTION 8. Mycenaean Society

This was not a popular society to study. Numbers were well down.

(a) Evidence section

- (i) Most of the very few candidates who chose this question could refer to the Linear B tablets, particularly those fire-baked at Pylos. Michael Ventris, the translator, was usually mentioned as was the commercial nature of the tablets.
- (ii) The legend of the Trojan War was well known, though the link to Mycenae through Agamemnon was not always made.
- (iii) The question on the warrior society was answered exceptionally well with many references made to archaeological evidence from graves, vases and frescoes, as well as Mycenaean citadels.

- (iv) Candidates found this question on the ‘bee-hive tomb’ very difficult. While many could describe the tomb more or less accurately, candidates were unable to deduce what it revealed about Mycenaean society. Architectural skill, engineering skill, artistic skill and logistic skill were rarely referred to. Some mentioned the importance of the king and belief in an afterlife.

(b) Empathy section

Most candidates had a good detailed knowledge of Mycenae and the palace. A surprising number saw themselves as modern-day ambassadors from various countries, being shown over the ruins by a guide. It was an unexpected but acceptable interpretation of the question.

QUESTION 9. Spartan Society

Spartan Society again proved to be the most popular question.

(a) Evidence section

On the whole, this section was handled quite well, but not as well as last year. Most candidates, however, answered each question in detail with some lengthy answers.

- (i) Most candidates knew that the Apella was the Popular Assembly. Candidates usually pointed out that the Apella consisted of Equals over 30 who voted by acclamation. The more knowledgeable responses wrote of the Apella’s role in electing ephors, in deciding on questions of peace and war, in appointing generals, and in voting on proposed changes in the law. Some candidates also pointed out that the Apella could not put forward its own proposals, or debate issues.
- (ii) This question was not handled so well. Those candidates who did have a knowledge of religion in Spartan Society generally focused on the kings’ role as the intermediaries between the gods and men. Better candidates discussed the monthly sacrifice to Apollo, the sacrifice to Zeus before a campaign, and the various festivals. The best candidates also discussed the appointment of the pythioi who consulted the Oracle at Delphi.
- (iii) Most candidates discussed the education system pertaining to boys. To attain full marks, candidates needed to refer to such facts as:
- the Spartans, as the Dorian conquerors of Laconia and Messenia, being a minority ruling class
 - Spartans being forbidden to engage in farming, trade and industry
 - Spartans as full-time soldiers owing total obedience to the state
 - Spartans holding kleroi which were worked by helots
 - Spartans as equal under law, and subject to the same training and discipline

- Spartans living by a code of honour which involved courage, loyalty, endurance and obedience
- Spartans as a privileged class holding all political power, necessitating the total subjugation of other peoples in their territories.

(iv) Generally this question was handled quite well by candidates. Most candidates knew that a Spartan girl's education stressed the need to preserve a healthy/martial race, and that the girls trained to be fit companions and mothers of warriors. The best candidates pointed out that a Spartan girl's education must have made her resourceful and independent, as she managed the *kleros*. Some candidates also stated that Spartan women were therefore emancipated due to their roles as economic managers; and that they mingled with the men, unlike other Greek women.

(b) Empathy section

Unfortunately, most candidates performed poorly in this section, despite the fact that most candidates wrote more than the specified page. The quality of the responses was disappointing.

Many candidates were confused by the term *perioecus* — some even calling themselves *Perioecus* the Spartan. A great many candidates ignored the role of the *Perioeci* in Spartan society and instead wrote about the *Spartiates* themselves and in particular, the Spartan education system.

Most candidates were familiar with the term 'Dwellers Around', but, surprisingly, many candidates were ignorant of the *perioeci* being of Dorian blood. Many candidates did not know 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 intermarry, they were usually content and left to their own devices. Nor did many candidates seem to know that the *perioeci* could engage in trade, that they were the craftsmen and manufacturers of Laconia, and that their only obligation was to serve as *hoplites* alongside the Spartans in time of war.

QUESTION 10. Athenian Society in the Classical Age

Very few centres presented candidates for this society.

(a) Evidence section

- (i) Candidates showed good knowledge of the qualifications for attendance at the *ecclesia* (male, over 18 with both parents Athenian).
- (ii) Most candidates listed, rather than described, the activities of the *ecclesia*. *Ostracism* was a popular activity described in great detail, as was debating and voting.
- (iii) Though most candidates listed those excluded (women, children, slaves and

foreigners) some actually gave names of those ostracised during the fifth century (not always accurately as Pericles was frequently mentioned).

- (iv) This question was usually well answered though many candidates concentrated on the social importance of the Agora rather than on the political, commercial or religious aspects. Some candidates were able to use specialised terms such as ‘stoa’, ‘heliaea’ and ‘bouleuterion’.

(b) Empathy section

While a few candidates demonstrated excellent knowledge of Athena and the Panathenaic Procession, most candidates simply prayed to the goddess for improved fortune or relief from ills. They generally expected her to answer their prayers without specifying Athena’s actual role in their city.

PART D — ROME

QUESTION 11. Republican Rome to the First Century BC

(a) Evidence section

This section was handled quite well by candidates.

- (i) Responses were generally very good. Candidates knew what was happening in the source supplied — a sacrifice. Many candidates pointed out that it must have been important, as people were wearing togas (denoting nobility), and that the person at the altar was a priest or priestess. Candidates also suggested that the pig, sheep and bull were being offered for sacrifice, so supporting the assertion that it must have been an important ceremony.
- (ii) This question posed no real problems for candidates. Gods named and discussed included:
- Jupiter — supreme god, linked to weather, heaven, agriculture, justice, war, peace treaties and light;
 - Juno — wife of Jupiter, protector of women;
 - Minerva — goddess of wisdom, crafts, industries and trade.

Those candidates who mentioned only the names of three gods, and failed to discuss their roles, scored only one of a possible three marks.

- (iii) This question was perhaps the most difficult. However, most candidates were able to provide adequate responses, and there were also some excellent responses. Most candidates chose to examine Greek influence upon Roman republican society, mentioning such factors as clean shaving, bread instead of porridge, luxury goods, theatre, oratory, opulent changes in wealthy women’s dress and ornament, tutors, and domestic slavery.

Better candidates also stressed the need felt by some Roman Senators to pass Sumptuary Laws to curtail Greek luxury and habits. Some candidates also quite correctly referred to Etruscan influences on the Romans, especially in the growth of engineering skills and the use of the arch in architecture.

- (iv) Most candidates' responses ranged from good to excellent. Candidates generally pointed out that Roman society was male dominated, and that girls were usually married at an early age. A great many candidates referred to the marriage ceremony *usus* by which a woman could avoid coming under the complete authority of her husband.

More was known about the life of wealthier Roman women, and candidates explained that these women ran the domestic side of the household as well as going to the games, theatre and baths. Some candidates knew that wealthy women were also able to participate in religious processions. These candidates also often pointed out that no woman was allowed to take part in public life and/or vote in elections.

Most candidates referred to the role of poorer women as housekeepers and mothers.

(b) Empathy section

Many candidates performed very well in this section, with many responses in the above average category. Most candidates referred to the *Cursus Honorum*, and such aspects as *Imperium*, *Potestas* and *Mos Maiorum*. In very good empathetic style candidates discussed a military background as a prerequisite for political life, the role of nepotism and bribery, and the patron-client relationship. Candidates also generally traced the various political offices — aedile, quaestor, praetor, consul and censor. The better candidates also highlighted the age limits, the annual nature of the offices, and the time lapse necessary between the holding of offices. A few better candidates wrote of pro-magistracies and senate entry.

QUESTION 12. Roman Society in the Early Empire

A larger number of candidates attempted this question.

(a) Evidence section

This section was handled quite well despite some confusion in dealing with part (iii).

- (i) Candidates usually scored two marks for this question. They were expected to locate gladiatorial events in the amphitheatre, arena or Colosseum.
- (ii) This question posed few problems as most candidates knew that gladiatorial events were usually staged under the patronage of the ruling family, who were keen to control the Roman mob, so satisfying its thirst for action, and directing the frustrations and energy of the unemployed masses. The best candidates also pointed out that the bigger the games presented by the ruling family, the more

their prestige and popularity were enhanced.

- (iii) Candidates found great difficulty in attempting this question; few knew much of frontier life.
- (iv) Candidates generally handled this question well. Most candidates were able to write of the growth of wealth, new raw materials, luxury goods, grain, slaves, animals for the arena, taxes, tribute, auxiliaries for the army, new religious influences, cultural innovations and security as being amongst the benefits of empire.

(b) Empathy section

Most candidates performed very well in this section, displaying a broad knowledge of the various public buildings and public services which existed in Rome during the early empire. Most candidates were able to mention the basilicas, baths, amphitheatres, circuses, temples, forums and theatres, triumphal arches and gateways. Candidates usually discussed also the water supply, public works, the grain dole, games, fire fighting units, baths and even the policing of the city. The empathetic style was generally very good.

QUESTION 13. Roman Society in the Fourth Century AD

Very few candidates attempted this question.

SECTION II — PERSONALITIES AND GROUPS

The most popular personalities were Hatshepsut, Xerxes and Agrippina II. Other personalities attracting a substantial number of responses were the Pharaohs of the Old Kingdom, Pericles, Alexander and Caesar. Very few candidates attempted questions on Sennacherib, Jezebel and Cleopatra VII, and no one answered the question on the Christians in the Later Roman Empire.

The standard remains similar to that of last year. Most candidates were able to write responses of suitable length and, generally, they tried to provide a substantial answer. There has, however, been a noticeable decline in the use of primary sources. Only candidates of well above average and excellent standard could accurately refer to relevant archaeological and written evidence. Even when the source material was provided, as in Question 15, many candidates made little attempt to incorporate it into their response. However, candidates were generally better informed on personalities.

Once again, only the better prepared candidates were able to discriminate between part (a) (mark value 3) and part (e) (mark value 7).

Many wrote so much in part (a) that they severely limited the time available for part (e). However, there has been a noticeable increase in the quality of answers to part (e), where candidates are required to evaluate and to reach conclusions.

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 Xerxes, and Agrippina II 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 times. 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 demonstrates relevant information and knowledge. May also include some erroneous material and can be limited in its use of sources.
13–16	Average response. Shows sound understanding of the personality/group and their times. Limited in 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.

PART E — EGYPT

QUESTION 14. The Pharaohs in the Old Kingdom

This question has gained in popularity. While most candidates displayed a good knowledge of the Old Kingdom, there was still some confusion with New Kingdom features being discussed in Old Kingdom answers.

- (a) While most candidates could accurately describe the Sphinx, there was some confusion as to whom it represented. Candidates often confused Khafre with Khufu.
- (b) Generally well answered with most responses showing basic knowledge of the purpose of pyramids.
- (c) Most candidates had a good knowledge of what happened to a pharaoh after he died. Some candidates, however, interpreted the question as requiring a discussion of mummification.
- (d) Only better prepared candidates showed accurate knowledge of the gods worshipped in the Old Kingdom. Some responses referred to New Kingdom gods and religious practices.
- (e) Most candidates could present an impressive list of the roles the pharaoh performed and his importance. Only better prepared candidates could draw conclusions about the connection between his role and the Egyptians' dependence on him.

QUESTION 15. Hatshepsut

One of the most popular personalities. Most candidates showed detailed knowledge but did not make good use of the source material provided.

- (a) Most candidates accurately referred to the queen's mortuary temple, giving detailed descriptions. However, only better candidates knew of the purpose of a mortuary temple. Most knew that it was built at Deir el-Bahri.
- (b) Generally answered well by candidates. They had detailed knowledge of her genealogy and more able candidates elaborated on the role of Amun and her divine birth.
- (c) Only better candidates could discuss Thutmose III's claim to the throne and his family relationship with Hatshepsut. Average candidates were limited in their answer as their response to part (b) was similar in content.
- (d) Good knowledge of Hatshepsut's expedition to Punt was shown by most candidates. However, only better prepared students made adequate responses to the source material provided.
- (e) Most candidates attempted this question adequately, listing her achievements. Only more able candidates were able to evaluate her achievements in terms of success.

QUESTION 16. Akhenaten

- (a) Most candidates could refer to Akhenaten's parents. However, few knew how they helped him to become pharaoh.
- (b) Only basic knowledge was shown in assessing the relationship between Akhenaten and Amun.
- (c) Only better prepared candidates adequately answered this question. Most responses described Aten rather than his worship.
- (d) Sound knowledge of Egypt's response to monotheism and how the majority of Egyptians continued to worship the Theban gods was shown.
- (e) Most candidates could discuss Akhenaten's rule but had difficulty in assessing it. Well-prepared candidates discussed the concept of an Egyptian empire at this time.

PART F — THE NEAR EAST

QUESTION 17. Sennacherib

Although still not a popular question there has been an increase in candidates attempting this personality.

- (a) Candidates found this question difficult and concentrated on describing the extent of the empire rather than listing the subject peoples.
- (b) Most candidates had a good understanding of the army, but only more able candidates could refer to the reliefs and royal records.
- (c) Good knowledge of Sennacherib's building activities at Nineveh was shown. Some candidates included irrigation systems and building activities in other cities.
- (d) Most candidates could refer only generally to what happened at Babylon. Only the better candidates described his government of the city.
- (e) Most students were aware of the Assyrian gods but could not explain the relationship between the king and the gods.

QUESTION 18. Jezebel

Very few candidates attempted this question.

QUESTION 19. Xerxes

Xerxes was once again a popular choice. Better candidates revealed a considerable depth of knowledge.

- (a) Most candidates identified Darius I though some had trouble remembering Atossa's name. The second part of this question was generally well handled.

- (b) Most candidates referred only to rebellions in Egypt and Babylon, but better answers went on to discuss Xerxes' consolidation of his position and the need to fulfil the traditional duties and ambitions.
- (c) This was not generally well answered. Only better candidates showed an awareness of the detail of the different contingents of the army; many of these referred to Herodotus. Some poorer candidates described particular battles in answer to this question.
- (d) Some candidates were ill-prepared for the question and responded in very general terms. Better candidates argued well and were able to refer to specific gods, sources and inscriptions.
- (e) It was possible to present judgements of Xerxes either as a successful or as an unsuccessful ruler. Candidates generally tackled this well, selecting suitable evidence as support for their arguments. Poorer candidates gave an outline of Xerxes' career with little or no assessment of his success.

PART G — GREECE

QUESTION 20. Women in Classical Greece

Only a limited number of candidates attempted this question. Most were able to show a sound understanding of the society of Athens and Sparta.

- (a) Candidates experienced difficulty in answering this question. Some candidates referred to a particular social class, while others referred to women of all social groups.
- (b) Generally well answered.
- (c) Generally well answered.
- (d) Generally well answered.
- (e) Only better candidates could come to terms with the requirements of this question.

QUESTION 21. Pericles

Candidates who attempted this question were able to explain quite well the role of Pericles in the Classical Age.

- (a) Most candidates were able to link Pericles to the Alcmeonidae. Only better candidates could, however, confidently deal with the term 'owe'.
- (b) All candidates displayed sound knowledge of the duties of the strategos.
- (c) Most candidates provided a description of the building program. Only well-prepared candidates could refer to the political and economic background of the period which allowed Pericles to carry out a program of public building in Athens.

- (d) The complexities posed by this question proved to be very challenging for most candidates.
- (e) Generally well answered with some lengthy responses.

QUESTION 22. Alexander

- (a) Most candidates identified Olympias as Alexander's mother. Some accurately assessed her influence on him.
- (b) While some candidates could refer to two of Alexander's friends, most provided only a limited response to the notions of 'harm' or 'help'.
- (c) Good knowledge was shown. Most candidates accurately referred to aspects of Alexander's popularity as well as to problems, such as the Opis Mutiny, which affected him.
- (d) Very few candidates answered this question accurately. Broad generalisations were made.
- (e) This question was well answered. Candidates wrote at length and were able to refer to Alexander's military skills as well as to the failures of Darius. Better candidates referred to the legacy of Philip.

QUESTION 23. Cleopatra VII

Rarely attempted.

PART H — ROME

QUESTION 24. Scipio Africanus

This question was not attempted by many candidates. Those who did attempt it had some difficulty with parts (d) and (e) which required more than a recital of facts.

QUESTION 25. Caesar

Candidates who attempted this question found most parts challenging.

- (a) Most candidates found this question difficult. Only better candidates could refer to Caesar's family connections and the military/political obligations Caesar owed to Marius.
- (b) Very few candidates could accurately refer to one of the many battles fought by Caesar in Gaul. Candidates often generalised about Caesar's qualities as a general.
- (c) Most candidates found this question too difficult. Only more able candidates could analyse the political problems faced by Caesar, and reasons for the stand taken by Pompey.

- (d) The responses were generally limited. Most candidates could refer only to Caesar's military position.
- (e) Most candidates provided a description of Caesar's reforms, but very few could offer reasons for their durability.

QUESTION 26. Agrippina II

This was a popular choice and there were many excellent responses, demonstrating a sound knowledge of Agrippina and her times.

- (a) Most candidates identified the close blood relationship between Agrippina and Claudius as a reason for opposition to the marriage. Better responses included a range of further reasons for the opposition.
- (b) See (c) below.
- (c) Many candidates, who used Agrippina's promotion of Nero as Claudius' successor as evidence of Agrippina's power for part (b) found themselves at a loss in this part. Better candidates referred to Agrippina's efforts to gain personal influence in Claudius' reign and cited numismatic evidence and written sources.
- (d) Even weaker candidates responded well, and most were able to respond in some detail.
- (e) Many candidates found this part difficult and merely told the story of Agrippina's career.

QUESTION 27. The Christians in the Later Roman Empire

Not attempted.

2/3 UNIT (COMMON)

SECTION I — ANCIENT SOCIETIES

Introduction — Common to all Societies

A trend is emerging, indicating that many candidates prefer to attempt one of the Greek options. It was estimated that the corresponding breakdown of responses this year was as follows:

Greece	–	63%
Egypt/Near East	–	30%
Rome	–	7%

These figures show that Greece remains the first choice of students with a rise in those doing Egypt and a decline in those doing Rome.

On the whole, the quality of the candidature has improved. The students are generally demonstrating a greater ability to relate their knowledge to the questions asked. However, candidates should note that Ancient History deals with issues and problems. To do well, these must be addressed and supported with evidence from source material and an adequate to excellent use of historiography. Mere narrative will not achieve good results.

Marking Criteria

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 marks. 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 provided, in the time allowed, a response 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 (12–15 marks) were predominantly relevant to the question and showed a good attempt at argument and conclusion. The discriminator between these and average responses (10–11 marks) 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 marks) 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 marks) showed a complete lack of question interpretation; were poorly structured and had only one or two facts. They contained serious basic errors and major irrelevant sections.

Marking Criteria

Grade	Marks	Characteristics
Excellent	20	As discussed above.
Well Above Average	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	12–15	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	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

The substantial number of candidates who answered all three options in Question 1 was of particular concern this year. Candidates must be encouraged to read instructions carefully.

- (a) This question proved to be the most popular choice in this section. The better answers not only referred to Source 1, but also included references to other tombs such as Mereruka, Ti and Kagemni.

Aspects of everyday life are commonly shown in paintings from tombs such as Ti, Ptahshepses, Weni and Ptahhotep (as shown in Source 1). These tombs graphically depict scenes from the lives of the deceased persons. The scenes are excellent pieces of evidence revealing information about the activities of ordinary people and the relationships which existed between the different social classes.

The weaker answers made only scant reference to the source material. Candidates should ensure that they discuss source material when it is provided in the examination paper.

- (b) Only a small number of candidates attempted this question. Most displayed a limited knowledge of Old Kingdom royal families and chose to write only of officials who had no royal connections. A closer study of particular tombs, their occupants and tomb decoration would certainly benefit candidates.
- (c) This question was the second most popular choice. Many candidates were able to identify and discuss the Horus–King Cult, the Stellar, Solar (Re) and Osirian cults and their respective changes in popularity. Excellent archaeological evidence was provided, especially with regard to the cult of Re and the kings of Dynasty V.

QUESTION 2. Society in Middle Kingdom Egypt

- (a) Only a few responses to this question. Most were able to cite the major literary works of the Middle Kingdom and gave fine answers.
- (b) No responses to this question.

QUESTION 3. Society in New Kingdom Egypt

- (a) This was the most popular choice. The best answers gave a full discussion of the position and role of the pharaoh in New Kingdom society:

The role of the Pharaoh in New Kingdom Society comprised the fundamental roles of military, religious and diplomatic functions which in turn created a radically different position from the pharaoh in Old Kingdom times. With the expulsion of the Hyksos by Ahmose I, the pharaoh was cast into an increased military role resulting in the growth of the New Kingdom Empire.

These answers also noted the various changes in position and role from the beginning of Dynasty XVIII to the Ramesside period. Many of the average responses failed to go beyond the later XVIIIth dynasty. A study of New Kingdom Society should entail a comprehensive coverage from the XVIIIth to the XXth dynasties.

- (b) Many answers to this question gave an excellent coverage of the various benefits conferred on New Kingdom society by imperialism. Evidence related to building programs, tombs, resources, rulers, nobility and bureaucracy was cited. Specific reference to the military and the pharaonic image was also present in many of the better responses.
- (c) This proved to be the second most popular choice. The very best answers were able to discuss the importance of Amon/Amun-Re throughout the period, linking it to the religious, economic, military and bureaucratic aspects of New Kingdom society. Some candidates also made effective use of evidence concerning the Amun priesthood and the respective building programs of New Kingdom pharaohs. The following extract is a clear introduction to this question:

With the expulsion of the Hyksos and the consequent advent of the New Kingdom, the Egyptian god Amun came to the fore in Egyptian religion. This god, to whom the warrior-pharaohs would attribute their victories, quickly became the most important cult of the New Kingdom and was elevated to state-god status. This role as state-god became very important as the New Kingdom progressed, as Amun was bequeathed tribute, his priesthood gained enormous power and he was considered the father of the pharaoh who could then claim divine right to the throne through propaganda.

PART B — NEAR EAST

QUESTION 4. Assyrian Society in the Time of Ashurbanipal

- (a) The most popular choice by candidates. Many were able to discuss in detail the social, religious and political roles of the Assyrian king as the head of empire and Assyrian society in general. The very best responses were able to cite excellent archaeological and secondary sources, together with discussion of the extract (Source 3). Palace reliefs, clay tablets and statuary figured prominently in the superior answers. The latter was used effectively to portray the king as the head of state, the chief-priest of Assur, a powerful hunter, the head of a powerful militia and the chief recipient of foreign tribute and captives.
- (b) Candidates who answered this question displayed a fairly sound knowledge of the economic benefits of imperialism to the Assyrian state. Recognition of vassal-states, tribute, supply of craftsmen and labour, natural resources and manpower for military inclusion were mentioned by many candidates. The very best answers also discussed the building program of the king and the eventual demise of the empire. This negative aspect of imperialism was expressed in the growing Chaldean-Median alliance.

QUESTION 5. Israel from Jeroboam I to the Fall Of Samaria

- (a) Most answers gave a solid account of the various reasons for the monarchy's instability in Israelite society. The very best answers compared Israelite society to the stronger Davidic line in Judah and highlighted the diversity within the kingdom: no single place of worship, the influences of the prophetic guild, foreign intervention, discontent in the army and particular incidents, such as Ahab's marriage to Jezebel.
- (b) The most popular choice by candidates. The strongest answers displayed a sound knowledge of the political, social and religious functions of the prophets. They also examined the prophets of Baal and Asherah along with the Yahwehists. There was ample reference to identities such as Nathan, Elijah, Elisha, Amos and Hosea. The prophets' roles in decision-making processes, succession and religious policy were also emphasised.

QUESTION 6. Society in the Time of Darius I

- (a) The most popular choice. The better answers described the worship of Ahura-Mazda and the basic tenets of traditional Persian religion. They also went on to discuss Egyptian cultic worship and the favourable treatment of the Hebrews, the return to Israel and the rebuilding of the temple in Jerusalem. The question of tolerance was particularly well discussed. Biblical and secondary sources, along with Source 4, were effectively used.
- (b) Many of the candidates who chose this question displayed no real knowledge of Persian art, not even of the Persepolis complex. Most resorted to discussion of the Behistun Inscription (Source 4) provided in Question 6(a).

PART C — GREECE

The greatest number of responses in Greece appeared, once again, to be Spartan (60%). There was a noticeable increase in responses to Athenian Society (20%). Minoan Society remained steady at 15%. Although less popular than last year (5%), the standard of Mycenaean responses remained high, as did those to Minoan Society.

A steady improvement in the quality of responses in recent years has been noted by examiners. More answers are using sources effectively and analysing the problems implied in the questions. Nevertheless, a number of candidates show that they have not studied the whole of the syllabus content. Some may even have tried to anticipate a question, as prepared answers are still prevalent.

Since the majority of students in this section responded to Questions 7(b) and 9(b), extracts from these answers are given below to show the range of responses from excellent to average.

QUESTION 7. Minoan Society

- (a) Few responses to this question.
- (b) Many excellent responses. Average answers, however, merely listed details about beliefs and practices.

An example of a good introduction:

Due to the lack of available written evidence and our inability to read Linear A script, scholars rely on archaeological evidence such as Source 5 (the goddess from Crete) to draw tentative conclusions regarding the nature and importance of religion in Minoan society. Arthur Evans suggests that religion may have flowed on to affect Minoan government, claiming it was in fact theocratic. Such conclusions remain, however, highly speculative though a wealth of relevant artefacts have been discovered at Knossos, Mallia, Gournia and Phaistos.

An excellent statement in the body of an answer:

The religious beliefs and practices of the Minoans appear to have been fundamentally pantheistic, revolving around nature. Numerous bull rhytons have been discovered at various Bronze Age sites, while frescoes such as those found in the Queen's Megaron at Knossos depicting dolphins, plants and birds, lend support to this suggestion. Thucydides' legend of Theseus and the Minotaur also appears to testify to the importance of the bull in Minoan religion.

An above average to good statement:

The emphasis on nature and the lack of fortifications around the towns in Crete indicate a relatively peaceful lifestyle, encouraged by the Minoan thalassocracy and strong navy. Her trade extended to Egypt, Asia Minor, the Greek mainland and islands in the Aegean. In an Egyptian tomb at Thebes, Minoan embassies are called 'Lords of the islands in the sea', and their influence is shown in art in Egypt and Anatolia. This happy lifestyle is promoted by a goddess whose chief interests are fertility, seasonal cycle, and leisure and sporting activities.

An average conclusion that only looks at one aspect of the question:

The goddess shows the emphasis on art, nature, beauty and leisure, an important aspect of Minoan culture that is lost to the world with her final decline in 1100B.C. The goddess' influence pervades Minoan life, her hand extends throughout her people's lifestyle.

QUESTION 8. Mycenaean Society

- (a) Few responses to this question.
- (b) Most candidates responded to this option. There were many detailed answers, dealing predominantly with war rather than warriors. Most answers used evidence from the Peloponnese, with only a few mentioning Knossos or Troy.

QUESTION 9. Spartan Society

Prepared answers were particularly noticeable in response to each of the three options in the Spartan Society section. Many students believed that a narrative of the Spartan education system was a suitable answer.

- (a) Few responses to this question.
- (b) The most popular response in the section. The following extracts show a range of different responses to the role and the importance of the kings and the ephors and the relationship between the two.

An example of an average introduction:

The ephors and the kings in Spartan society jointly held the majority of power. Although the ephors, elected democratically, had many more practical functions, the kings had great influence and status within the community.

A simple but effective introduction:

When we first look at the Spartan Constitution, it can be considered a mixture of an aristocracy, monarchy and democracy, embodied by the gerousia, kings and ephors respectively. Two intrinsic facets of government were the ephors and kings.

An above average paragraph:

The kings of Sparta were regarded as Herodotus says, 'more like heroes than men', and thus if they did not perform their task the state would have no leader, the people would have no hero. Despite Aristotle's criticism, the ephors needed the kings, just as much as the kings needed the ephors, thus each element in the Spartan government was intrinsic, and the precept of reliance amongst the various elements was of the utmost importance. Spartan society would not and could not operate in any other way.

An excellent passage:

The Spartan kings had a mainly sacerdotal purpose. They were seen as the mediators between the gods and the Spartan Homoioi, and held the major priesthoods of Zeus. The kings consulted the Delphic Oracle on the issue of war and peace, and held generalships when Sparta went to war. However, these powers were limited particularly by the ephorate who, according to the historian Michel 'were openly hostile to tyranny both inside and out of Sparta'. The ephorate and the People's Assembly had the power to dispose of the Spartan kings if their actions were displeasing to the values and structure of Sparta's militaristic society.

An excellent conclusion:

Therefore, both kings and ephors had many duties. The kings played a role in the army, religion and the legal system. The ephors played a role in the training of youths, foreign relations and the governing of Sparta. It is evident that the role of kings and ephors was

paramount, but is classically portrayed in the quote by Ehrenburg referring to the inability of the Spartan kings to curtail the ephors' power and uphold the Spartan constitution. 'Lycurgan Sparta was an artificial creation, it was bound to fall into misuse and corruption.'

QUESTION 10. Athenian Society in the Classical Age

- (a) It was evident that many students were prepared to answer questions on the building program or on religious beliefs and practices, but not both. Candidates experienced difficulty in relating the two topics as the question required. Better responses showed a sound understanding of official religion and superimposed this understanding on to the reasons for the building program.
- (b) Good candidates had a superior knowledge of archaeological excavations in the vicinity of the Agora. They were also able to marry the two requirements of how laws were made and the administration of justice. Less well-prepared candidates were unable to deal with both parts of the question.
- (c) Many responses appeared to widen the scope of the question to deal generally with Athenian citizens rather than confine their answers to the scope of this question. Once again, it reinforces the need for candidates to carefully plan their answers before writing.

PART D — ROME

There were fewer responses to this part of the paper compared to last year; these were divided equally between those answering questions on Republican Rome and those responding to questions on the Early Empire.

It was encouraging to see responses that showed evidence of careful planning and that a genuine attempt was made to answer the question. Most questions required mainly descriptive responses and they were answered in substantial detail. There was a noticeable increase in the use of both archaeological and written evidence and this evidence was used appropriately.

Many candidates made a good attempt to show how Roman society changed over time and had well-chosen examples from throughout the Republic or Empire. These responses were at the upper end of the mark range. Those who attempted this part of the paper were much better prepared than last year and responses were generally of a higher quality.

QUESTION 11. Society in Republican Rome to the First Century BC

- (a) Most candidates who attempted this popular question had a basic understanding of the relationship between patron and client but few provided any detailed examples of how it worked in practice. The relationship between Marius and the Metelli, or Pompey and the Eastern provinces, could easily have been used as evidence of patronage. A few of the better candidates did make reference to the relationship between ambitious military commanders and the armies under their

control. Weaker responses wrote about the Struggle of the Orders or believed that plebeians could only become clients of wealthy patricians.

- (b) Few responses to this question.
- (c) Candidates approached this popular question in different ways. Average responses concentrated only on the domestic role of women in managing the household, as in the following extract:

Politics, industry, art, war and even travel were all considered to be masculine and not feminine roles. Weaving was the only talent they were encouraged in, as it formed a crucial domestic task in the running of the household and as it was forbidden to take your weaving to another house, it discouraged travel. As the runners of the household they formed a crucial part of the economy and on large estates could enjoy not only considerable power but extensive business experience.

Other responses chose to concentrate primarily on the considerable indirect political influence that women had in late republican Rome. Better responses described the changing roles of women, in both the Roman family and state, throughout the Republic. Reference was made to influential women such as Cornelia, mother of the Gracchi, Aemilia and Claudia. The increasing independence of women as a result of Rome's expansion was also outlined. It was encouraging to read a wide range of examples from writers such as Livy, Polybius, Plutarch and Cicero together with modern authors such as Rawson. Some reference was also made to archaeological evidence. Weaker candidates confined their answer to the First Century BC.

QUESTION 12. Roman Society in the Early Empire

- (a) This was a very popular choice and there were some excellent responses that used the source material effectively. Better candidates had a detailed knowledge of the Fora in Rome and made extensive use of archaeological evidence to explain the importance of the Forum in Roman political, social and economic life. Weaker responses wrote only on the Augustan Forum:

The forums are also significant because it indicates the building programs of the emperors. Suetonius said of Augustus that he found Rome made out of stone and left it in marble. This comments on his building program and included in this was the forum of Augustus and also finishing the forum of Julius Caesar. In the building program of every emperor there are plans to build a forum. This displays publicly to the people of Rome that the emperor in power is looking after the city and the people in it by providing more public places. This is why it is also significant to Roman life.

It should be noted that the Early Empire extends beyond Augustus and the Julio-Claudians, and that the source material expected candidates to be familiar with the Forum of Trajan. Many weaker responses made only general statements about the Roman way of life.

- (b) Seldom attempted.
- (c) There were many detailed responses to this question. Most candidates wrote about the importance of emperor-worship, the changing nature of state religion and the introduction of various Eastern religions, such as Christianity and the worship of Mithras. Few candidates were able to describe the practices involved in Roman religions of this time and most made only passing reference to the importance of religion in Roman society. There was also little use of archaeological evidence, except for references to Pompeii. Better responses made good use of Tacitus and other ancient writers.

QUESTION 13. Roman Society in the Fourth Century AD

Very few candidates attempted Question 13.

SECTION II — PERSONALITIES AND GROUPS

In this section the distribution of answers was as follows:

Egypt/Near East	–	40%
Greece	–	20%
Rome	–	40%

Fewer candidates than last year ignored the individual parts to this question by writing a single essay response. Some candidates are still answering only ONE of parts (a), (b) and (c).

On the other hand, many candidates did not apportion their time sensibly, allocating as much time and effort on part (a) as on parts (b) and (c). Not only is part (a) worth only 5 marks as compared to 10 marks each for parts (b) and (c), but it is relatively easy to score high marks in this predominantly descriptive section. Candidates should therefore be encouraged to devote considerably more attention to the more analytical and demanding parts (b) and (c).

Many candidates scored high marks in parts (a) and (b) but were unable to match this in part (c) because they could not analyse the legacy of their personality in the context of the historical period as a whole. Personalities cannot be studied in isolation and should be linked not only to their period but to other key individuals of the time.

Once again, candidates and teachers are reminded that the syllabus provides set personalities and groups for study in this section and there is no provision for an unlimited selection in the examination.

Many candidates failed to comprehend the key terms in the questions. Terms such as ‘influences’, ‘significant events’ and even ‘abilities’ often failed to elicit appropriate responses. Candidates with weak language skills should be familiarised with likely question terminology. Candidates should also be discouraged from believing that prepared answers will attract good marks.

Examiners were pleased to note an improvement in the use of sources. Not only was a much broader knowledge of both primary and secondary sources demonstrated, but these were used more appropriately and effectively this year. Candidates should continue to be discouraged from simple ‘name-dropping’.

Marking Scheme

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

Marks for part (a)

- 5 Mark applies when a candidate has provided the best answer possible in the time allocated.
- 4 Extensive information and cogent argument in response to the question; evidence is relevant and usually includes both modern and ancient sources.
- 3 The most commonly awarded mark will be 2–3; these answers will show a basic understanding of the question, but lack a 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 the question.
- 1 Only one or two relevant facts.

Marks for parts (b) and (c)

- 10 Applies to the best answer possible in the time available.
- 8–9 Shows a clear understanding of the question, supports a well-constructed argument with accurate and relevant evidence; shows a wide historical perspective, particularly in part (c).
- 6–7 Above average answers; may be weaker in detail; minor errors of fact; lacks breadth of answers in higher categories.
- 5 Average answer; shows basic understanding of question, but does not go beyond simple facts.
- 3–4 Fails to answer the question directly — especially in relation to the more general part (c); often includes a large amount of irrelevant information; some factual errors; sometimes lack of distinction between parts (b) and (c).
- 1–2 Only a few basic facts; little understanding of question.
- 0 Of no value as a response to question set; is this a serious answer?

PART E — EGYPT

The most popular questions in this section of the paper were Question 15 (Hatshepsut), and Question 16 (Akhenaten). Very few candidates attempted Question 14. Generally, candidates were well prepared and able to demonstrate a wide range of information and an exposure to modern texts.

QUESTION 14. Pharaohs in the Old Kingdom

Few responses to this question.

QUESTION 15. Hatshepsut

In general, candidates attempting this question demonstrated a noticeably better knowledge of Hatshepsut and her reign than in previous years. However, it was disappointing to see fundamental errors still occurring, eg ‘Thutmose III was Hatshepsut’s son’, ‘she dressed as a male’. The best candidates used their knowledge to answer the questions rather than to narrate all they know about Hatshepsut.

- (a) Most candidates had some knowledge of why Hatshepsut was portrayed as a male. Better candidates were able to address the idea of a sphinx. Superior candidates referred to the gradual change and used archaeological evidence to support their answers. The following is part of an average answer:

Hatshepsut portrayed as a male sphinx stemmed from the fact that in the New Kingdom pharaohs were seen as warrior pharaohs. Because Hatshepsut was a woman it was at first hard to be seen as a warrior. So throughout her reign she became more and more man-like, she was depicted in tomb drawings as a male.

- (b) The majority of answers addressed Hatshepsut’s ‘claim to be pharaoh’ in relation to her parents and generally contrasted that with the claim of Thutmose III. They were then able to refer to her ‘divine birth’ and describe, sometimes in great detail, the scenes at Deir el-Bahri. Better candidates went on to argue that Hatshepsut supported her claim by supporting the Amun priesthood who in turn supported her. The best of these candidates were able to make excellent use of both primary and secondary sources.
- (c) Many responses were based on a description of Hatshepsut’s building activities; although these answers often showed a good knowledge, they failed to use that knowledge to answer the question. The best answers were able to discuss her major concerns and then use an extensive knowledge of her building activities to support their argument.

QUESTION 16. Akhenaten

- (a) Many candidates were either unable to name Akhenaten’s new capital or considered it to be ‘Tel el-Amarna’. Those who were able to name the city showed a good knowledge of the main buildings found there.

- (b) Most candidates were able to use their knowledge of the period to discuss Akhenaten's problems. The average response dealt in general terms with the following:

Akhenaten faced many problems in establishing his new religion. These included religious changes, the Theban priesthood, economic changes, and the concept of a divine pharaoh.

Better responses went beyond the discussion in general terms and referred to archaeological and modern sources in order to discuss what would have been problems for Akhenaten. Very few candidates were willing or able to take the following line of argument and develop it successfully:

There is no strong indication that Akhenaten faced any problems in establishing his new religion, although Gardiner believes that the Amun priesthood would have been alienated and annoyed by Akhenaten's changes, consequently desecrating inscriptions and destroying his place after his death.

Candidates who responded in this fashion produced excellent answers, showing an extensive understanding of the questions that still remain about the Amarna period.

- (c) Most candidates were able to refer to Nefertiti as a 'wife' and 'queen' and discuss 'intimate scenes of family life with Akhenaten and their daughters'.

Better candidates went on to mention her role in politics and religion:

Nefertiti was Akhenaten's wife and queen, yet unlike other queens she was extremely involved in his reign through religion and politics.

The best candidates were able to demonstrate her importance with frequent references to sources to support this view. The following is part of a better answer giving a broader view of her role and importance:

It is believed that Nefertiti was influential in the religious revolution of the Aten. It is thought that Nefertiti acted as a type of co-regent and possessed divinity, as in all depictions the Aten offers both Nefertiti and Akhenaten the ankhs (the sign of life). She is portrayed in Amarna art as worshipping Aten privately and is seen striking enemies. She appears the same height as Akhenaten and is always present in depictions of the Aten and Akhenaten.

Some candidates also discussed the question of Nefertiti being Smenkhare as an example of her importance.

PART F — NEAR EAST

QUESTION 17. Sennacherib

Few responses to this question.

QUESTION 18. Jezebel

Very few responses to this question.

QUESTION 19. Xerxes

This question was the most popular in the Near East section of the examination and attracted some high-quality answers.

- (a) The majority of candidates were able to comment on Xerxes' background and what he owed to it. The importance of his link to the Achaemenid dynasty through his mother Atossa and grandfather Cyrus was stressed. This was indeed the critical factor in Xerxes' accession to the throne. Discussion commonly surrounded the concept that a royal son born after the accession of his father to the throne had the right to succeed his father. Other candidates argued that what Xerxes owed to his family background was the empire that he inherited.
- (b) Candidates were able to demonstrate in greater or lesser detail the reasons why Xerxes attacked the Greeks. Better candidates were able to draw on primary sources to support their arguments. Reasons given were revenge, expansion of the empire, providing more land for Persian nobles, opening the way to the greater conquest of Europe, completing the work begun by Darius, etc.

How Xerxes expected to defeat the Greeks was generally answered well. Suggestions included removal of the obstacles that had caused previous expeditions to fail, the greater numbers in Xerxes' army and navy, careful preparation of roads and bridges, supply dumps etc, gaining the submission of city-states in the north of Greece.

- (c) This question brought one of three responses: candidates who answered in the affirmative; those who answered in the negative; and others who presented a balanced view between success and failure. Weaker answers simply followed the bias of the Greek sources. Better answers were able to draw on a wider range of sources to discuss Xerxes' achievements and to put the Greek campaign into perspective. They were also able to measure success by criteria other than military success.

Better candidates made frequent and effective use of sources.

Some candidates unwisely attempted to answer Question 28 with reference to Hatshepsut or Akhenaten. This was not an easy option, and in fact most of these answers showed knowledge that would have been better applied to Questions 15 or 16; they would certainly have scored better had they answered these questions. Some

candidates still come with prepared answers, particularly on Akhenaten, and attempt to fit them into the demands of Question 28. The examiners felt that students would benefit by answering the question directly related to their personality in Part E.

PART G — GREECE

QUESTION 20. Women in Classical Greece

- (a) Superior answers differentiated between the state role and the private functions of a Spartan woman's education:

Unlike Athens the education system in Sparta was a state controlled concern, directed and controlled by the oligarchical government.

These answers covered the full range of education (literature, dance, and music as well as physical training). Effective use of both written (Xenophon and Plutarch) and archaeological evidence was made. In average answers a Spartan woman's education consisted of physical fitness to raise healthy babies and household duties:

Women were taught to stay fit and healthy ... they were educated on how to run a household.

These used little or no sources and showed no analysis. In some cases too much time was allocated to part (a), and tracts of unnecessary and irrelevant information was included at the expense of parts (b) and (c).

- (b) Average answers were able to distinguish between the role of women in the different classes. There was a general appreciation of the seclusion of women and an awareness of their public duties especially in religious festivals, although some candidates still found it difficult to come to grips with the 'public' life of women.

Better answers showed a much higher level of analysis of the public life of Athenian women within the class structure.

Superior answers used a wide variety of sources effectively.

- (c) Many good candidates used a wide variety of literary sources in parts (a) and (b). Having done this, to avoid repetition, they concentrated very effectively on artistic sources in (b) and (c), or vice versa. Better candidates were able to examine and analyse the evidence in relation to the question. They included discussion of the lives of women from all social classes. They showed an awareness of bias in authorship: 'artistic representations of female life in Greece must be analysed with due caution' and discussed the evidence from various cities in classical Greece, not just Athens.

Average answers tended to catalogue the evidence with little or no attempt at analysis.

The heteraï, or geisha girls of Athens, are depicted on many vases singing and dancing for men.

They did not critically evaluate the sources or draw conclusions from them. Poorer answers described the lives of women with no specific reference to literature or art.

QUESTION 21. Pericles

A popular question which drew some outstanding answers.

- (a) The best responses examined both sides of Pericles' family background and related his aristocratic upbringing to his political career:

Pericles' family background prepared him for public life by encouraging and expecting him to have an active political role, perhaps even to follow in the footsteps of his great-uncle Cleisthenes as a reformer.

Average answers merely described his family background and education without reference to the question asked.

- (b) Better answers did not confine themselves to Pericles' role in the Peloponnesian War. They established his view of imperialism covering the full range of his military campaigns and analysing the importance of each. Candidates showed a good knowledge of the available sources, both primary and secondary.

A significant number of candidates decided not to grapple with the demands of this question and chose instead to respond to Question 28, in most cases successfully.

- (c) Better answers not only analysed the significant changes to democracy, but were able to establish the autocratic aspect of Pericles' 'rule'.

Pericles' citizenship qualification law was also a democratic change, yet at the same time it restricted the number of citizens he needed to win over.

These responses not only covered the full range of reforms effected by Pericles, but discussed the outcomes of these reforms in the context of the democratic process as a whole. This question was generally well answered.

QUESTION 22. Alexander

This question was more popular than in the past.

- (a) Candidates were generally well prepared and showed a great deal of knowledge of Alexander's family history and his training under Philip. Better answers showed good use of sources, especially Arrian and Plutarch.

- (b) This question required a good deal of analysis to explain and differentiate between his relationship with his men and with his officers. Average answers tended to narrate a few key incidents:

He refused water when tracking the infamous Gedrosian desert.

- (c) Most candidates were able to examine and differentiate between the various conquests, eg Egypt/Persia. Better answers discussed in detail the Hellenisation of the East.

QUESTION 23. Cleopatra VII

Few candidates attempted this question but those who did were generally well prepared.

- (a) Better prepared candidates showed a good knowledge of Roman as well as Graeco–Egyptian history in their responses to (a) and (b).
- (b) As above.
- (c) Most answers were in the affirmative. The political, religious and economic achievements of Cleopatra were well documented. A high degree of understanding and analytical skills was demonstrated.

PART H — ROME

This year the most popular questions were once again Question 25 (Caesar) and Question 26 (Agrippina).

QUESTION 24. Scipio Africanus

- (a) This question demanded evaluation as well as recall of information. Many candidates appeared uncertain about the scope of ‘prominence’, often limiting their discussion to the period prior to Scipio’s appointment as commander in Spain. Better answers evaluated Scipio’s family connections but also addressed the wider implications of his career.
- (b) Weaker candidates had difficulty in assessing Scipio’s military skills and could only describe some facets of one battle. Most of the evaluation of major battles was on Zama. The better candidates examined Ilipa and New Carthage.
- (c) Most candidates were able to give a thorough discussion of the militaristic importance of the contributions made by Scipio, eg expansion/imperialistic policies/Philhellenism/trade etc. Better candidates were able to evaluate his achievements in the context of developments in the late republic.

QUESTION 25. Caesar

- (a) Better candidates revealed a good understanding of the impact of family connections, unstable times and limited resources on Caesar’s early career. For example, one candidate wrote:

Born in 100 BC. into a Patrician family, Julius Caesar was shaped during his childhood by the consular lineage of his parents, particularly his Aurelian mother.

Another able candidate wrote:

As a result of his lineage, the virtues and pursuit of 'gloria', 'dignitas' and 'gravitas' were instilled in Caesar at a young age. It was probably the pursuit of these which led him to awards of conspicuous bravery in Asia Minor in his early career.

- (b) Weaker answers showed confusion regarding the seeming contradiction of his patrician origin and his early populist means of ascent. Indeed, a number of candidates who chose to answer the question on Caesar appeared to have an insufficient grasp of the politics of the era. On the whole, however, candidates responded well to this question, showing a good knowledge of Caesar's rise through the *cursus honorum*, continuing the analysis to the First Triumvirate and beyond. Most good answers used a wide range of primary and secondary sources effectively, displaying overall a logical, clear argument.
- (c) Many candidates were surprisingly ill-prepared for an evaluation of Caesar's military skills in command of troops in Gaul. A considerable number chose to respond to Question 28 as an alternative to this question. The better answers, however, revealed a good knowledge of Caesar's Gallic campaigns, relating the evidence to both his abilities (as general/strategist and politician) and his ambitions (extension of his command/consulship/relations with the triumvirs and the Senate etc). They analysed not only his victorious achievements in Gaul, but also the provisions Caesar made for the continuous advancement of his career at Rome.

QUESTION 26. Agrippina II

- (a) A great number of answers simply listed all the events of the early life of Agrippina, and many even ignored the term of the question and referred to events after her marriage to Claudius. Indeed, too many candidates seized the opportunity to write copious narratives of the life of Agrippina, with little or no regard for the questions asked.
- (b) Frequently candidates had difficulty separating their responses to parts (b) and (c). On the other hand, many answers contained a great deal of evidence, both primary and secondary, showing a detailed knowledge of the changing power structure at Rome during the principate of Nero, leading to Agrippina's eventual downfall:

Protesting against his involvement with Acte and Poppaea, Agrippina urged for reunion with the innocent and publicly admired Octavia ... However, it was the threatened presentation of Britannicus to the Praetorian Guard that, as Tacitus notes, 'sealed her fate'. This threat was foolish, as with her Julian and Claudian connections to the army, and Britannicus' dynastic link to Claudius, it distinctly threatened Nero's position.

Better candidates responded particularly well to the second part of part (b) and could account for the strengths and weaknesses of his reign.

- (c) Most responses referred to Agrippina's considerable ambition and determination. The best responses evaluated her pedigree and aspirations, and analysed the methods she used to influence events. One candidate began the discussion as follows:

Agrippina's political unscrupulousness was an effectual means of securing her coveted positions of 'sister, wife and mother of Emperors' (Tacitus), and allowed her to attain authoritarian concessions and a substantive share of 'auctoritas', beyond that ever accorded to a Julio-Claudian woman.

Another candidate argued that:

The impact that Agrippina had was more of a symbolic one — she was seen riding through the streets in a carriage usually reserved for religious functions which, as Tacitus points out, enhanced the 'reverence felt for a woman who to this day remains unique as the daughter of a great commander and sister, wife and mother of emperors'.

Many candidates did indeed achieve a knowledgeable, analytical, well-balanced response to all three parts of the question.

QUESTION 27. The Christians in the Later Roman Empire

Only two centres responded to this question.

PART I — GENERAL: PERSONALITIES AND GROUPS

QUESTIONS 28 and 29

There was considerable response to Question 28 (15%), particularly as an alternative to Question 21 (Pericles), and to a lesser extent Question 25 (Caesar). Most of these answers responded appropriately, relating their knowledge successfully to the different demands of Question 28 as opposed to those of Questions 21 and 25 respectively. This was not, however, the case with those candidates who responded to Question 28 as an alternative to Questions 15 and 16.

It should be noted that a few candidates are still writing about personalities or groups that are NOT listed as topics of study for this part of the paper, eg Khufu, Alcibiades, Hannibal etc. Students should be warned that marks will NOT be awarded for such answers.

SECTION III — HISTORICAL PERIODS

In general, candidates understood the requirements of the syllabus in regard to Historical Periods. Some candidates, however, would have been better placed in the 2 Unit Personalities and Their Times course. Unfortunately, even in those areas where both archaeological and written evidence is readily accessible (for example, Question 39 (a)), some candidates relied excessively on written evidence with little or no reference to archaeological sources.

On the other hand, many candidates demonstrated a much greater degree of facility in the actual use of both primary and secondary sources.

The best responses were analytical, detailed, and comprehensive in their assessment of the subject matter, and critically evaluated sources in supporting their argument. These candidates grappled with the issues rather than submitting a simple narrative, addressing each part of the question.

Irrelevancy is still a problem for many candidates who prefer to put down on paper all they know in the subject area rather than specifically answer the question set. Once again, prepared answers were conspicuous, as was evidence of a failure to prepare all aspects of the Historical Periods chosen. Weaker candidates often made scant use of sources, principally relying on secondary material, with needless citation of basic course books.

Where a source was provided in the question (for example, Question 38(b)) it was too often ignored, and where the source was acknowledged the link with the question was often not recognised.

Marking Criteria

Grade	Marks	Characteristics
Excellent	20	The very best answers that could reasonably be expected in the time available, and which, relative to those of other candidates, are of the highest quality.
Well Above Average	16–19	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	13–15	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	10–12	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 J — EGYPT TO DYNASTY VI

QUESTION 30. Egypt to Dynasty VI

Only a small number of candidates answered questions from the Old Kingdom period.

- (a) Attracted the majority of answers for this period. Most candidates equated ‘peak’ with the height of pyramid building in Dynasty IV. Better answers offered an overall assessment of the achievements of Dynasties IV–V, discussing administration, religious developments, artistic developments and tomb size, supporting their answers with archaeological evidence from the period including royal and noble tombs. Weaker responses presented a discussion on pyramid building and gave a chronological narrative of the developments of architectural styles in pyramid construction.
- (b) Few responses to this question. Better responses discussed the rising power of the Re-priesthood as well as other relevant religious cults. These candidates were able to argue competently the influence of these religious groups on the power of the pharaoh, citing examples from the nobles’ tombs and the royal monuments of the period, with further validation of their argument from the works of relevant modern historians. Average responses discussed the declining power of the pharaoh making little, if any, reference to the increasing role of the priesthood and its influence. Others equated ‘priesthood’ with ‘nobility’ and presented prepared answers on the increasing power of the nobility towards the end of the Old Kingdom.
- (c) Better candidates were able to discuss reasons for the collapse of the Old Kingdom, evaluating the contribution of Pepi II to this decline. Abundant examples of primary evidence were given and candidates had a good knowledge of a number of historians’ views as to why the Old Kingdom collapsed at the end of Dynasty VI. Average responses either chronicled the fall of the Old Kingdom without acknowledging the role of Pepi II or limited themselves to descriptions of Pepi’s reign with little regard given to the question asked.

QUESTION 31. Middle Kingdom Egypt: Dynasty XI–XII

Very few responses to this period were received. Most were well below the average standard.

- (a) All scripts were well below average in their response. Some candidates described the Narmer Palette, confusing the unification of Egypt before the Old Kingdom with the Middle Kingdom period.
- (b) Most responses merely described the picture presented on the paper with no regard to the question asked. Some even discussed trade in the New Kingdom period, citing Hatshepsut’s Mortuary Temple and the tomb of Rekhmire.
- (c) Not attempted.

QUESTION 32. New Kingdom Egypt to the Death of Thutmose IV

The New Kingdom options proved very popular with students.

Questions 32 and 33 attracted the majority of responses for the Egyptian/Near Eastern section of the paper. Examiners noted that better candidates in these two questions were able to argue well, give relevant examples where necessary, and cite primary or secondary source material in an appropriate manner. The best candidates also demonstrated a knowledge of current scholarship.

- (a) A very popular question which attracted the majority of responses. Excellent scripts were able to give a detailed evaluation of the achievements of both Hatshepsut and Thutmose III, addressing all three areas required by the question. The very best responses gave a balanced view of both pharaohs, effectively comparing and contrasting their relative achievements. A wide range of sources were likewise used effectively to support the arguments presented. Superior candidates were also aware of current scholarship on Hatshepsut.

Average responses presented two separate essays, without attempting a comparison. Most were limited to a description of Hatshepsut's Mortuary Temple at Deir el-Bahri and Thutmose III's campaign to Megiddo, presenting the argument that Hatshepsut concentrated on internal development while Thutmose III was the typical warrior-pharaoh. Most candidates had a detailed knowledge of the Punt reliefs and knew adequate detail of the Megiddo campaign, citing numerous examples from both. Weaker responses merely described the Punt reliefs at Deir el-Bahri or gave a very brief overview of Thutmose III's victory at Megiddo.

- (b) Fewer candidates attempted this question. Candidates tended to concentrate on the administration of the Egyptian empire, disregarding the administration of Egypt itself. The very best answers were able to discuss the developments in administration during the whole period, taking each pharaoh in turn and evaluating the methods of administration, both internal and external, employed by each. Once again these candidates were able to cite both primary and secondary source materials in support of their argument. Average responses tended to discuss the acquisition rather than the administration of Empire.
- (c) Not as competently answered as parts (a) and (b). Better responses, however, showed an excellent understanding of the ideology of Egyptian kingship in the New Kingdom Period—the king's relationship with the gods, their cosmic and divine identity, their role in maintaining *ma'at* and how this was reflected in military expeditions, the administration of Egypt as well as in art and architecture. The very best responses demonstrated a real understanding of the reasons for the kings' portrayal of themselves as both warriors and sportsmen in this period, discussing the iconography and propaganda of a number of pharaohs. Average responses limited themselves to the warrior-pharaoh image, making little or no reference to their portrayal as sportsmen. These answers were also limited in the number of pharaohs discussed and the evidence presented.

QUESTION 33. New Kingdom Egypt: from Amenhotep III to the Death of Rameses II

- (a) Better responses were able to detail changes in foreign policy pre-Amarna, during Akhenaten's reign, and post-Amarna. Excellent answers competently evaluated the changes during the whole period, citing relevant examples from archaeological sources and modern scholarship. Average responses limited themselves to a discussion of Akhenaten's foreign policy and Rameses II at Kadesh. It was noted that many candidates expected a question on Akhenaten in this section, and presented a prepared essay on Amarna, with only slight amendments.
- (b) A popular question among candidates presenting this period. The very best responses not only gave detailed information regarding a wide-ranging list of Amenhotep's achievements but were also able to assess the impact of these achievements on Amenhotep's rule as well as that of later pharaohs, especially Akhenaten. Average responses described rather than evaluated the achievements of Amenhotep III.
- (c) This part was also popular with candidates. However, the majority of candidates who presented an answer had difficulty understanding the requirements of the question; most simply recounted the events of the Battle of Kadesh. The average response gave a detailed narrative of Rameses' victory over the Hittites according to the inscription with little attempt to evaluate his claims, in terms of reliability of the source and its value to historians. The better responses presented an argument on reliability and value of Rameses' claims, citing from other sources as well as the source illustrated. The very best answers compared Rameses' propaganda (military, building and religious) with that of other pharaohs and presented an argument about the reliability and value of such sources.

PART K — THE NEAR EAST

QUESTION 34. Assyria from Tiglath-Pileser I to Tiglath-Pileser III, 1115–727 BC

- (a) Excellent responses showed understanding of the term 'early' and limited their discussion to the relevant kings. Candidates understood what it meant to be a 'major power' in Ancient Near Eastern times and were able to give detailed information regarding the problems faced as well as evaluating the kings' attempts to overcome them. Average responses discussed the achievements of the kings, sometimes going beyond the period in question.
- (b) Better responses were able to evaluate Shalmaneser III in terms of Assyrian kingship during this period. Many candidates, however, failed to refer to the source provided. Average responses ignored the words 'to what extent' and provided a narrative listing of the events of Shalmaneser's reign.
- (c) Very few candidates attempted this question.

QUESTION 35. Assyria: Sargon II to the Fall of Nineveh, 721–609 BC

- (a) The better answers to this part were able to discuss the problems throughout the whole of the period, before concentrating on Esarhaddon's accession and how he provided for his sons. The average response presented a narrative with a chronological list of all the kings' reigns.
- (b) This double-barrelled question proved difficult for all but the best candidates. Weaker answers listed only one or two reasons for Babylon's importance. The second part of the question led to a list of kings' battles rather than an analysis of 'how successful' they were.
- (c) Very few candidates attempted this question.

QUESTION 36. From the Reign of David to the Fall of Jerusalem, 586 BC

- (a) Not a popular question. The few responses attracted were from weaker candidates who presented biblically based answers with no secondary source analysis or argument based on archaeological finds.
- (b) Attracted the majority of answers for this section. Better answers gave a detailed account of the division of the two kingdoms, supporting their analysis from both biblical and archaeological sources. The very best answers gave supporting arguments from recent scholarship and successfully evaluated the reasons why reunification did not occur. Average responses produced a narrative on the emergence of the divided kingdom.
- (c) A few responses only.

QUESTION 37. From the Coming of the Medes and Persians to the Death of Darius III

A greater number of candidates attempted this question than in previous years.

- (a) This was by far the most popular question with the great majority choosing to discuss Darius I. Better responses were able to outline the means by which Darius became king, both according to Darius himself in the Behistun Inscription and according to Herodotus. Most dealt competently with the problem of the identity of Smerdis/Gaumata and the legitimacy, or otherwise, of Darius' accession. Candidates were able to show a wide knowledge of the achievements of the reign of Darius and to support their answers with a range of primary and secondary sources.
- (b) The next most frequently chosen part of this question. The best responses were able to describe the composition of Darius' army in detail as well as to evaluate the changes that occurred during the 5th century BC, referring to sources other than Herodotus. Above average answers were able to describe the composition of the army in reasonable detail but were able to do little more than make a general statement about the use of mercenaries. Average responses described the

composition of the army but had difficulty in restricting their answer to the time period in the question. References to sources were few in this question. Herodotus was the source most frequently used, although mention was made of reliefs at Susa and Persepolis. There was little evidence of the use of the many secondary sources on ancient warfare available.

- (c) Answered by very few candidates. The best answers referred to an impressive number, and a wide variety of sources, both archaeological and literary, surviving from this time. Excellent responses were able to assess the reliability and value of the sources and to select sources from the entire period.

PART L — GREECE

The most popular questions attempted were Question 39(a) (approx 65%), Question 38(a) (approx 15%) and Question 40(b) (approx 20%).

QUESTION 38. Development of the Greek World: 800–500 BC

- (a) Better candidates demonstrated an understanding of the importance of economic and military factors in the rise of tyrants. These candidates also explored the role played by colonisation in this process, and supported their assertions with comprehensive examples of the history of individual tyrants:

Cypselus lived at a time when the ruling aristocracy, the Bacchiads, were according to Nikolaos of Damascus ‘arrogant and violent’, and he had won the support of the people through his fair and valiant work as a polemarch. With popular opinion on his side, he enlisted the support of the Corinthian people in the form of an army to rid the evil Bacchiad rule and usurp power. In cases such as this, it is noted that the people who acted as soldiers in the hoplite ranks were often paid for such support and richly rewarded in the event of a successful overthrow. With the cheaply produced armour and weapons, the Corinthian people allowed Cypselus to rise to prominence and as both Herodotus and Aristotle testify, he maintained a moderate rule and brought great leadership and changes ...

Better candidates also demonstrated an effective use of written primary sources. For example, some lines from Tyrtaeus: ‘Each man standing by the next ... and encouraging him with his words’, were not simply included in the answer but actually used to discuss the nature and ramifications of hoplite warfare’s emergence/development as linked to the rise of tyrants.

Less able candidates merely presented narrative answers, failing to analyse the process whereby tyrants successfully came to power.

- (b) Few candidates responded to this option.
- (c) Very few responses to this question.

QUESTION 39. The Greek World: 500–450 BC

- (a) A number of candidates failed to recognise the need to go beyond a narration of battles and to assess the contributions of Athens and Sparta. A further cause for concern was the number of candidates who interpreted the question as ‘Why did the Greeks win?’. Still others failed to keep within the chronological bounds of the question, many including detailed coverage of the Marathon campaign. A disturbing number of candidates showed little understanding of causation when they made comments such as ‘next occurred the Battle of Plataea’.

Better candidates showed a capacity to weigh the evidence and support a position on the relative merits of Athens’ and Sparta’s contributions. A pleasing feature was the large number of candidates who had knowledge of and included reference to the full scope of the campaign, rather than limiting themselves to one or two battles. Many candidates glossed over the second part of the question, failing to make a comparative assessment as to who contributed more to the victory.

Good use was made in the better answers of archaeological evidence such as the Troezen Inscription and Serpent Column. For example:

... this was Herodotus’ point of view about Thermopylae, and that Athens was evacuated as a last resort ... However, the Troezen Inscription contradicts this view, and if correct, Thucydides is right in saying that Themistokles was a far-sighted man. This inscription records ...

An example of a good introduction to this question:

It is hard to truly assess the contributions of Athens and Sparta in the war against Xerxes in 480 and 479 BC. Both cities made valuable contributions to their cities’ defence. It was the Spartan leader Leonidas who held the pass at Thermopylae and who inflicted heavy losses on the Persians there, despite the betrayal of the mountain pass. It was the brilliance of the Athenian statesman Themistocles that led to the development of a powerful navy and the victory at Salamis. Plataea can be attributed to the skill and discipline of the Spartan hoplites and Artemisium and Mycale to the Athenian fleet. It seems that other elements must be taken into account: the Spartan reluctance to cross the Isthmus at all, the incredible importance of Salamis and the disintegration of Mardonius’ army over the long winter months in Thessaly.

- (b) Most candidates had a sound knowledge of why the Delian League was formed, stating such reasons as the need for protection of Greek cities from further Persian raids and the desire to seek compensation for Greek losses by ravaging Persian territory. The second part of the question was given more superficial treatment by the less able candidates, some wanting to include irrelevant detail on the Leagues’ evolution to empire. A pleasing feature of the better answers to this question was the analysis of modern sources:

... to compensate the Greeks for the losses sustained during the Persian Wars ... There has been, however, much debate over whether this was a reason for forming the Delian League. The debate revolves around the word ‘proskhema’ in Thucydides

... Powell argues that there was an insincerity in the Athenians' motives.

- (c) Rarely attempted, and then poorly.

QUESTION 40. The Greek World: 460–399 BC

- (a) Few responses to this question.
- (b) Better candidates understood the significance of the concept of impact while others simply described, for example, the events at Pylos and Sphacteria. The very best responses discussed the events but demonstrated an understanding of the relation between events and their effect on the subsequent course of the Peloponnesian War. Candidates who discussed Pericles' death often took a simplistic view, restricting themselves to his death as the sole cause of Athens' eventual defeat — over twenty years later! On the whole, those who wrote on the 'Battles at Pylos and Sphacteria' and 'The Spartan Occupation of Decelea' provided stronger responses, using a wide variety of ancient evidence.
- (c) Few candidates chose this option.

QUESTION 41. Fourth-Century Greece

Few candidates attempted (a), (b) or (c) in this section.

QUESTION 42. Hellenistic Period: Death of Alexander to Cleopatra VII

Even fewer candidates had studied this period. Virtually no responses to (a), (b) or (c).

PART M — ROME

QUESTION 43. Early History of Rome to the End of Rome's Wars of Expansion

- (a) The most popular response, together with option (c).

A significant number of candidates could not be given credit for large sections of their answers as they failed to stay within the parameters of the question. For example, some answers discussed Rome's expansion in the Mediterranean rather than in Italy.

- (b) Few responses to this question.
- (c) Better candidates were able to display a sound knowledge of Roman and Carthaginian tactics, supporting their discussion with reference to the course of the war and its final outcomes, as this good introduction suggests:

The Roman and Carthaginian strategies during the First Punic War were largely dictated by the geographical position of the front. The Carthaginians were able to employ their traditionally strong navy while Rome was forced to employ new strategies to wage a war at sea. It was this aspect of the war, that is, a predominantly naval war, that was mainly responsible for Rome's inability to conclude the war sooner.

Better candidates also showed a familiarity with Polybius and Livy.

QUESTION 44. Political Revolution in Rome: 133–78 BC

- (a) This was the most popular response. Better candidates answered the question directly and analytically showing a solid grasp of ancient evidence and recent scholarship:

It is clear from his reforms that Gaius did not have a single motive. Plutarch tells us that he wished to avenge his brother's death and introduce laws that would be popular with the people while undermining the Senate's authority. Appian also agrees that he wanted to break the Senate's powers. Appian says 'being elected with flying colours he began to lay plans against the Senate'.

Superior responses of this ilk also showed a sound knowledge of Roman political terminology; for example, 'factiones', and 'dignitas'. Many candidates, however, simply listed Gaius' reforms, answering the question by inference only.

- (b) This option was answered by a minority of candidates. Generally, it was not answered well, with many candidates not understanding the link between political life and the army. Most of these answers lacked detail or concentrated too narrowly on Marius' reforms.
- (c) Not a popular choice with candidates. Most of those who chose this option answered the question too generally or concentrated wholly on the Social War.

QUESTION 45. The Fall of the Republic: 78–28 BC

- (a) This was the most popular question and elicited the full range of responses. Weaker candidates failed to come to terms with Pompey's relationship with the Senate from 70 BC and simply provided a narrative of his career. Some candidates also failed to stay within the time frame required and spent up to half of their essay describing Pompey's career before 70 BC.

Better candidates dealt with the issues demanded by the question by analysing the facts. Sources, both ancient and modern, were used extensively and critically by these candidates. For example:

The Lex Gabinia ... such a stance by a tribune showed that the Senate was not only bypassed but that the tribunate was enhanced ... The Lex Manilia ... gave Pompey the opportunity to significantly increase his 'dignitas' at the expense of the Senate.

- (b) This was attempted by relatively few candidates who found difficulty in coming to grips with the terms of the question.
- (c) A significant number of candidates attempted this option. Better candidates understood the aims of the three triumvirs very well and also understood the forces and pressures that broke the alliance. Less able candidates simply gave a narrative of the period from 43 to 31 BC.

QUESTION 46. Augustus and the Julio-Claudians

- (a) By far the most popular question in the historical periods. A wide range of responses as might be expected from such a popular choice.

In general the question elicited two types of response. Some candidates compared Augustus' influence with other bases of power, while other candidates critically analysed the quotation from the *Res Gestae*, giving special attention to the statement 'I possessed no more official power than others who were my colleagues', as the following introduction suggests:

Augustus' position as princeps was indeed constitutionally sound. Augustus' statement 'I excelled all in influence ... no more official power than my colleagues' is technically true. However, aside from the legal technicalities, Augustus did, in fact, have more power. Augustus' statement is true but shrewdly stated. Augustus chose to hide his sources of power behind constitutional wrappings.

Excellent candidates provided an extensive range of evidence, both written and archaeological, and showed a superior knowledge of Augustan rule. Other candidates showed an excellent critical analysis of the legal basis of Augustan power.

Less able candidates simply listed, often in general terms, Augustus' achievements, giving only token acknowledgment of the sources.

- (b) Not a popular choice. The few candidates who attempted this question showed a distinct lack of knowledge of the colonising program. Even less well-prepared students referred to buildings outside the timeframe of the question.
- (c) This option was answered by a substantial number of candidates. Equal numbers of candidates chose to concentrate on two or all four Julio-Claudians. Less able students again failed to realise that Augustus was not a Julio-Claudian.

Excellent candidates showed a mastery of both detailed information and use of sources as well as understanding the traditional role of the Senate and the means by which it was undermined. Weaker responses dealt only with the relationship between emperors and the Senate and failed to discuss the Senate's functions and duties.

QUESTION 47. Roman Empire: AD 68–250

Almost no responses.

QUESTION 48. The Later Empire: AD 250–410

Very few responses.

3 UNIT (ADDITIONAL)

SECTION I — 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

The very best responses made reference to specific written and/or archaeological and written evidence, cited specific tombs and made some attempt at analysis of the questions chosen. Thorough familiarity with and knowledge of archaeological evidence as well as secondary sources is a necessity for all candidates.

QUESTION 1

- (a) One of the two most popular questions. Most candidates cited at least three appropriate tombs, in particular those of Ptahhotep, Mereruka and Ti. The better candidates were able to discuss why the various themes were chosen and elaborate on their economic, social, political and religious significance, as well as discussing the Pyramid Texts of late Old Kingdom royal tombs. Poorer responses tended to provide merely a list of depictions and confused information on the later Old Kingdom royal tombs.
- (b) One of the least attempted questions. There were few good responses. Most showed only a vague awareness of the officials' titles and functions. Better candidates were able to trace the developing roles of Old Kingdom officials from dynasties III–VI, especially in relation to the king. These candidates cited pictorial and architectural sources and written evidence from the tombs of Weni and Harkhuf.
- (c) A popular choice. The best responses gave detailed and thorough analysis of at least one New Kingdom vizier (notably Rekhmire) and placed his career in a wider historical context of other viziers from different phases of the New Kingdom: Hapuseneb, Ptahmose and Aper-el from the early period and Ramose and Paser from the later period were instanced.
- (d) A very popular choice. Most candidates restricted themselves to a recitation of Herodotus' description without any reference to New Kingdom mummies. Better candidates discussed royal evidence, especially that of Tutankhamun, in the context of New Kingdom developments in preserving human remains and linked the practice to religious beliefs. Many less well-prepared candidates discussed Old Kingdom practices at some length, severely limiting their information about the New Kingdom.
- (e) Most answers to this question were competent, comparing royal and noble tombs with regard to architecture, decoration and location. The best responses spanned the early New Kingdom, the Amarna and Ramesside periods.
- (f) Most candidates attempting this question found it difficult to encapsulate the concept of 'economic basis' in an essentially moneyless society. Less able candidates discussed the diminishing dimensions of the pyramids and listed

agricultural scenes from Old and New Kingdom periods without a clear understanding of economic changes.

QUESTION 2

The best answers to this question were written by candidates who could demonstrate knowledge of specific tombs and individuals and structure a coherent response to very broad-ranging questions, requiring a balanced consideration of both Old and New Kingdoms. Less well-prepared candidates relied on a descriptive treatment of the tombs and failed to address the second part of the questions. These candidates tended also to write general, often irrelevant answers.

- (a) The second most popular choice. The best answers identified specific architectural features from tombs of both periods. These answers also addressed both royal and non-royal tombs and attempted to determine the reasons for the similarities and differences, such as the changing importance of the king and religious cults and ways in which this was reflected in tomb architecture. Better responses also considered factors such as geography and the economy, especially in relation to the nobility. Particularly good responses made use of evidence from Deir el Medina and the Amarna tombs. Weaker responses merely described the size of tombs, listing features of such tombs as Djoser's Step Pyramid without attempting any interpretation of the evidence. There was also an imbalance in the treatment of noble and royal tombs, Old and New Kingdoms periods. Many responses would have benefited from more careful time planning.
- (b) Better responses attempted to address a cross-section of female society, dealing with royal (especially queens), noble and ordinary women; for example, Deir el Medina women and the workers portrayed in nobles' tombs. The best answers were able to evaluate their sources, both primary and secondary, and to show how different conclusions can be drawn from the same evidence. These responses avoided generalisations and stereotyping of the kind which suggests that because one woman, such as Nebet, held an official position, all women had equal opportunity to do so. Similarly Hatshepsut is hardly a typical example of a New Kingdom queen. Poorer responses failed to discriminate between different classes of women and the different status and opportunities available to them. Other answers concentrated on one group of women to the exclusion of others or merely described their activities without citing supporting evidence. Such responses often made unsupported and faulty assertions about the changes which occurred from the Old to the New Kingdom.
- (c) Marginally the most popular question. Superior answers clearly distinguished between the Old Kingdom Pyramid Texts and the New Kingdom funerary texts. They were able to identify and describe the Book of the Dead and other funerary texts such as Amduat, the Book of Gates and the Book of the Caverns. Further, these candidates recognised that the Book of the Dead, while widely used in the New Kingdom, was for nobles, while the other books were reserved for royalty. Better candidates were able to quote from some of the texts and show how they reflected particular religious beliefs; for example, the stellar, solar and Osirian

concepts. Outstanding answers traced developments from earliest times through to the end of the New Kingdom and were able to relate these texts to both beliefs and practices. Less well-prepared candidates failed to distinguish between texts, lacked a balanced treatment of Old and New Kingdom material and knew of a very restricted amount of evidence. The poorest answers merely described funerary practices, especially mummification.

SECTION II—THE ATHENIAN AGORA FROM MYCENAEAN TIMES TO AD 267

The number of candidates attempting this option remains small. The standard of answers was perhaps not as high as in previous years as many candidates had problems in selecting information appropriate to some of the questions in both sections. There was a heavy reliance on Camp's book with many candidates quoting it word for word and neglecting other modern scholarship.

QUESTION 3

Most candidates displayed a sound knowledge of the archaeological remains. Better candidates were able to interpret the evidence to answer specific questions, and to adduce additional sources both archaeological and written as appropriate. The use of Pausanias was pleasing.

- (a) Better answers showed a knowledge of a wide range of evidence for the period; a few commenting on such aspects as Mycenaean trade, using the ivory pieces and the jar from Canoa as a basis, and on the warlike nature of society, basing their discussion on the warrior burial. Others referred to wealth and social class as evidenced by grave goods. A large number of responses, however, were little more than descriptions of evidence, and even these were often not accurate.
- (b) Almost 90% of the candidates attempted this question. Most responses were sound. Better ones made appropriate connections between the monument and religion as well as political and civic life, and were aware of changes in the Precinct over time and of the significance of these.
- (c) Candidates attempting this question found difficulty in providing information about religious beliefs and practices based on the evidence of the Altar. Responses could have dealt with matters such as ritual cleansing, sanctuaries, the role of the twelve gods and the public nature of religion.
- (d) About half of the candidates attempted this question. Responses varied from limited descriptions of bronze-working processes and 'Simon's Shoe Shop' to better ones dealing with a wide variety of business and the major industries. A few candidates mistakenly thought the illustration provided referred to the making of pottery.
- (e) Rarely attempted. Most candidates found the map of little assistance due to its early date.
- (f) Very few candidates knew of any evidence relevant to this question.

QUESTION 4

- (a) Many candidates had difficulty in coming to terms with the concept of ‘leisure activities’. Many answers referred to any activity that occurred in the Agora — political, religious, commercial. The emphasis on this question was on evidence, but many candidates failed to use either written or archaeological sources adequately.
- (b) The most popular question. The average answer tended to list buildings related to the functioning, but rarely explained the process, of the democracy. Rather candidates described the physical appearance of the building and quite often ignored the political activity which took place within. Better responses added a historical perspective to the workings of the democracy in the fifth century and described in considerable detail the political activities as reconstructed from the archaeological remains. These candidates included also information on ostracism, the law courts, the role of certain magistrates and the importance of lesser known magistrates.

Adjacent to the temple of Apollo Patroos was the Stoa of Zeus Eleutherios (freedom) which was built after the victory at the Battle of Plataea. The stoa takes the form of a temple but its place amongst the administrative buildings is suggestive. According to Camp it could have been used at the Thesmothetion where the six Thesmothetoi (judicial archons) dined and deliberated.

- (c) The concept of ‘community’ was not understood by many candidates. Answers were in most cases vague and uncertain. Better answers defined ‘community’ and were then able to demonstrate how the Agora served as a community centre, as the following introduction suggests:

The Agora was a community centre as it was the place which housed shops, religious buildings and altars for worship, and also housed the buildings which dealt with democracy and other matters of society. The Agora was also a community centre because it was where the Athenians went every day for specific reasons, whether to work, worship, buy something or find out information at the Eponymous Heroes. The Agora was a community centre because it housed everything that anyone needed.

SECTION III — ROMAN BRITAIN: AD 43–410

There was a slight decrease in the number of candidates attempting this option in 1996. There were some excellent responses which used both written and archaeological sources effectively to support their arguments, but generally the standard of answers was not as high as in previous years. To achieve good marks candidates at 3 Unit level need to do considerably more than write a brief description or narrate an event.

QUESTION 5

- (a) A popular choice. Better candidates made excellent comparisons between the leaders chosen and demonstrated an excellent understanding of the role of client kingdoms, their behaviour towards Rome and Roman attitudes towards them.

Candidates compared the two female leaders, Boudicca and Cartimandua, the loyal client king Cogidubnus and the rebel client queen Boudicca, the two rebels Caractacus and Boudicca, and the loyal Cartimandua and the rebel Caractacus. Better candidates substantiated their arguments with detailed references to ancient sources, Cassius Dio as well as Tacitus, and also made appropriate reference to modern scholars, such as Salway. Average candidates made some attempt to compare two leaders but without any significant analysis of the client system used by the Romans. Less well prepared candidates told the story of Boudicca's flogging and the rape of her daughters.

- (b) A less popular choice. Better candidates argued that trade was an important indicator of the progress of Romanisation. These candidates were able to make effective reference to archaeological finds to support their arguments.

The imported oil and wine are potent symbols of Roman culture and not only allowed the Roman inhabitants of Britain to enjoy products from their own country but also allowed the inhabitants the use and experience of these foreign products.

Most candidates also linked trade with the communication and transport network that operated in Britain. Less able candidates listed a few items that were traded, with no reference to supporting evidence.

- (c) A less popular choice. Most candidates gave brief descriptions of what Roman soldiers wore. Better candidates were able to distinguish between the dress and weaponry of legionaries and auxiliaries. They also noted the difference between items used on a daily basis and those on ceremonial occasions.

Armour found at Hadrian's Wall as well as reliefs on tombstones and Trajan's Column show breastplates, large shields and the types of helmets normally worn by soldiers.

- (d) Most candidates found this question difficult. They appeared to be searching vainly to find any relevant information. Less able candidates gave a general view of the roles of women: child-bearing, housework, spinning and weaving. Some candidates in apparent desperation wrote about the lives of Julio-Claudian women, as if these were the same as those in Roman Britain. The few better candidates were able to use the written and archaeological evidence to differentiate effectively between the lives of Celtic women, wives of Roman commanders and auxiliary soldiers, 'camp followers', and native women. These candidates examined such evidence as the Vindolanda tablets, tombstones, jewellery, figurines and mosaics to discuss such topics as family life, the education of women, leisure activities, and the tasks women performed.
- (e) The most popular choice, and was generally well answered. Better candidates displayed excellent knowledge of archaeological evidence and clearly understood the nature of Celtic religion.

Many of the gods worshipped by the Celts became conflated with Roman gods who performed similar functions. Evidence of this comes from an altar and statue base from Caerwent bearing inscriptions to Mars Oculus and Mars Lenus.

Modern scholars such as Green were used effectively to support arguments. Such superior responses contained little or no narrative, and some were able to cover the entire period of Roman Britain from the conquest to the legitimising of Christianity by Constantine.

Average responses displayed some knowledge of Celtic religion but were unable to explain effectively to what extent it survived. Less able candidates dwelt on the Druids and their extermination by the Romans.

- (f) Not a popular question. Less well prepared candidates confused Carausius and Caractacus and displayed no knowledge of the later period of Roman Britain. Better candidates demonstrated an understanding of the complexity of the political situation in the Roman Empire at the end of the third century AD and Carausius' opportunism in this situation. There was a strong attempt to argue the significance of Carausius' revolt:

Carausius is also sometimes mistakenly believed to be the first British nationalist rising up and exerting the might of Britain. This is very wrong as Carausius was at pains to identify himself as a Roman and had no intention of splitting the empire.

QUESTION 6

- (a) Most candidates were able to refer to Agricola's campaigns, the construction of Hadrian's Wall and the building of the Antonine Wall as evidence of changing Roman policy in the north. The better candidates were able to show an understanding of the reasons for such changes. Poorer responses merely gave a narrative of Agricola's campaigns and described the features and purpose of the two walls.
- (b) The most popular question. Candidates wrote at length about the features of Roman life but only the better responses made reference to specific towns, the most commonly referred to being Verulamium, Londinium and Camulodunum. Many candidates distinguished between the different types of towns, and were able to describe features of Romanisation apart from leisure activities. Less able candidates made statements about the Roman way of life which could have applied to towns in any part of the Empire. Some candidates even used Pompeii and Herculaneum as the basis of their response. Others wrote about villas even though the question did not require this material.
- (c) Seldom attempted. The few responses made little if any reference to the source provided.

SECTION IV — KINGDOMS OF ISRAEL AND JUDAH

QUESTION 7. Set Books — Kings, Chronicles, Ezra, Nehemiah

Most candidates chose parts (a), (c) or (f).

- (a) Most candidates gave an adequate assessment of Omri's reign in biblical terms.

Better responses made good use of primary sources such as the Moabite Stone to explain Omri's military strength, Omri's foreign policy and building activities.

- (b) Few responses to this part.
- (c) Responses ranged from a comment on the Siloam tunnel to accounts of Hezekiah's whole reign and the part he played in the history of Judah. Better answers explained Hezekiah's partial success against Sennacherib's army (that is, the fact that he had to pay tribute).
- (d) A few responses only to this part. These gave an adequate account of Josiah's failure and death and the subsequent loss of Judah's independence was discussed.
- (e) One response only to this part.
- (f) The very best answers gave a detailed account of the circumstances that led to the return of the exiles to Judah and made effective use of primary sources.

QUESTION 8. Special Period — The Kingdoms of Israel and Judah

- (a) No responses to this question.
- (b) The most popular choice. Candidates gave articulate accounts of Hebrew religious practices and beliefs. There were few poor answers as most made use of both primary and secondary sources and understood that they should stay within the bounds of Kings–Chronicles, and appreciate their differing approaches. Most wrote of the ongoing apathy of the Hebrews, of their tendency to embrace foreign gods and customs, of the role of the prophets, and of the customs of kings and priests.
- (c) Some candidates examined only the practical/physical problems of the return from Babylon. Others wrote of the difficulties the exiles faced with those who had not gone into exile. Most understood the importance of the rebuilding of the temple. Extensive use was made of primary and secondary sources. Most wrote of the roles of Ezra and Nehemiah, some of the early zeal and of the later apathy of the returning exiles.

SECTION V — THE PELOPONNESIAN WAR

The slightly fewer candidates attempting this option in 1996 again demonstrated a wide range of historical understanding and knowledge. Some more than met the aims of the syllabus by showing highly developed skills of analysis and interpretation, a thorough knowledge of the set text and were able to meet the demands of some challenging questions.

The use of modern scholarship is becoming more widespread, but unfortunately is not always employed effectively. Candidates should be warned against citing (or quoting) the authors of textbooks (as opposed to scholars of the period) and against 'name-dropping'; for example, 'Kagan tells us that Athens was weakened by the plague'. An example of excellent use of secondary sources follows:

Modern scholarship suggests that this [the imposition of the Megarian Decree] would bring about, as Kagan says, 'economic ruin' in Megara. However de Ste Croix presents a persuasive argument that the exclusion decree would pose only a 'temporary interruption' until trade was transferred to non-Megarian traders. Hence Pericles had not really issued a penalty ...

The best responses, as always, were succinct, demonstrated close knowledge of the whole of the text, and articulate. Above all, they confined their material to the question set, and often began with a brief, apposite introduction, suggesting that considerable thought had preceded the writing, as, for example:

The Athenians failed to give proper support to the forces in Sicily in the form of political stability. The demos' mistakes at home were as important as Nicias' mistakes in Sicily.

QUESTION 9. Set Book — Thucydides

- (a) The most popular question. The best responses established that Thucydides' idealised view of Pericles prevented his directly holding the statesman responsible for the war. They used other ancient sources to show that Pericles' imposition of the Megarian Decree and refusal to revoke it, and Thucydides' own account of his pre-eminence during its period of growth, demonstrate that Pericles is to be held largely responsible for the outbreak of war. Less able candidates had difficulty in coming to terms with the form of the question ('to what extent') and sometimes offered little more than a prepared account of the causes of the war.
- (b) Not a popular question, and rarely well done. A few excellent responses were able to show, through a detailed examination of Sparta's policy (and the factors determining it) throughout the Archidamian War, that:

Even though her strategies seem 'slow and cautious' and almost hesitant, the reasons for this were valid. In many cases the Spartans were in fact 'wise and sensible' and acknowledged their limited financial resources.

- (c) About 20% of the candidates attempted this question, although many had great difficulty in coming to terms with the concept of 'morality', some confusing it with 'morale', others equating it with self-interest. The best responses understood the basic similarity of the two speakers. As one candidate wrote:

Diodotus' view was not because of his 'humanity' but because of his calculation of the repercussions.

These candidates noticed the remarkable similarity of Cleon's words to the statement of Pericles earlier in the war (II.63) and linked the increasing brutality of Athenian imperialism to earlier events such as Pericles' actions in Histaiea and Thucydides' theme of the degrading effects of war.

- (d) A relatively popular question, but many candidates offered little more than a prepared answer on the reasons for the failure of the Sicilian expedition. The best

responses recognised the contradictions in Thucydides' account, and linked this to his methodology. Some candidates made an excellent case for agreeing with his quoted assessment by defining 'proper support' as political stability and strategic planning, rather than the more obvious military force.

- (e) Attempted by only a few candidates, most of whom did not recognise the chronological position of the quotation, and so could not hope to assess adequately the intentions of the two sides in signing the treaty. Questions such as this emphasise the need for candidates to be very familiar with the whole of the text, not simply selected portions of it.
- (f) Quite a popular question, drawing many excellent responses, which recognised the inevitability of bias stemming from personal experience, and pointed out bias in Thucydides' portrayal of leadership, in his anti-Spartan stance, in his use of speeches, in his attitude to democracy and in his omissions. Less able candidates seized on the opportunity to discuss at length only his prejudiced picture of Cleon.

QUESTION 10. Special Period — The Peloponnesian War

- (a) A popular choice. Above average responses included the whole period 431–404 BC and were able to show when, why and how naval power was important. They used the early speeches of Archidamus and Pericles to establish that naval power was of importance, supporting this argument with reference to the opinions of such scholars as Kagan, Finley and Connor. In examining the Archidamian War they showed how the naval campaigns of Phormio and the acquisition of Pylos enabled Athens to bring Sparta to the peace table. Better candidates went on to show that the losses in Sicily and the Spartan alliance with Persia put the combatants on an equal footing in the later part of the war.

Average responses were narrative, concentrating only on one or two battles and failing to show that Sparta had to acquire a navy if she was to defeat Athens. Narrow in their assessment of the importance of naval power, these responses had some knowledge of its role throughout the war, but some concentrated on the later naval battles of Cynossema, Arginusae and Aegospotami.

- (b) The most popular choice. Better responses were able to question Thucydides' appraisal of the two men successfully by referring to modern scholars such as Kagan, Westlake, Finley and Connor. They acknowledged Brasidas' long-term involvement in the war and that Cleon's success at Sphacteria (with the assistance of Demosthenes) was an important breakthrough for Athens, although counterbalanced by Brasidas' success in Thrace. They were able also to point to Cleon's successes in attacking rebellious Thracian towns, before discussing the deaths of the two men at Amphipolis. Some few were able to analyse what each had achieved, using this to make a judgment on their relative success.

Average responses lacked details about the military exploits of the leaders, relying only on the campaign at Sphacteria and the capture of Amphipolis. They gave

little more than an account of Cleon's 'violent character' as revealed in the debate over Mytilene and of Brasidas' unusual character 'for a Spartan'. While aware of Thucydides' attitudes to both men, these candidates accepted his account of Cleon's activities unquestioningly and knew nothing of Brasidas' early military career.

- (c) The least popular question. Better answers examined the role the allies played in the outbreak of the war, referring to the nature of the Peloponnesian League's decision making and examining the allied congress held in Sparta before the outbreak. They successfully analysed those incidents of the Archidamian War which showed either the influence Sparta's allies were able to exert over her or those which showed Sparta acting alone. They also examined the role which the allies played (or did not play) in the signing of the Peace of Nicias and in its breakdown. They cited ancient evidence from Plutarch, Xenophon and Aristophanes, as well as showing a sound knowledge of Thucydides and using a range of modern sources including Powell, Sealey and Hornblower.

Average responses concentrated only on the role of Corinth in bringing Sparta into the war. They focused on the 432–430 period and made little reference to sources.

SECTION VI — THE JULIO-CLAUDIANS

There were approximately the same number of candidates studying Tacitus in 1996. The majority of candidates demonstrated an excellent understanding of Tacitus and displayed an ability to place the gobbets in their correct textual and historical context. Better candidates were able to substantiate their arguments by using specific references drawn from modern scholars such as Shotter, Levick, Bauman, Weidemann, Griffin, Martin and Mellor, and were able to deal with complex political issues. They were aware that criticism and analysis are integral to the answering of gobbets questions.

Less well-prepared candidates gave little more than a narrative. There was also a tendency to simply 'name drop' ancient and modern sources, rather than use them to substantiate an assertion.

Candidates should be instructed to write formally and not use abbreviations or letters instead of names. There were also a number of candidates who disadvantaged themselves by having almost illegible handwriting.

QUESTION 11. Set Book — Tacitus, *Annals*

- (a) This was the most popular question and was answered effectively. Candidates traced the development of the definition and application of the *maiestas* law. Better candidates recognised the Tacitean purpose in portraying Tiberius' principate as flawed by misuse of the treason trials. The question of 'blame' was widely addressed. Better candidates recognised the responsibility of the Senate, the *delatores*, and Sejanus, as well as Tiberius. The use of secondary sources to question the Tacitean interpretation was often effective.

Mellor notes that Tacitus injects his personality into his account of the trials to blacken the reputation of the Emperor and the office of the Princeps.

Hooper speaks of Tacitus' biased portrait of Tiberius, a man depicted as 'always hesitant, always cryptic'.

- (b) Many candidates provided a chronological account of the elimination of the house of Germanicus. Candidates were confused by Sejanus' motivation, seeing it as simply his ambition, his 'lust for power'. Better candidates recognised Sejanus' equestrian status and thus his difficulty in achieving imperial power. Beginning from Tacitus' statement that Sejanus began to 'systematically undermine their (Germanicus' family) position', better candidates traced the fortune of the family and those who stood by them. Sejanus was seen as unwittingly directing the Principate in Gaius' favour. Many candidates forgot to follow the fortunes of Gaius.
- (c) This question caused confusion amongst candidates unsure of the meaning of 'last days'. Interpretations ranged from Tiberius' retirement to Capreae to the reign of terror to Tiberius on his deathbed. Better candidates recognised that the succession had been determined by Tiberius. They adopted a critical and analytical approach to the implications of the quoted passage. Average answers centred on the immediate happenings of the last few hours of Tiberius' life with much emphasis on the involvement of Macro and the part of Gaius.
- (d) This was a popular choice. This question required a judgement and conclusion. Better candidates attempted to discuss Messalina's downfall in terms beyond her sexual habits. Her political ambition, as well as the role of the freedmen, was recognised. Some candidates, influenced by Levick, argued a case for Messalina being used by Claudius for his own political survival. They questioned the Tacitean assertion that Claudius would ask 'Am I still emperor?' Surely he was privy to the escapades and liaisons in the court circles. Criticisms and analysis were evident in the better responses. Average candidates narrated the events as Tacitus portrayed them without questioning the wider possibilities of a woman who was no longer capable of initiative. They tended to accept that Tacitus depicted Messalina as degrading to the royal house rather than as a political threat.
- (e) Better students focused on the chain of events that led to the situation described in the gobbet. Agrippina's imperial ambitions were in crisis and the political intensity that had propelled her to this point was noted. They focused on her single-mindedness in achieving her goals. Average answers gave a list of characters involved, quoted the gobbet and were concerned with mushroom preparation.
- (f) This was a reasonably popular choice. The better candidates detailed Nero's immediate reactions to the fire, principally his need to find scapegoats (if he was involved at all), in contrast to the slow response of public opinion. A number of competent responses concisely discussed the Romans' misunderstanding of

Christian beliefs. Nero's grand plan for the rebuilding of Rome was identified as a highly suspicious response to tragedy. Tacitus' version of the fire was challenged through identification of the fire's lack of treatment by ancient writers. A critical analysis questioned Nero's involvement. Average essays narrated events and accepted Tacitus' 'scapegoat' interpretation unquestioningly.

QUESTION 12. Special Period — The Julio-Claudians

- (a) A popular choice. Tiberius and Claudius were the two emperors most chosen. Candidates were able to distinguish between Tiberius' cautious policy of non-expansion and Claudius' conquest of Britain. The reasons for these differences were discussed in terms of each emperor's personal situation. Many less well prepared candidates merely listed examples of frontier policy. These included the mutinies; Germanicus' eastern settlement and the revolt of Tacfarinas in Tiberius' reign; Gaius' German campaign and reversal of Tiberius' policy regarding client kings; the addition of new provinces like Britain, in Claudius' reign and Boudicca's revolt; and the Eastern settlement of Corbulo under Nero. Better responses compared the policies of the chosen emperors and made good use of the available sources. One such good response began:

The frontier policies of Julio–Claudian emperors played a substantial, if not vital, role in ensuring the peace and stability of the Empire. Tiberius and Claudius' frontier policies were very different in nature, yet both allowed the Empire to flourish and enjoy peace.

- (b) Another popular choice. There were some excellent responses. Most candidates concentrated on Livia while Octavia, daughter of Claudius, was frequently selected. Better responses were able to define and analyse the political role of women in the Julio–Claudian period and gave appropriate examples to support the opinions presented. Many, however, wrote at length of Livia's role in Augustus' reign — material that is not included in this Special Period. Candidates are advised to remember that the Julio–Claudian period begins with the accession of Tiberius and that they should cover the whole period in their study. Others wrote primarily about Livia and included a brief paragraph only on Drusilla or Octavia.
- (c) The most popular part. Many different interpretations were presented. Some candidates interpreted 'people' as the ordinary people of Rome, while others took a wider view and examined one or more of the Senate, the Praetorian Guard, the armies and the provinces. Both interpretations were acceptable. Poorer responses merely gave a chronological account of the main events in each emperor's reign and made little attempt to answer the question set, or wrote mainly about Augustus' popularity, making little reference to the Julio-Claudian emperors. Better responses outlined the use of public entertainment, the food supply and public building policies as ways in which emperors gained popular support, and gave examples from Tacitus, Suetonius and Dio of the relationship between the emperor and the ordinary people. Some of the superior responses argued that popularity with the people was not an important factor and discussed other reasons for the success of each emperor chosen.