



BOARD OF STUDIES
NEW SOUTH WALES

1997 HSC

EXAMINATION REPORT

Ancient History

Including:

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

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ANCIENT HISTORY ENHANCED EXAMINATION REPORT

General Comments

The 1997 examination was the third under the new syllabus introduced in 1994. The 1997 candidature was as follows:

- 3340 candidates presented for the 2 Unit course
- 1384 candidates presented for both the 2 Unit (Common) and the 3 Unit (Additional) courses
- 2503 candidates presented for the 2 Unit Personalities and Their Times course

The total candidature was 7227, which represents an increase of 475 candidates over the 1996 total. This is an extremely pleasing trend and teachers of the subject are to be congratulated.

Again there was an overwhelming preference for candidates to study the Greek society, Sparta, in both 2 Unit and 2 Unit Personalities and Their Times in Section I — Ancient Societies. The most popular personalities in both courses were Agrippina II and Hatshepsut. Personalities such as Xerxes and Caesar were also very popular. It was pleasing to note a small increase in the number of candidates attempting the less popular personalities such as Jezebel. In 2 Unit (Common) Historical Periods Section III, Question 39 in the Greek section and Questions 45 and 46 in the Roman section were extremely popular. New Kingdom Egypt, Questions 32 and 33 were also popular, with an increase in the number of candidates attempting the Old Kingdom period.

The candidature in 3 Unit was slightly less this year, with Tacitus emerging as the most popular option. Thucydides and the Egyptian Burial Customs were next in popularity.

Examiners noted, with alarm, the candidates' general lack of the use of evidence in all courses and in all sections of the examination. The syllabus clearly states that 'students should use a wide variety of written and archaeological sources' and emphasises 'the importance of evaluating these critically and making sound value judgements on the evidence they provide'.

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 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.

ANCIENT HISTORY — PERSONALITIES AND THEIR TIMES 2 UNIT

SECTION I — ANCIENT SOCIETIES

Marking Criteria

The following is a generic scale generally applied to all societies.

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, with reference to evidence.	5
(iv)	As for (iii) above with greater emphasis on own knowledge of the society as a whole, with reference to evidence.	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 overall standard of responses is quite pleasing, though many candidates are still not referring to either written or archaeological evidence. Only superior candidates could accurately refer to sources and incorporate them effectively into their answers. The use of stimulus material is generally unsatisfactory.

The societies most frequently attempted were, in order: Sparta, Old Kingdom and New Kingdom Egypt, Minoans, Athens, Republican Rome, Persia and Assyrians. No Rome in the 4th Century AD was attempted.

There were still candidates attempting more than two societies this year. Candidates must read instructions carefully and comply with them, eg each question must be answered in a separate booklet.

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

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, eg Middle Kingdom Egypt, when they have clearly studied Old or New Kingdom.

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 could name at least two gods for 2 marks. However, too many are still including Aten and Amun.
- (ii) Candidates could generally refer to several roles played by Pharaohs. Most common answers referred to the king as ‘Horus’ on earth, an intermediary between gods and the people of Egypt, upholder of ‘ma’at’ etc.
- (iii) A surprising number of candidates were unsure of the function of the Pyramid Texts. Many stated they were found in nobles’ tombs or were a summary of the achievements of Pharaohs. Better responses discussed the nature, location and function of the texts.
- (iv) Generally poorly answered. Many candidates did not supply any specific knowledge. Women merely raised children, cooked dinner and cleaned the house. Better responses pointed out the lack of evidence generally but mentioned figurines, reliefs and written evidence about women.

(b) Empathy Section

Less able candidates only alluded to the fact that scribes were educated and could actually write. Some were stonemasons, poor farmers or peasants. Better responses referred to their superiority over other workers, their long training and education, their many duties such as taking a cattle census, calculating taxes and keeping administrative records for the Pharaoh.

Question 2. Society in Middle Kingdom Egypt

Few attempts, and those very poor. Most responses had knowledge of either Old or New Kingdom — but not Middle Kingdom.

Question 3. Society in New Kingdom Egypt

(a) Evidence Section

- (i) Most students could state that such a relief could be found in a noble’s tomb. Some, however, wrote that it would be found in mortuary temples or inside kings’ tombs.
- (ii) Most candidates could describe three aspects of women’s fashions. Many obviously used the source provided quite accurately and better candidates often pointed out that it would have varied with the different classes of Egyptian women.

- (iii) This was also answered quite well. Better responses discussed a variety of leisure activities, often with reference to specific evidence. Most included fishing and fowling, hunting in the desert in chariots, 'senet', and dancing.
- (iv) Family life proved to be difficult for many. Some simply described housing and did not understand what 'family life' may entail. Better responses discussed family activities shown in reliefs, forms of marriage, family burials and some discussed the unusual 'family' scenes from Amarna. Some raised the issues of inheritance, particularly in royal families.

(b) *Empathy Section*

Better candidates displayed a sound knowledge of the role of a priest at the temple of Amun at Karnak. Candidates who had studied Hatshepsut often included building additions being made to the temple by the king, eg obelisks, the Red Chapel. Several complained of the noise of the builders! They were able to discuss the daily rituals involved, their status, and various festivals such as the Feast of Opet. Poor responses described the priest's duties as being similar to the present-day Catholic Church, including sanctioning marriages and listening to confession.

PART B — THE NEAR EAST

Questions 4 and 5

Few attempts.

Question 6. Persian Society in the Time of Darius I

(a) *Evidence Section*

- (i) Most candidates were aware that 'Satraps' governed satrapies or provinces and were directly responsible to the king. Candidates found it difficult to use the source in their answers.
- (ii) Most candidates were able to supply at least three duties of the satrap. The most common included: collecting tribute, raising military levies, dispensing justice and administering the economy.
- (iii) Better responses drew upon evidence and examples from Herodotus for the lifestyle of the Persian king. Reference was made to opulent lifestyle, palaces, incredible wealth from the empire, banquets, and magnificent clothes. Less able candidates often had the king camping without equipment and sleeping on the ground with his army.
- (iv) Less able candidates had considerable difficulty with industry, some explaining that Persian machinery was not up to modern standards. Some also explained that, as Persia was a desert, there was little agriculture. Better responses included the great diversity of agriculture throughout the empire, the role of trade, irrigation and the king's personal interest in the economy. They were aware of manufacturing, public works and other forms of industry within the empire.

(b) *Empathy Section*

This question allowed better candidates considerable scope to discuss the life of a soldier in the Persian army. Some placed themselves on specific campaigns of Darius, discussing the various components of the army, weaponry, armour, their lifestyle and supplies. Some commented on 'other nationalities' within the army and the various difficulties this often created. Less able responses had little idea of the various components of the army, their weapons or their role.

PART C — GREECE

Question 7. Minoan Greece

This society is being studied by more candidates.

(a) *Evidence Section*

- (i) A small number of whole centres did not recognise the Phaistos Disk and, even when they did, thought it was found at Knossos.
- (ii) Most candidates had very good knowledge of types of writing, often referring to Michael Ventris and the problems of deciphering Linear B.
- (iii) This question was very well answered, many candidates writing pages of description and analysis on at least the three pieces of evidence asked for and often offering more.
- (iv) Many candidates wrote very generally about the lives of women who could have lived in any society in any age. The best referred to figurines and frescoes and the importance of women in religion.

(b) *Empathy Section*

This question was extremely well done. Candidates knew in detail the plan of the palace of Knossos and used it as a basis for their answer.

Question 8. Mycenaean Society

This society continues to decline in popularity.

(a) *Evidence Section*

- (i) Many candidates had difficulty in identifying the source in this question. This was surprising as the dagger from the shaft grave should be a well-known piece of evidence.
- (ii) Detailed knowledge of Mycenaean weaponry was lacking in this question.
- (iii) Apart from the description of 'warlike', this question was not well answered. Many candidates thought that art referred only to frescoes, not pottery, jewellery, funeral masks etc.

(iv) There were some good answers for this question. The trade of agricultural produce and minerals for making bronze was usually referred to. Most candidates were able to refer to actual trading areas, especially Cyprus. Good candidates referred to Linear B translations.

(b) *Empathy Section*

Most candidates knew the features of the palace of Mycenae very well and incorporated them into their description. The megaron was particularly well described, especially the hole in the roof for smoke.

Question 9. Spartan Society

This was the most popular question.

(a) *Evidence Section*

- (i) Lycurgus, as the reputed law-giver of Sparta, was generally well known.
- (ii) Candidates knew of the two royal families of Sparta and that one king went to war while one stayed in Sparta.
- (iii) While a few candidates confused the Gerousia with the Ephors, most recognised the Gerousia as the Council of 28 Elders and the two kings. They were able to describe the function and duties of this institution in Spartan government.
- (iv) Many candidates accompanied their answers with accurate diagrams. They were able to refer to the kings and Gerousia, the ephors, the homoioi and inferiors. The position of the perioeci and helots was well known. A number of candidates omitted any mention of women in the social structure. Those who did, referred to land ownership and the supervision of helots and also the lack of political rights.

(b) *Empathy Section*

As usual the role of the helot was very well known with the horrific stories of mistreatment at the hands of the Spartiates and the Krypteia. Candidates knew that the helot was owned by the state, worked on the land and provided the food for the Syssitia. They also referred to their participation in military campaigns and the occasional liberation for bravery. A number of candidates mentioned historical events like the Mt Ithome revolt, while some began with the Conquest of Messenia. A few candidates varied the litany of helot protests, either by being well treated, or being female helots working in a household.

Question 10. Athenian Society in the Classical Age

This society is becoming more popular.

(a) *Evidence Section*

- (i) The agora as a meeting place, a market place, a centre of political, social and commercial life, was very well known.
- (ii) Candidates either knew the Heliiaia were the law courts and wrote at length about jurors or made wild guesses as to the function of this institution.

- (iii) Candidates generally wrote several pages about the activities in the Athenian Agora. The information was very well known and well answered. They ranged from commercial activities, ostracisms, religious ceremonies, particularly the procession at the Panathenaic Festival, meetings and general social activities.
- (iv) This question was well answered. Candidates were familiar with the benefits of trade, including the great prosperity that Athens gained, which led to her extensive building program.

(b) *Empathy Section*

This question was not well done. Extravagant descriptions of houses with chandeliers and multiple bathrooms did not earn marks. Many candidates used twentieth-century information in their essays and showed little understanding of basic information concerning ancient Athenian dinner parties.

PART D — ROME

A large number of candidates attempted this question.

Question 11. Republican Rome to the First Century BC

(a) *Evidence Section*

This section was handled quite well by most candidates.

- (i) Responses were generally adequate. Most candidates knew that the atrium was an open central room/courtyard, which usually contained a pool for the collection of water.
- (ii) This question posed few problems for candidates. Better candidates supported their answers with their own knowledge, by including such features as gardens, storage areas, mosaics, vegetable plots and stables.
- (iii) This question was generally handled quite well. Candidates were able to discuss at length such leisure activities as the arena, circus, theatre, baths, gardens, gymnasiums, festivals, forums and libraries.
- (iv) This question was perhaps the most difficult. Whereas most candidates could discuss at length the equipment of the Roman soldier, only the best candidates discussed the actual training. Those candidates who did score full marks for this question discussed the military oath, route marches, camp construction, trade skills and weapons training.

(b) *Empathy Section*

Many candidates performed very well in this section, with many responses in the above average category. Most candidates clearly defined the paterfamilias and his role in the Roman household. Better candidates gave many examples of his authority, showing a clear understanding of this aspect of Roman society.

Question 12. Roman Society in the Early Empire

A small number of candidates attempted this question.

(a) *Evidence Section*

- (i) Most candidates were able to define a Roman Triumph. Better candidates stated that in this period only the Emperor or designated members of the royal family received triumphs.
- (ii) Candidates did not handle this question well. Better candidates wrote about the components of a legion and discussed the command structure, but on the whole these were few.
- (iii) Candidates generally handled this question very well, although some candidates misread the question and concentrated solely upon the services provided to the citizens of Rome itself. Most candidates, however, were able to write about such varied services as: security; fairer taxation; more honest government; roads; water supply; justice; improved trade; economic prosperity; maintenance of temples; public works and disaster relief.
- (iv) Candidates generally handled this question well. Most candidates were able to write about one religious cult in some detail, whether it be a traditional Roman cult or an introduced religious cult. Some examples included the Imperial Cult; Mithraism; Vestal Virgins; Cybele; Isis and Christianity.

(b) *Empathy Section*

Candidates generally had difficulty with this section. The best candidates pointed out that by the early empire real power lay with the Emperor/Princeps — the man who had military support.

ANCIENT HISTORY — Personalities and Their Times 2 Unit

SECTION II — PERSONALITIES AND THEIR GROUPS

General Comments

The most popular personalities were Agrippina II, Xerxes and Hatshepsut.

Other personalities who attracted a substantial number of responses were the Pharaohs of the Old Kingdom, Pericles, Akhenaten, Alexander, Caesar and Women in Classical Greece. Very few attempted questions on Sennacherib, Jezebel, Cleopatra VII or Scipio Africanus. No candidate attempted to answer the Christians in the Later Roman Empire.

The total number of candidates in the 2 Unit Personalities and Their Times continues to grow and the standard remains similar to that of last year.

Most candidates were able to write a cogent response to the questions. There has, however, been a noticeable decline in the use of primary sources. Only candidates who produced above average or excellent answers made use of written or archaeological evidence. The paucity of primary evidence was highlighted in the 1996 Examination Report and it appears that the trend to ignore these valuable sources has continued in the 1997 candidates' responses.

Again the better-prepared candidates were able to discriminate between part (a) valued at 3 marks and part (e) valued at 7 marks. Some candidates seemed to spend a disproportionate amount of time on their responses to part (a) and ignored the more analytic questions. However, the higher order questions, which solicit an evaluation or conclusions, were often well handled.

Marking Procedure

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

Marking Criteria

Marks	Criteria
25	This is the best response possible given the limits of the questions and the constraints of time. Responses in this range demonstrate accurate detailed knowledge of the personality/group and their times. Use of evidence, analysis and evaluation is competently demonstrated.
21–24	Shows 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 a 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.
18–12	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 was generally answered better than last year. Students were able to differentiate between Old Kingdom and Middle and New Kingdoms.

- Most candidates were able to accurately list three Pharaohs who had constructed pyramids — Djoser, Cheops and Khafre were the most popular responses.
- Well-prepared candidates could describe how pyramids were built; however, many students tended to describe a pyramid rather than its construction. Some students took the word ‘briefly’ too literally and their response was only a few words, disregarding the mark value of the question.

- (c) Only better prepared candidates could explain the titles of the Pharaohs. Most candidates could only list a few titles and there was little attempt to explain the titles.
- (d) Whilst most candidates could list the main officials of the Pharaoh, eg Vizier, there was a limited response as to how they helped the Pharaoh.
- (e) Most candidates could present an impressive list of the achievements of various Old Kingdom Pharaohs, especially in regard to pyramid building. Better candidates mentioned other achievements such as pyramid texts, religious and architectural conventions, ability to harness resources and manpower and the power and influence of the Pharaoh.

Question 15. Hatshepsut

Hatshepsut was one of the more popular personalities. Most candidates showed detailed knowledge of this personality.

- (a) This question was generally answered well by candidates. They showed detailed knowledge of Hatshepsut's genealogy.
- (b) Most students elaborated on the role of Amun and Hatshepsut's divine birth and the construction of her mortuary temple. However, only better candidates could include her relationship with the Amun priesthood and the connection between the Punt expedition and Amun.
- (c) Good knowledge of Senenmut and his relationship with Hatshepsut was shown. Most candidates identified Senenmut as the architect of Deir el-Bahri and the tutor to Neferure. Some confusion was shown as to whether or not he was her Vizier. Most candidates wanted to debate whether they were lovers.
- (d) Confusion still exists concerning Hatshepsut's military campaigns. Some candidates are still insisting that she had no military campaigns. Better prepared candidates were able to cite an impressive list of archaeological evidence to support their argument for military activity. Punt was generally referred to by most students.
- (e) Most candidates attempted this question adequately, listing her buildings, especially Deir el-Bahri in detail. Only more able students were able to evaluate the importance of her building program in terms of her reign.

Question 16. Akhenaten

This question has grown in popularity with more candidates attempting this personality.

- (a) Most candidates could refer to the purpose of Akhenaten and the reasons for its construction.
- (b) Generally well answered with sound and pertinent knowledge of Nefertiti's position. However, only better prepared students could discuss in detail the role that she played in Akhenaten's reign.
- (c) Whilst most candidates could describe Amarna art, many had difficulty in assessing what the art reveals about Akhenaten.
- (d) Sound knowledge of the religion of the Aten was displayed. This question was generally well answered.

- (e) Most candidates could discuss Akhenaten's religious reforms but had difficulty in evaluating the reasons for failure. Well-prepared candidates could discuss the impact of the religion on Egyptian society and the demise of the religion with Akhenaten's death.

PART F — THE NEAR EAST

Question 17. Sennacherib

Although still not a popular question, there continues to be an increase in candidates attempting this personality.

- (a) Most candidates had a sound understanding of Sennacherib's family background.
- (b) Candidates found this question difficult and concentrated on discussing Sennacherib's building program at Nineveh. Only the more able candidates referred to the importance of Nineveh.
- (c) Candidates displayed good knowledge of Sennacherib's palace inscriptions. However, some confusion was evident over lion hunting scenes. Most candidates could relate the scenes to Sennacherib's reign.
- (d) Most students were aware of how Sennacherib died. Only the better prepared candidates could assess why he died.
- (e) Candidates generally attempted this question adequately, listing the achievements of his reign. Only more able students were able to evaluate his achievements in terms of success.

Question 18. Jezebel

There has been a slight increase in the number of candidates who have attempted this question. The standard for this question is quite high.

- (a) Most candidates identified Jezebel as a worshipper of Baal and priestess of Asherah and Astarte.
- (b) This question was generally well attempted. All candidates identified Elijah as a prophet and were able to recount the incident on Mt Carmel. Only the above average candidates were able to account for the conflict between Elijah and Ahab.
- (c) All candidates displayed sound knowledge of the incident at Naboth's vineyard.
- (d) Jezebel's death was well described. Better candidates were able to link Jezebel's demise with the political/religious struggle following Ahab's death.
- (e) This question proved to be most challenging. Candidates had difficulty in assessing Israel's prosperity during the reign of Ahab and Jezebel. The better candidates were able to show that trade between Phoenicia and Israel increased due to the marriage between Ahab and Jezebel. Only a few candidates used archaeological evidence to support conclusions — for example, the findings at Samaria.

Question 19. Xerxes

Xerxes was once again a popular choice. Better candidates revealed considerable depth of knowledge about his life and the times in which he lived.

- (a) Most candidates were able to identify that the worship of Ahura Mazda was part of the Persian religious beliefs. Better candidates argued the ambiguity of whether Xerxes was actually a believer in the prophet Zoroaster. Better candidates also cited evidence of Xerxes claiming the right to the Persian throne through the auspices of his father Darius and Ahura Mazda.
- (b) Many candidates took the word 'briefly' too literally and gave only an outline of the Persian Empire. Better candidates made mention of the geographical extent of the empire, its satrapies, often identifying these specifically by name, how the empire was governed, its resources, its monetary system and the diversity of its population. Candidates in the excellent range of responses gave reference to the primary source Herodotus. This question was generally well answered.
- (c) Most candidates were aware of Xerxes' twelve years as the satrap of Babylon and made reference to the city's rebellion at the beginning of Xerxes' reign. Better candidates argued that the city lost much of its independence, that its temples were sacked and that the idol of the god Bel-Marduk was melted down.
- (d) The building program of Xerxes at Persepolis was generally well known. Most candidates identified that Xerxes inherited the building program from his father and that it was not completed within Xerxes' lifetime. Better candidates gave detailed descriptions of those buildings actually constructed by Xerxes. Some of the best answers argued the significance of Persepolis as a ceremonial centre rather than a royal residence and cited archaeological evidence to support their evaluation.
- (e) It was possible to present an argument of Xerxes as a successful or an unsuccessful military commander. Less able candidates were unable to discuss Xerxes' success in any depth. Better candidates argued that Xerxes was a successful commander because he achieved his military objective of conquering Central Greece. Such responses argued that although Xerxes suffered setbacks in his military strategy he ruled a large empire for twenty-one years and he subdued a number of serious rebellions. Overall, they cited evidence that supported these arguments.

Question 20. Women in Classical Greece

This question has increased in popularity. The standard, however, remains average, with a large number of candidates unable to display the required depth of knowledge.

- (a) Only a few candidates could accurately name the 'Chiton', 'Himation' and 'Eplos' as three most relevant articles of clothing worn by a Greek woman. Many candidates referred to sandals and hats and other generic articles of clothing.
- (b) Responses to this question varied. Most candidates, however, were able to refer to employment opportunities available to women in Athens, such as: farm workers, taverners, market sellers, entertainers. Only the better prepared candidates could differentiate between social classes in Athens and link this distinction to employment.

- (c) Generally well attempted. Detailed and pertinent knowledge was displayed.
- (d) Most candidates found this question very difficult, especially in developing an argument 'why' the education of Athenian and Spartan women differed. The majority of candidates limited their responses to an outline of the education system in these two city-states.

Question 21. Pericles

- (a) Most candidates could clearly outline Pericles' family background. They accurately identified Agariste and Xanthippus as Pericles' parents and the Alcmeonids as his clan.
- (b) The majority of candidates made a limited response to this question. Whilst they identified changes to the Aeropagus, citizenship laws and payment for jurors as Pericles' political reforms, they had difficulty in describing them.
- (c) This question was generally poorly attempted. Most candidates limited their response to Pericles' strategy at the outbreak of the Peloponnesian War. Only the better prepared candidates could refer to Pericles' military campaigns in Euboea, Samos, Megara and raids in the Peloponnese.
- (d) Only the more able candidates could accurately and effectively deal with the demands of this question. Cimon and Thucydides were included in the list of people who opposed Pericles. Reference was also made to Pericles' powers of oratory and his ability to influence the assembly to ostracise his opponents. Some candidates referred to Pericles' dismissal from office as a reflection of growing opposition to his leadership.
- (e) Most candidates were able to show sound knowledge in their response. Reference was made to Pericles' building program. It was also pleasing to find candidates quoting parts of Thucydides' 'Funeral Speech' to support an argument.

Question 22. Alexander

- (a) Most candidates recognised that Alexander was the son of Philip II of Macedon. Poorer answers tended to only concentrate on this aspect of Alexander's accession to the throne. Better candidates discussed the role played in this event by Olympias and the support of Antipater and Parmenio for Alexander in gaining the throne.
- (b) Despite questions about battles being asked in the past, issues and the tactics employed by the combatants were not well explained by the majority of candidates. The poorer responses simply stated that Alexander won. Better candidates had a sound knowledge of the topography of the battle site, the events leading up to the battle and the strategy employed by Alexander. Most concluded that the victory was won when Darius II deserted the field. Excellent scripts gave references to the primary sources. It should be noted that this was a rare occurrence.
- (c) Generally this question was handled well by all candidates. The majority related that Alexander's behaviour changed and that he introduced Persian customs into the ranks of his Macedonian troops. Marriages, punishment, clothing, promotion of Persian satraps, conscription of troops, and the introduction of proskynesis were all seen as the orientalism of Alexander. Better responses also showed how the rank-and-file Macedonians received these changes.

- (d) Poorer responses tended to confuse Alexander's relationship with his Macedonian troops rather than with his companions. Candidates who responded well to this question argued that the changes in Alexander's behaviour isolated him from his generals.
- (e) This question was very broad in its scope. Poorer answers tended to only concentrate on one or two aspects such as Alexander being victorious against Darius and ending up controlling a large empire. Better responses wrote at length and argued that Alexander inherited a crusade from his father and that he set out with the intention of spreading Greek culture throughout the Persian Empire. What all the answers had in common was that Alexander deserved the title 'great' because of his achievements. Given the complexity of this question, it was quite well handled.

Question 23. Cleopatra VII

Only a limited number of candidates attempted this question although there was a slight increase in numbers this year.

- (a) This question was not well done. The word 'important' in the question tended to be ignored or non-important people were mentioned.
- (b) Whilst well prepared candidates had good knowledge of opposition to Cleopatra from her family, this question was not generally well answered.
- (c) Good knowledge of the importance of Julius Caesar's relationship with Cleopatra was shown but only more able candidates could refer to the benefits to Egypt.
- (d) Most candidates could refer generally to what happened at the Battle of Actium but students were limited in their response to the role Cleopatra played in the battle.
- (e) Most candidates could discuss Cleopatra's rule but had difficulty in assessing whether it benefited or damaged Egypt. Most candidates could identify some basic benefits but could not draw a conclusion on the real effects on Egypt.

PART H — ROME

Question 24. Scipio Africanus

Few candidates attempted this question. However, the general standard of responses was quite good.

- (a) Most candidates recognised the political importance of the Scipio family in Rome.
- (b) There was some confusion as to the exact role of a Roman commander. Better candidates argued that the time in which Scipio lived was so extraordinary that it was his duty to prosecute the war against Hannibal as successfully as possible and to avoid excessive losses to the Roman State.
- (c) This question was generally handled well. Candidates wrote at length about the successful conquest of Iberia by the Scipios. Better candidates included the policy of Scipio to cultivate clients among the Spanish chieftains and his ability to foster an amiable relationship with the Numidian, Massinissa.

- (d) Again this question was well answered. Many candidates recognised the importance of the Roman victory over Hannibal and the reward given to Scipio for his role in the Second Punic War.
- (e) This question was also handled well. Many candidates argued that the changes, which affected Rome after the Second Punic War, were a direct result of Scipio's victory over Hannibal. The breadth of this question assisted candidates to answer this at length.

Question 25. Caesar

There has been a noticeable improvement in the quality of responses by the candidates who attempted this challenging and complex personality.

- (a) Most candidates were able to successfully refer to the 'Iulii' clan and to Caesar's patrician background. Reference was also made to the lack of political prestige of Caesar's family.
- (b) This question proved to be quite challenging for many candidates. The majority were able to refer to Caesar's military feats in Gaul, especially the defeat of Vercingetorix. Only the better prepared candidates could refer to the creation of a loyal veteran army, which would assist Caesar in the civil war. Most candidates were aware that Caesar's military success in Gaul increased his fame and his wealth and was able to influence political life in Rome.
- (c) Most candidates accurately identified the Rubicon as the political–military boundary between Italy and the Empire. The better prepared candidate was able to accurately refer to the political machinations in Rome in the period from 53–49 BC and how these affected the relationship between Caesar, Pompey and the Senate. The average candidate concentrated on the breakdown of the political relationship between Caesar and Pompey following Julia's death. Caesar's fear of persecution if he was to return to Rome as a private citizen was also mentioned as a major cause.
- (d) This question was generally well answered. Most candidates were able to show that Caesar was deeply resented and feared by the nobility.
- (e) This question proved to be quite difficult for most candidates. Only those candidates who were able to trace Caesar's progress through the 'Cursus Honorum' could accurately assess Caesar's political achievements. Most candidates made reference to Caesar's political reforms without reaching a conclusion.

Question 26. Agrippina II

Agrippina would appear to be the most popular personality and the quality of answers from the candidates remained very high.

- (a) Candidates were able to write at great length on Agrippina's family. They were able to describe her early life in considerable detail, her marriage to Ahenobarbus at an early age and the persecution of her immediate family by Sejanus and the period of Caligula's reign. Candidates were knowledgeable about her exile and return to Rome through the intervention of Claudius and eventually her second marriage to the wealthy senator Gaius Sallustius Crispus Passienus. For the three marks allocated, candidates possibly wrote too much for this question.

- (b) This question solicited an interesting variety of responses. The poorer answers tended to identify only Agrippina or Nero as being the primary beneficiaries. However, many candidates argued that there were a number of others who were to benefit from the marriage of Agrippina to Claudius. The variety of responses to this question was pleasing and the standard of the answers was generally of a high quality. A number of candidates made use of the primary sources to answer this question.
- (c) Again the vagueness of this question solicited a variety of interesting responses. Many candidates simply stated that Britannicus was Nero's main opposition. The main argument put forward was that anyone who opposed Nero was simply murdered by Agrippina or executed by the State at her instigation. Better candidates were able to argue that Agrippina was intent upon Nero's accession and that she engineered his marriage to Octavia. Better candidates wrote sophisticated arguments for this question.
- (d) This question received good treatment. The story of Agrippina's death was retold and was well known. The anecdote of her pointing to her womb and asking her assassins to strike her there was popular with many candidates. The problem of why Nero decided to kill his mother was often sacrificed to recounts of how he killed her. Better candidates, however, were able to argue that Nero had become increasingly more independent from Agrippina's control.
- (e) There was a tendency in this question for students to answer that Nero became the next Emperor and so Agrippina was successful in her personal ambitions. No other analysis than this was offered. Better answers demonstrated an understanding of the complexity of Roman political institutions and the role played by individuals within the context of their times.

Question 27. The Christians in the Later Roman Empire

No candidate attempted this question.

ANCIENT HISTORY 2/3 UNIT (COMMON)

SECTION I — ANCIENT SOCIETIES

General Comments

Since this course was first examined the number of candidates attempting a Greek Society option has risen each year. It is estimated that the breakdown of questions in 1997 was:

Greece	70%
Egypt/Near East	23%
Rome	7%

Candidates now have a better understanding of what ‘Societies’ means. It is not a section that demands the approach given to Historical Periods but rather an analysis of the issues and problems that determine how a society operates and changes.

Candidates need to note carefully exactly what the question asks and to address all aspects of it. Some candidates fail to cover the whole period, apparently having a limited range of material.

Candidates often write as though every aspect of the Society is known, whereas there are many unanswered questions in all these Societies. The very best answers were those which were prepared to debate the issues raised by the set question.

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 and 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.

Grade	Marks	Characteristics
Excellent	20	As discussed previously these candidates always understand the issues and problems as well as the arguments in the literature.
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.
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 answers will have relevant information but limited in scope and application; a basic understanding of the question and some attempt to answer it; some errors of fact may occur, but not basic errors.
Below Average	8 – 9	Answers may have little regard for the question asked; errors of fact generally more common, but not basic errors; significant irrelevant sections may occur.
	6 – 7	Some basic errors of fact; little understanding of the question shown; sections of irrelevant material may occur throughout.
Poor	4 – 5	Complete misinterpretation of the question, lack of understanding of basic material; only a few basic facts evident, some serious basic errors and major irrelevant sections.
	1 – 3	As above, but only one or two relevant facts given; no understanding of question shown.
Zero	0	Of no value whatsoever in terms of the question. Has this candidate made a serious attempt?

PART A — EGYPT

Question 1. Society in Old Kingdom Egypt

- (a) The few candidates who chose this question had a very sound understanding of information concerning Old Kingdom queens. Most discussed the importance and contributions of Neithotep, Hetepheres, Meresankh III, Khentakawes I and Khentakawes II.
- (b) This question proved to be the most popular choice. Many students gave a very general account of the geographical and economic importance of the Nile, failing to include evidence from tombs and the links between the Nile, the Pharaoh and religious beliefs. The very best responses gave a very full analysis of the role of the Nile and Old Kingdom society and were able to utilise effectively evidence from the tombs of Old Kingdom nobles:

In the tomb of Ti there is an inundation scene with cattle being herded across the river. The farmer carries a baby calf on his shoulder which lifts its head anxiously to glance back at its mother ... other scenes depict harvesting activities such as ploughing, sowing, threshing and winnowing procedures on a noble's estate, such as Ptah-hotep or Mereruka and we gain the impression that the Egyptians paid particular attention to nature. All animals and plants were provided by the Nile.

- (c) This question was the second most popular choice. Many chose to identify only the various activities shown in the relief provided as Source 1. Only a few candidates were able to go beyond this approach and cite evidence from the Weni and Harkhuf material concerning trade. The very best answers were also able to discuss trade links with Sinai, Palestine, Nubia and Libya and recognise that various industrial activities co-existed alongside agriculture in Old Kingdom society.

Question 2. Society in Middle Kingdom Egypt

- (a) There were only a few responses to this question. Candidates chose to discuss ordinary people of the Old Kingdom rather than that of the Middle Kingdom and gave only a very general analysis of Source 2.
- (b) This was the most popular choice by candidates attempting a Middle Kingdom Society question. Most were able to cite the various religious beliefs and practices and their importance to Middle Kingdom society. Recognition of the Coffin Texts, Maat, the Negative Confession, Ushabtis and the gods were common to many responses and the importance of religious beliefs and practices to Middle Kingdom society, especially in relation to the afterlife.

Question 3. Society in New Kingdom Egypt

- (a) This question proved to be the second most popular choice of candidates. Many were content to give a simple pyramidal account of New Kingdom society beginning with the Pharaoh and ending with peasants and slaves. A closer study of particular tombs by more knowledgeable candidates was a feature of a variety of responses to the structuring of New Kingdom society. Recognition of the military and the maintenance of an imperial bureaucracy together with the importance of religion and the role played by the Amun priesthood were included in the better responses.

- (b) This was the most popular choice in Part A. The poorest responses were made up only of a narrative of New Kingdom mummification techniques, often with many inaccuracies. They failed to address the second part of the question, which asked for information concerning religious rites and ceremonies. These were content to use evidence only from the tomb of Tutankhamun and from Herodotus. Better responses were able to answer both parts of the question effectively and provided detailed knowledge.

Numerous religious rites and ceremonies accompanied the burial, the 'opening of the mouth' being just one (as shown in Source 4). The New Kingdom nineteenth dynasty saw the revival of the ceremony of the deceased's visit to Abydos.

Students need to be aware of the total picture of New Kingdom burials. They must see the need to write about the 'Weighing of the Heart' scene as if it were actually part of the burial rites and ceremony as opposed to an imagined event anticipated with the 'Book of the Dead' to help the deceased through the perils of the afterlife which lay ahead.

- (c) Many candidates who chose to answer this question provided only vague descriptions of clothing and housing. Evidence was largely ignored, especially that of nobles' and officials' tombs. Deir-el-Medina was cited in some scripts when discussing housing but this too proved to be poorly handled.

PART B — NEAR EAST

Question 4. Assyrian Society in the Time of Ashurbanipal

- (a) Candidates who answered this question showed a fairly sound knowledge of the various features and purposes of Assyrian art and architecture. Discussion of palace architecture, bas-reliefs, statuary, cylinder seals and ivory carvings featured prominently, with close reference to the reign of Ashurbanipal. The link between the king and his gods was stressed by many candidates and most could also connect art and architecture to psychological warfare and the concepts of Assyrian imperialism.
- (b) This was the most popular choice. Many candidates were able to discuss the various roles of the army in both peacetime and wartime. The very best responses were able to place the king in relation to his armed forces and the maintenance of the Neo-Assyrian empire. The particular roles of building, engineering, siege warfare and deportation were discussed in many responses.
- (c) There were very few responses to this question. Most gave a very general overview of Assyrian society and displayed no real knowledge of Assyrian terminology for social groups.

Question 5. Israel from Jeroboam I to the Fall of Samaria

- (a) Very few responses to this question. Most answers gave an accurate account of the status and roles of women in Israelite society. The better answers also discussed royal women such as Jezebel and Athaliah.

- (b) This was the most popular choice by candidates. Many candidates were able to identify the main features of Israelite religious beliefs and practices clearly and to address the question of monotheism by reference to Yahwehism, Canaanite Baalism and the worship of Asherah.
- (c) The few candidates who chose this question were able to discuss the main architectural features of Israelite cities, especially during the period of the Omrides. Samaria and Megiddo were the most commonly analysed cities.

Question 6. Society in the Time of Darius I

- (a) There were very few responses to this question. Most candidates displayed a very limited knowledge of the building program of Darius I and were largely ignorant of the additions to Persepolis.
- (b) The most popular choice by candidates. The very best responses were able to discuss the complex organisation of the Persian army and its activities within the empire and at war. Moreover, the army was correctly linked to Persian kingship and the maintenance of empire and foreign trade. The poorer responses resorted to a general overview of the Persian wars and failed to address the importance of the army to Persian society.

PART C — GREECE

Spartan Society again attracted the greatest number of responses (approximately 72%). Responses to Athenian Society questions decreased (from 20% to 14%). Minoan Society questions attracted about 12% of the candidature. Mycenaean Society questions were attempted by only 2% of candidates, but these on the whole were of excellent quality.

Candidates are demonstrating a greater empathy with social history, and responses were generally of a higher quality.

Question 7. Minoan Society

- (a) There were mixed responses from candidates who attempted this question. There were some excellent attempts to show how legend and evidence supported hypothesis. For example:

Thucydides is responsible for the idea of Crete maintaining a thalassocracy over the Aegean, a power based on its extensive navy and its obvious cultural superiority. This, he asserts, was headed by King Minos who also rid the Aegean of pirates. There is much archaeological evidence for the existence of a substantial Minoan fleet as depicted in seals and the Admirals Fresco from Thera ...

This question was very well attempted by most candidates.

- (b) This question was not as well attempted by the many candidates who tended to describe the Palace at Knossos rather than answer the set question. The best responses also looked at the possible role played by the other palaces and some discussed the concept of a network of palaces and industries.

- (c) The subject of burials in Minoan society was handled quite well in most responses. Many candidates also linked burials with religion and highlighted the significance with sophisticated accounts of burial procedure and the development of religion. For example:

... Also, a number of circular tombs like those of Mochlos have been found with altars outside and cult rooms built on to their structure. The cemetery near Arkhanes was built as if a community of houses. Not only do such finds provide evidence of care for the dead and perhaps a belief in the after life but the architecturally advanced nature of Minoan technology and resources ...

Question 8. Mycenaean Society

- (a) The best responses to this question took into account Pylos' role as an 'exceptional' Mycenaean palace/citadel. One candidate remarked:

Despite similarly being located on a high point, Pylos differed from the typical palaces of Tiryns, Mycenaean and Gla. These were protected by large 'Cyclopean walls' up to 6 metres in width. ... Pylos though, did not have walls when Blegen excavated it. He concluded that the people of Pylos were prepared for a sea attack only ...

- (b) This was not attempted by many candidates and those who did, on the whole, showed a lack of understanding of Mycenaean economy, concentrating more on the 'warrior' and expansionist concepts of Mycenaean life. Teachers should note that study of a society should include all facets of life and not just the picture of Mycenaeans as a band of warriors.
- (c) A number of very good responses were written. Candidates began by using Mycenaean art as evidence of society. A very good statement in an introduction read:

What study of Mycenaean art does reveal are the roots of Mycenaean culture and society; it brings both images of religion and also gives an indication of the breadth of the Mycenaean empire. Their art includes all matters of archaeology and can even be stretched to include architecture and design ...

This response also contained a succinct, appropriate statement:

The formidable warlike demeanour and morphology of a Mycenaean palace and citadel is a good indication of the concerns of its people ...

This question was well analysed by most candidates who attempted it.

Question 9. Spartan Society

Spartan Society was the most popular question. Fifty percent of answers in the Greek section were on Sparta. There were some brilliant answers. However, there were those who saw key words such as 'military' or 'system of government' and wrote everything they knew without focusing on the issues required by the set question.

- (a) This was a very popular question.

An excellent introduction to this question read:

'All its laws were aimed towards the development of only a part of virtue: military prowess' - Aristotle. This statement clearly reveals and reflects the structure of Spartan society. Every facet of the community, every aspect of a man or woman's life was aimed towards the development of this 'part of virtue'. No consideration was taken of humanity or individuality. Every member of the state knew his role as a part of a military body and each strove to fulfil it.

Another well-balanced paragraph showing the role of education in military strength as the state's chief concern follows.

Plutarch tells us that the aim of the education system is to produce 'smart obedience', perseverance under stress and victory in battle. The system owed much to the ideology of Theopompos who saw that a good leader was able to make his people obedient followers.

A useful conclusion is seen in the following paragraph:

All members of the Spartan society were involved in keeping military strength as their major concern. Sparta was a unique city-state, the courage and superior warriors that it produced are still discussed. However, basing its whole society around its army eventually led to Sparta's decline.

- (b) This question was attempted by many candidates. Most tended to deal with the second or descriptive part rather than to discuss the development of the system of government.

A good opening paragraph read:

The system of government mostly portrayed is of the system from the 6th century onwards. The features were ones of strict military rigidity where all citizens were theoretically equal. It evolved due to the reforms of Lycurgos the law giver and the emotive poetry of Tyrtaeos.

A well-constructed paragraph using evidence:

This constitution which lasted centuries was respected by ancient authorities. They did feel that though it was conservative, it was solid and reaffirmed traditional Greek values. Aristotle found much fault with it, claiming it was open to abuse through bribes and favouritism and that woman had too much influence.

An excellent conclusion rounding out the answer:

Therefore the Spartan system of government developed from that of a typical Greek city state to that of a military system which restricted individual freedom and bred devotion to the state. The three way constitution led to a stable government. Sparta became a State praised highly by men such as Thucydides but nevertheless a state he would rather not live in.

- (c) Only about 10% of those answering a Spartan Society question did this question. Subsections (i) and (ii) attracted the greatest number of responses. Some candidates wrote an unbalanced response: too much on the first section, not enough on the second.

A well-constructed paragraph in the body of the essay:

The Helots achieved a paradoxical importance because of their unruly nature. It is because of the fear they evoked that the regimented Agoge developed. The annual declaration of war on the Helots legalized the onslaughts of the Krypteia and in fact created a form of 'dysnomia' or bad order.

A fine conclusion where the candidate followed the pattern of writing a comparative answer:

The role of the Peroeci and Helots in Spartan Society were disparate. The Perioeci sought to maintain the social system. The Helots strove to rebel, and destabilized society. Yet the inferior nature of the position of both classes in the stratified society, illustrates the idea that the 'eunomia' was as Doug Kelly says an 'antiquarian fantasy'.

Question 10. Athenian Society in the Classical Age

Part (a) attracted nearly all the responses in this quite popular section.

- (a) This question was mostly well done. Candidates gave each of the three elements full treatment. It was pleasing to see that most candidates understood the vital role each played in Athenian society.

A useful opening paragraph was:

While not enfranchised, the women, metics and slaves of Athens still contributed to the functioning of their state as they performed duties separate to those involved in politics. While political life was certainly a consuming passion for an Athenian male it limited his ability to perform other vital tasks.

One of the best conclusions to this question was:

As the voting population was mostly concerned with political pursuits, the women, slaves and metics were crucial in their contribution to the practical functioning of the city. The women kept the state going with children but they also organized the households. The metics financially through their businesses and taxes, while the slaves provided the basics of labour in nearly all households.

- (b) Very few responses were given to this question. It was not well done as most candidates concentrated on the mechanics of drama: how plays were written and produced. Little evidence was offered and few references to plays made. The key issue was the role of drama and the dramatist.

There were a few exceptional answers and these candidates were able to show what were the subjects of drama, how it related to religion and other aspects of society with specific references to dramatists and plays performed.

- (c) This question was attempted by very few candidates. Most were able to make brief references to the various temples, statues and altar. However, it was clear that their knowledge was not substantial. To do this type of question candidates need to consult the major works on this topic. There were a few who had mastered the topic.

A good opening was as follows:

The Athenian acropolis tells us much about Athenian Society in the Classical Age. It bears testament to the wealth, architectural sophistication, imperialism and religious nature of the Greek people.

A sound conclusion was as follows:

Overall, the main buildings on the Acropolis tell us much about Athenian Society in the Classical age. The Athenian acropolis truly bears witness to what was the zenith of Athenian culture.

PART D — ROME

There was a similar number of responses this year to last year and more candidates answered on the Early Empire than on the Republic. Less use was made of archaeological and written evidence in the Republic responses due to the fact that students were unprepared for the specific and limited nature of the question asked.

It was evident that many candidates were using material from either the Preliminary course, the Personalities or Historical Periods section of the 2 Unit course or from the 3 Unit course. This was especially true of the Early Empire responses. Others wrote general responses that could have applied to either the Republic or Empire.

Question 11. Society in Republican Rome in the First Century BC

- (a) Only a few candidates attempted this question. Those who did used information studied in the Historical Periods section of the paper, especially on the economic situation before Tiberius Gracchus. Better responses discussed the social, political and economic consequences of the latifundia for Roman history.
- (b) This was a popular choice. There were many answers that referred to the role of the paterfamilias and women in the family. Better candidates used a variety of written evidence from the various stages of the Republic to show how the importance of the family changed over time. Many candidates limited their response to upper class families and concentrated on the role of the family in politics. Better prepared candidates discussed the family's central role in social organisation, religion, economic life and education.
- (c) Few candidates attempted this question. Some wrote in general terms of the personal qualities of the Romans while others made good use of the source provided. The terms listed in the syllabus were often presented without any supporting examples.

Question 12. Roman Society in the Early Empire

- (a) Most candidates who attempted this question were able to define the imperial cult and used good examples from the reigns of Augustus and the Julio-Claudians. Only a few were able to refer to examples in the reigns of later emperors or from the provinces.
- (b) This was the most popular Roman Society question. Candidates showed a clear understanding of the role of slaves and presented a variety of written and archaeological evidence. Weaker responses used material from the Republic or wrote in vague generalities. Better responses attempted to analyse the essential role of slaves in the household and the Roman economy.
- (c) This was a popular choice and housing and leisure activities were the most commonly chosen alternatives. Better responses described housing in Pompeii, Rome and Ostia using archaeological evidence as well as evidence from the ancient writers. Most candidates wrote in general terms about the arena and baths as examples of leisure activities. Average responses had a basic understanding but were limited in the amount of detail presented, as in the following extract.

Housing in the Roman Empire reveals the increasing population in Rome. With archaeological evidence from Pompeii on the structure of their houses and their architectural materials and attributes, together with written evidence from sources such as Tacitus, historians have been able to gain insight into the housing of both affluent members of society and the plebeians.

ANCIENT HISTORY 2/3 UNIT (COMMON)

SECTION II — PERSONALITIES AND GROUPS

General Comments

The best responses were those which demonstrated a clear understanding of the historical context of the personality studied. Weaker answers often did not define, or failed to understand, the various relationships formed by the chosen personality.

Many candidates are still allocating too much time to part (a) in relation to the marks distributed to each part of the question. Few candidates were able to offer three equally excellent parts to the question.

There was a pleasing increase in the number of students directing their answers towards the set question, rather than simply regurgitating their prepared work.

Marking Scheme

Question 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 the 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 the question set; is this a serious answer?

PART E — EGYPT

The most popular question in this part of the paper was Question 15 (Hatshepsut). A much smaller number of candidates than last year attempted Question 16 (Akhenaten). There were relatively few responses to Question 14 (Old Kingdom Pharaohs).

QUESTION 14. Pharaohs in the Old Kingdom

- (a) Most candidates displayed a good knowledge of the position of the pharaoh within the administration of Old Kingdom Egypt and were able to refer to his religious, political and economic functions. The following is part of an above average answer:

The pharaoh played an important role within the administration of the state. As the divine king, he was the intermediary between the gods and the people. He maintained justice and order according to Maat. He protected the state from external threats and ensured that the economy of Egypt maintained its prosperity and stability.

- (b) Candidates' answers to this question tended to avoid an explanation of why pharaohs were typical rulers of their time and limited their answers to a description of their funerary complexes. The most frequently chosen pharaohs were Khufu and Khafre of Dynasty 4. Better answers to this question discussed a variety of activities undertaken by Old Kingdom pharaohs and were able to cite relevant and specific evidence.
- (c) This question was not well handled by the majority of candidates. Many showed a poor understanding of the concept of a religious cult and tended to confuse 'cult' with religious 'beliefs'. Better answers discussed the development of the Re cult, tracing its origins from the Horus cult through to the fully developed solar cult of the Dynasties 4 and 5. These candidates were also able to refer to the emergence of the Osiris cult in the later Old Kingdom. Superior answers cited specific evidence from tombs including the Pyramid Texts. Few students made any mention of the Apis cult.

QUESTION 15. Hatshepsut

This question was answered by approximately 60% of candidates. In general, candidates responses revealed a sound knowledge of Hatshepsut within the context of her times and were able to cite a wide variety of both archaeological and written evidence. Examiners were also pleased to note an increasing use of historiographical argument and reference to the work of modern scholars such as Redford.

- (a) Most candidates were able to refer to Hatshepsut's family relationship to Thutmose III as well as the regency and co-regency. Many students also discussed the nature of the relationship between the two during Hatshepsut's reign, citing evidence of the two as depicted in reliefs from her monuments. A large number of candidates also discussed, in some detail, the problems of evidence raised by Thutmose III's mutilation of Hatshepsut's monuments after her death. However, candidates need to be reminded that 3 pages of discussion on part (a) worth only 5 marks is excessive. Students are advised to be more selective in the amount of detail for inclusion in part (a). Some weaker candidates continue to be confused by the concepts of 'regency' and 'co-regency'. Weaker responses to this question also advanced unsubstantiated and outdated arguments that cast Hatshepsut in the 'hated stepmother' role.
- (b) There were some excellent answers to this question that displayed a detailed knowledge of the structure and function of the bureaucracy during this period and the roles played by key

officials in supporting Hatshepsut's reign. Superior answers discussed the roles of two or more officials including Hapuseneb, Senenmut, Nehesy, Ineni, Tiy and Djehuty and cited specific supporting evidence. These answers also emphasised the important role played by the Amun priesthood in legitimising Hatshepsut's claim to the throne and in carrying out her administrative policies. Some candidates showed strong skills of argument in assessing the views of modern scholars, especially in relation to her supposed 'intimate relations' with Senenmut and other examples of gender bias. The following is part of an excellent response:

Despite the bias evident in the claim of the modern scholar, Gardiner, that Hatshepsut 'could not have achieved such a pinnacle of power without masculine support', it is clear that she, like all pharaohs relied on a network of capable and loyal officials to support her claim to the throne. They also no doubt assisted in the decision making process and were instrumental in carrying out her trade and building programs as well as her diplomatic and military campaigns.

Average answers to this question listed one or two officials and described their duties but failed to link this to any argument concerning their contribution to Hatshepsut's success. Weaker answers gave very general descriptions of the administrative structure, which could have applied to any period of Egyptian history, and had difficulty identifying specific individuals or their contributions.

- (c) The majority of students in this section showed a good knowledge of the evidence for Hatshepsut's military campaigns and many were able to discuss both the ancient evidence and modern scholarship such as Redford. Superior answers addressed the issue of the extent of Hatshepsut's involvement in military affairs by analysing a variety of views ranging from rejection of the pacifist argument to a consideration of the emphasis which Hatshepsut might have placed on military matters compared to other New Kingdom pharaohs. The following is part of an above average response:

There are several examples of Hatshepsut's military campaigns. One example from the tomb of Djehuty records that Hatshepsut personally campaigned in Nubia and collected booty and prisoners to take back to Egypt. While it seems that Hatshepsut's military conquests were not as extensive as other pharaohs such as Thutmose III, it is obvious from the evidence of her sphinx statues, reliefs and inscriptions that she understood the importance of the military in maintaining the security of Egypt and also fulfilling her role as a New Kingdom pharaoh.

Average answers to this question listed one or two campaigns but were not able to develop an argument in relation to the extent of her involvement in military affairs. Very weak responses suggested that, because she was a woman, she had no interest in military affairs and concentrated solely on domestic matters.

Those students who attempted Question 28 in relation to Hatshepsut had considerable difficulty in mounting a coherent argument in answer to part (b), ie 'describe something that this personality attempted but failed to accomplish'. These candidates would have scored higher marks with Question 15. Part (c) of Question 28 also posed problems for these students, who do not appear to have sufficient understanding of the legacy of Hatshepsut.

QUESTION 16. Akhenaten

There was a significant decrease in the number of students attempting this question in 1997. Many candidates had difficulty with part (b). Students generally displayed a good knowledge of Akhenaten's religious reforms but were much less confident in discussing his foreign policy.

- (a) The majority of answers to this section revealed a good understanding of the religious reforms introduced by Akhenaten and in general students showed a greater control over the length of their answers to this question than in part (a) of the Hatshepsut question. Superior answers to this section were able to present the religious changes as a gradual process over a number of years rather than as an abrupt, overnight departure from traditional practices.
- (b) This section was well answered by only a few candidates. Superior answers showed a good understanding of the concept of 'empire' and an awareness of conflicting interpretations of Akhenaten's foreign policy, citing specific evidence from the Amarna Letters. The following is an example of a superior answer:

Most of the evidence for Akhenaten's administration of the Egyptian empire comes from the Amarna Letters. These are the letters found in Akhenaten's capital, Akhetaten, which reveal the contact between Akhenaten and numerous foreign rulers in Syria and Palestine. However, not many written by Akhenaten remain and therefore there still remains much dispute about his imperial policy. For example, Wilson claims that 'the Amarna Letters tell us the story of the slow disintegration of the empire in Asia as a result of the indifference of the pharaoh'. In contrast, Gardiner claims that Akhenaten is not necessarily responsible for the loss of empire as it is uncertain whether the 'much vaunted Egyptian empire ever existed'.

Some of the best answers to this section identified key individuals from Amarna Letters (for example, Rib-Addi and Aziru) and were able to give an account of Akhenaten's policy in relation to them, assessing the effectiveness of this policy in comparison to other pharaohs. Very few candidates were able to cite the evidence for military activity in Syria early in the reign (from the reconstruction of the East Karnak temples undertaken by Redford) or the better known evidence of a Nubian campaign led by the Viceroy, Thutmose.

Weaker answers to this section merely described Akhenaten as a pacifist who was too preoccupied with his religious reforms to pay any attention to foreign policy. A significant number of candidates failed to understand that 'empire' refers to foreign policy and gave what appeared to be prepared answers on the impact of Akhenaten's reforms within Egypt. The examiners were disappointed with the generally poor responses to this question, especially in view of the fact that this topic has been examined in recent years.

- (c) Candidates displayed more confidence in dealing with the roles played by Akhenaten's family in the Amarna period, although a number of candidates restricted their answer to a consideration only of Nefertiti's role. However, these candidates displayed an excellent knowledge of her political and religious role. Superior answers to this section emphasised the role played by the family in the religious changes and showed a good knowledge of the evidence provided by tomb reliefs. Better responses also discussed the role played by Akhenaten's parents and looked beyond Akhenaten's reign to examine the problems of evidence concerning the identity of Smenkhkare, and the role of Tutankhamun and Ankhesenamun. Students need to be reminded that the 'Amarna period' encompasses the reigns of Amenhotep III and Akhenaten's immediate successors. Average answers to this section merely described scenes depicting the royal family without attempting to assess the role of the family in the period.

Students attempting Question 28 for Akhenaten had more success in handling part (b) of the question than those who attempted it for Hatshepsut. These candidates discussed the reasons for the failure of Akhenaten's reforms. The following is the beginning of a typical answer to this question:

Akhenaten attempted to change the traditional polytheistic religion of New Kingdom Egypt into a monotheistic one and succeeded in doing so only in his lifetime but failed to accomplish any lasting change.

Students in general had less success in handling part (c) of Question 28, indicating that the syllabus principal focus issues of 'assessment and legacy' in relation to the personalities need to be treated in greater depth than appears to be done at present.

PART F — NEAR EAST

QUESTION 17. Sennacherib

Only a few candidates attempted this question.

- (a) Most candidates were able to describe the Ashur and one or two others of the pantheon, but only better candidates knew of Sennacherib's Ishtar and Nabu temples, and few were able to give any details of worship of the lesser gods.
- (b) This part was generally well answered. Better answers detailed a wider variety of Sennacherib's building activities, demonstrating an appreciation of the significance of these.
- (c) Candidates interpreted 'military achievements' in two senses. Those responses which examined Sennacherib's various military campaigns in terms of their outcomes were generally more successful in meeting the demands of the set question. Those responses whose focus was his techniques of waging war were less appropriate but not without merit. The very best responses were those which came to terms with the instruction to 'assess' the achievements.

QUESTION 18. Jezebel

An increased number of candidates attempted this question. In general, weaker responses repeated the biblical version of this personality unquestioningly, while better responses attempted some historical objectivity.

- (a) This part was quite well answered, more able candidates noting relevant foreign affairs which influenced the marriage. Candidates should note that brief, succinct answers can, and do, achieve full marks in this part.
- (b) Better candidates were able to analyse the reason for the prominence of Elijah and Jezebel in the records with some detachment from the biblical narrative.
- (c) Better responses focused on the nature of the queen's power base, her economic independence and administrative system.

QUESTION 19. Xerxes

This was a more popular option this year.

- (a) Better candidates were able to describe the boundaries of the empire at the beginning of his reign in some detail, while less able candidates were vague, providing a name or two to indicate the geographical extent of the empire.
- (b) The best responses to this part gave detailed descriptions of Xerxes' additions and discussed their use, the implications for the king's power and prestige, and his possible objectives in carrying out the work. Most candidates, however, merely described the additions, with varying degrees of accuracy.
- (c) Some candidates used their knowledge of the wars against Greece to argue for Xerxes' failure as a military commander, but those who had studied the king's career from a Persian standpoint were able to assess his success in much broader and more detailed terms. The weakest responses were those which gave only a narrative account of the campaigns against the Greeks.

QUESTION 20. Women in Classical Greece

Responses to this question were frequently marred by a lack of detailed, specific knowledge. Generalisation was common and there was a regrettable lack of the use of evidence and limited historiography.

- (a) Superior responses focused on one specific festival, and provided detailed description of the roles played by women:

The Ergastinai were responsible for the weaving of Athena's peplos, which was presented to her upon the culmination of the procession. The peplos was transported to the statue of Athena by 'a group of young girls, aged 11 or 12, who headed the procession'.

Average answers named one festival, but lacked detailed knowledge. These candidates appeared to have only a general knowledge of festivals. Poor responses did not name a festival, confused festivals and/or the roles of women in these.

- (b) Generally, answers on funeral customs showed more detailed knowledge than those on marriage. The majority of candidates writing on marriage discussed the institution of marriage without commenting on the actual marriage ceremony and attendant customs.

Superior answers displayed sound knowledge of either marriage or funeral customs and were able to cite several relevant ancient sources, archaeological as well as written:

The central role women played in traditional funeral customs is exemplified by the lamentation of the heroine in Sophocles' 'Antigone', who is forbidden to give her brother a proper, dignified burial.

Average answers tended to give a general outline in narrative form of the institution of marriage. Answers on funerals were limited to descriptions of mourning and were narrow in scope. Some quotations from ancient and modern sources were little more than name dropping.

Poor responses on marriage had little or no specific knowledge of customs and made generalisation on the woman's role in the Athenian family. Poor responses on funerals, on the other hand, did contain at least one or two strong parts on what women did at funerals.

- (c) Superior answers displayed a sound knowledge of the Spartan economy and were able to make comparisons with other groups of women, eg Athenian, women from Gortyn, helot women, hetairai. Better answers explained the relationship between women and land ownership in Sparta. Some were able to explain the relationship between women and their dowries as a source of economic disempowerment.

The importance of the 'oikos' to the Athenians necessitated the retaining of wealth (ie. the dowry) within the family and thus undermined the women's economic position.

Average answers struggled to comprehend the economic role of women and tended to describe in general terms the inferior status of women in Sparta and Athens. They provided a few limited comments on Spartan women's freedom in relation to Athens.

Spartan women were the 'economic superiors' (Roebuck) of their Athenian and Gortyn counterparts due to their freedom to own and dispose of land.

Less able candidates knew nothing about Spartan women's economic position and wrote irrelevant material on Spartan and Athenian society. Misinformation was abundant.

Spartan women had citizenship rights and could work.

QUESTION 21. Pericles

Parts (b) and (c) were generally well answered.

- (a) Superior answers demonstrated a good knowledge of the duties and responsibilities of a strategos and were able to provide details about Pericles' role as strategos, both in military and political terms:

From the position of strategos, Pericles was able to dominate the government of Athens for many years. Pericles used his skills as orator to become influential in the Ekklesia, whose meetings it was his duty to attend regularly. Here he would report on military affairs and advise on civil matters. This gave him scope for tremendous political involvement so that eventually, as a continuously elected strategos, he controlled both foreign and domestic policy at Athens.

Average answers were able to discuss the military role of the strategos and gave examples of Pericles' campaigns, but showed no understanding of the political role.

Poorer answers described only a few aspects of Pericles' career.

- (b) Superior answers looked at a wide range of policies from 461 BC to Pericles' death and were able to identify specifically the opposition, eg the Oligarchs, Cimon, Thucydides. They included an analysis of the reasons for their opposition:

Pericles had much opposition to all his policies. His major opposition was from the oligarchic 'party' in the Ekklesia, lead by Cimon and Thucydides. However, he was also attacked by the demos satirists, the 'Old Oligarch', and at one time or another, most of Athens. His ideas were attacked, as people did not agree with his vision of a democratic Athens as the head of an empire.

Average answers limited their discussion to topics such as the building program and his war policies. Good knowledge but limited in scope.

Poor answers showed a knowledge of Pericles' policies but not who opposed them and why.

- (c) Superior answers were able to build on their answers to (b) and show how Pericles' action impacted on the demos and led to his popular appeal. Excellent use of sources.

Thucydides says that 'When Pericles was the leader of Athens it was firmly led and well guarded', showing the respect his intelligence and competency earned him.

More astute candidates explained how his policies were designed to gain popular support:

Pericles' building program was also successful in spending funds to make him popular ... These buildings made Athens a more beautiful place and gave Athenians pride in their city, and hence in their 'first citizen', Pericles.

Average answers used primary sources to describe his personal attributes and political actions. There was a tendency merely to itemise some of the better known things Pericles did (democratic reforms, building program, military successes etc) without the analytical approach demonstrated in the superior answers.

Poorer answers were confined to a description of Pericles' personal attributes, eg a good speaker. They included irrelevant material and factual errors.

QUESTION 22. Alexander

Answers were polarised, either very good or very poor.

- (a) Superior answers identified the full range of problems facing Alexander, referring to the succession, acceptance and insurrection:

Traditionally, a new claimant to the throne of Macedon had to be approved by the Macedonian people, and the army. Therefore Alexander's first problem was to satisfy the nobility who had the greatest influence in this sphere.

In an era of political turmoil in Greece, the assassination of Philip seemed in Greece to be an opportunity to reassert their independence.

Average answers were limited to a discussion of one or two problems.

Poorer responses showed little knowledge. They tended to gloss over the problems and produce instead a narrative on Alexander's early life.

- (b) Superior answers demonstrated a sound scope of knowledge, going well beyond the military to deal with economic, political and social achievements, eg currency reforms, cultural integration, Hellenisation of Asia, maintenance of the status quo within the administration. The ineffectiveness of Darius was recognised.

Average answers focused on Alexander's military abilities, concentrating on his leadership qualities and the effectiveness of the Macedonian army. They tended to narrate the story of his conquests without explaining why he was successful.

Poor answers narrated Alexander's life, emphasising his apparent personal qualities. Some factual errors were apparent.

- (c) Superior answers examined the key terms of the question. They attempted to deal with the nature of 'greatness' in both history and historiography:

The extent of Alexander's 'greatness' can only be established in relation to the effects that he had on the future course of history.

They saw the need to judge between the scale of Alexander's conquests and the short-term nature of his achievements:

We cannot congratulate a statesman on successes that depend on the continuation of his own life.

Most concluded that the balance lay in favour of Alexander's greatness being justified, providing a range of achievements to support this claim. Some made excellent use of both primary and secondary sources.

Average answers confined themselves to a discussion of Alexander's military greatness.

Poor answers focused on a very limited examination of Alexander's personal attributes: some noted the greatness of his leadership, others examined the quality of his courage and his identification with his men.

QUESTION 23. Cleopatra

This question attracted some very good responses.

- (a) Responses showed a good understanding of the problems of dynastic succession in Egypt and the role played by Rome in Cleopatra's accession.
- (b) Most responses concentrated on the relationship with Caesar and Antony, but explored these in great depth showing understanding of the 'give and take' in Cleopatra's dealings with these two men:

Antony required funding for his Parthian campaign and looked to Cleopatra for support. Her price for financial support was 'land and marriage'.

Better candidates were able to distinguish between personal and political goals. They examined such goals as 're-establishing the Ptolemaic empire' and 'raising herself above the position of a client queen to Rome'.

- (c) Better responses utilised the ancient sources most effectively to examine the reasons for her reputation at Rome. The results of Octavian's propaganda campaign were assessed against the historical reality.

This reputation failed to recognise the many remarkable qualities of Cleopatra, such as her ambition, her intelligence, her courage and her inestimable success in competing in a tough patriarchal world ...

QUESTION 24. Scipio Africanus

The most successful candidates had detailed knowledge of Scipio's distinguished lineage as well as the whole of his career until his death. Weaker candidates could only describe the battles in Africa and knew little about his career after the battle of Zama. Superior answers to part (c) showed understanding of the dynamics of Roman political life with remarks such as 'the decline in his reputation was not derived from the people, but from opposition within the senate'.

QUESTION 25. Caesar

Better candidates recognised that, in the Roman context, a 'political career' encompassed more than the appointments of the *cursus honorum*. Such candidates could, however, differentiate between 'political career' and mere anecdotes about his early life, while weaker candidates could not.

Part (b) was rarely argued confidently by candidates. Many were unsure of their selection of evidence for Caesar's 'ambitions', and quite a few only discussed Caesar's political deals relating to the 'First Triumvirate'.

QUESTION 26. Agrippina II

Too many responses were focused on the 'soap opera' of stories about Agrippina and her family. Better candidates identified her as one of the dominant women of the imperial court and analysed the sources of her influence accordingly.

Few recognised any ambition of Agrippina beyond her marriage to Claudius and assistance of Nero to power. Weaker responses simply argued that Agrippina's marriage to Claudius made her powerful.

QUESTION 27. The Christians in the Later Roman Empire

Very few candidates attempted this group. They generally lacked detailed knowledge of Christianity in the later Roman Empire.

PART I — GENERAL: PERSONALITIES AND GROUPS

QUESTIONS 28 and 29

A significant number of candidates chose to write about personalities or groups that are not nominated in the syllabus. Candidates should be reminded that, although these questions are 'general', they are confined to those topics identified in the syllabus.

Some candidates attempted to answer Question 29 by effectively changing the word 'group' to 'personality'. Although these candidates were given some credit they were not really a legitimate response and generally they were weaker candidates looking for a question that suited their needs best.

ANCIENT HISTORY 2/3 UNIT (COMMON)

SECTION III — HISTORICAL PERIODS

General Comments

Generally, an understanding of the requirements of the syllabus with respect to the Historical Periods was demonstrated, although some candidates would have been better placed in the 2 Unit Personalities and their Times course.

An unfortunate feature of responses in this section was a decline in the use made of archaeological and written evidence. Even in those questions where source material was provided on the examination paper, it was rarely used well. Those candidates who made appropriate use of a broad range of evidence gained marks well above average.

The best responses supported their argument with a critical evaluation of the sources used — whether primary or secondary. They provided a comprehensive assessment of the material in responses that were sufficiently detailed in their narrative and description but also analytical in their use to answer the set question.

Candidates from some centres appeared not to have covered one or both of their chosen periods in sufficient depth or breadth, while some candidates were unable to confine themselves to the set period.

Marking Criteria

Grade	Marks	Characteristics
Excellent	20	The very best answers that could reasonably be expected in the time available, and that, 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	12–15	These 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 no basic errors; significant irrelevant sections may occur.
	6–7	Some basic errors of fact; little understanding of the questions 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 an serious attempt?

PART J — EGYPT

Question 30. Egypt to Dynasty VI

The Old Kingdom period attracted an increased number of responses compared to previous years. Overall, though, examiners felt it was not as competently handled as the New Kingdom Period (Q32 and Q33) responses.

- (a) Attracted approximately 25% of the responses to this question.

The majority of candidates who answered this question were able to list some of the achievements of Dynasties I and II but few were able to explain how these achievements contributed to the development of the Old Kingdom; in fact most ignored this part of the question. Better responses addressed both parts of the question. Most candidates agreed that the greatest achievement of the early dynasties was the unification of Egypt. Average responses went little further than a description of the unification process, listing two or three benefits. Better responses referred to the Narmer Palette, Scorpion Macehead, Djer's bracelets inlaid with lapis, various serekhs (with special attention to the Seth and Horus symbols to indicate unity or disunity) and Source 15. Modern sources commonly used included Lawless, Callender, Aldred, James and Gardner.

The very best responses extended their discussion to include the role of the pharaoh, the establishment of state religion, efficient use of the Nile, development of trade, and the introduction of writing and the sciences.

- (b) This part attracted 50% of responses to this question.

Many students interpreted this question as an essay on the fall of the Old Kingdom and therefore chronicled the events that led to its decline. The average response acknowledged that the nobles became more independent, giving some of the reasons.

The government and its administration was affected dramatically during Dynasties I to VI because it saw the decline of Old Kingdom Egypt. The major factor was the rise in independence of the nobility. Other factors also contributed to the decline. These include the loss of the pharaoh's prestige, taxation exemption, the long, ineffective reign of Pepy II and the decreasing of the pharaoh's wealth, power and status.

Better responses were able to relate the increasing independence of the nobility to the appropriate effect on government. They referred to nobles and pharaohs by name, quoting evidence from specific tombs and pyramids of the kings. The very best responses were able to analyse the extent of independence and consequent changes in government, mentioning writings such as Weni's autobiography and the inscriptions, eg Harkhuf.

- (c) Approximately 25% of candidates attempting this question were attracted to this part.

A large number of candidates narrated the development of pyramid building in their answer for this question. Better responses extended the discussion of achievements in architecture to the refinements in sculpture and art in general. The very best responses knew that 'to assess' means to evaluate the achievements of the pharaohs and were able to discuss such features as the consideration of efficient government centred on the king, the security of Egypt and growing wealth through trade. These responses also pointed out the weaknesses of the IVth Dynasty and their effects on the later two dynasties.

Once again responses attracting the best marks sought the opinion of modern writers and referred to specific examples of primary source material.

Question 31. Middle Kingdom Egypt Dynasties XI–XII

Again this year there were few responses to the questions for this period. Answers submitted were rarely competently done.

- (a) No responses submitted for this question.
- (b) A few responses only. Candidates responded with vague and general information, some not mentioning any pharaohs by name. Some candidates tried to answer this question with information from the New Kingdom Period.
- (c) Only a small number of responses. Again candidates wrote in very general terms mentioning no specific evidence to support assertions.

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

This question attracted the majority of responses for the Egyptian/Near Eastern section of the paper, parts (b) and (c) proving very popular. Better candidates had a good knowledge of primary sources and were able to use them effectively, were able to give detailed information of the period studied, showed evidence of having read widely, were able to understand and interpret the key terms of the question and refrained from merely quoting from school texts, instead referring to modern argument.

Weaker responses failed to cover the period in question, ignored the terms of the question, relying on description or narrative, quoted solely from school texts such as Hennessy or Lawless and commonly misspelt key words, eg Megiddo.

- (a) This was not a popular question, but those candidates who attempted this question gave competent answers, evaluating the role of the two queens in both the government and administration of Egypt (although many interpreted government and administration as one and the same). The best responses referred to the stele of Ahmose, the doorway at Buhen, the grave goods of Ahhotep including the axe, and Deir-el-Medina.

They also considered the titles of the queens and were able to cite scholarly opinion. Poorer responses confused the queens, mainly Ahhotep I and II.

- (b) This was a very popular question, attracting the majority of responses for this question. Average responses catalogued the campaigns each pharaoh conducted, with many concentrating on the military achievements of Thutmose III, with the Battle of Megiddo featuring heavily. Many students could explain how and why Egypt gained an empire in this period, but few could detail how the empire was maintained. Many candidates simply ignored the second part of the question. A large number of students limited their discussion to the expulsion of the Hyksos and the establishment of the 18th Dynasty.

Many students interpreted 'early new kingdom' as being early in the period being examined and therefore failed to address the whole period (to the death of Thutmose IV) as the question required.

The poorest responses compared the achievements of Hatshepsut and Thutmose III, ignoring the question almost entirely. Better responses gave a balanced answer, evaluating both acquisition and maintenance of empire, while the very best answers questioned the validity of the term 'empire' in their discussion.

From Kamose to Thutmose IV, New Kingdom Egypt developed as the 'Age of the Warrior Pharaoh' in which supposedly the greatest Empire Egypt saw was developed. An empire can be defined as a strong, centralised form of government with total control over all areas within it, but as Gardner points out, Egypt did not have this. Instead Egypt maintained a 'sphere of influence' through parades of power, annual military campaigns, instigating fear and demanding tribute.

- (c) Another popular question, many students showing detailed knowledge of the reign of Thutmose III.

Average responses concentrated on the military achievements of Thutmose III, especially at Megiddo. Better candidates used the course as a lead-in to his building program as well as significant achievements in trade and religion. The very best candidates were able to give a comprehensive account of a broad range of achievements, assessing these in terms of their importance and significance.

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

- (a) The least popular option for Question 33, although the responses were competently presented. Students were able to give detailed information about the role of royal women. Most candidates limited their argument to the role of queens, Nefertiti and Nefertari featuring predominantly. Better responses referred to a variety of royal women including secondary wives, diplomatic marriages and the Amarna princesses. The very best answers presented a balanced argument, analysing the influence of royal women in both foreign affairs and the internal government of Egypt.
- (b) This was a very popular question. Better responses took a chronological approach, mentioning all pharaohs from Tutankhamun to Rameses II. These answers were able to assess the 'state of the empire' under each king and the success of his attempts to maintain the Egyptian presence.

The average response limited discussion to Rameses II and his Kadesh propaganda. Poorer responses dismissed the pharaohs before Seti I and confined discussion to law and order in Egypt itself.

- (c) This part attracted the majority of responses for this question. Excellent responses gave balanced information on both pharaohs, evaluating the extent of their building programs as well as their purpose. Akhenaten and Rameses featured in the bulk of responses.

The pharaohs of the New Kingdom era in Egypt were expected to fulfil certain roles to prove their worth as leader of Egypt. One of the most predominant of these roles was that of builder. The buildings constructed by the pharaohs served the purpose of fulfilling the spiritual needs of the Egyptian people as well as being a form of boosting the strength, courage and power of the king who built the palace, temple or monument. These buildings proclaimed the religious devotion of the pharaoh as well as the apparent approval of a certain deity.

Weaker answers described the building in very general terms, with a concentration on one pharaoh only.

PART K — NEAR EAST

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

Not many candidates attempted questions from this period.

- (a) There were only a few responses to this question. Average responses listed the achievements of Tiglath-Pileser I, with little or no attempt to evaluate them. Better responses assessed his achievements in a competent manner.
- (b) Very few candidates attempted this question.
- (c) This was the most popular part of this question. As in part (a) the average response detailed the expansion of the Assyrian empire under Tiglath-Pileser III but few adequately accounted for the expansion.

Question 35. Assyria Sargon II to the Fall of Nineveh, 720–609 BC

This period attracted only a handful of responses.

- (a) Most responses dealt with Sargon II. Most candidates were able to account for the accession of the king but many proceeded to narrate the events of his reign. Better responses evaluated the king's successes in terms of established criteria, citing the relevant primary sources as well as scholarly opinion.
- (b) Attracted only a few responses.
- (c) Not attempted.

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

This period did not attract many responses. Examiners noted a decline in numbers, compared to last year.

- (a) The majority of candidates for the period answered this question. The better answers gave a balanced assessment, detailing attempts at unification with the relevant evaluation of their efforts. Candidates were able to include reference to a wide range of source material, both primary and secondary. Weaker responses were narrative in style and failed to deal adequately with the assessment of each king's attempts to unify his nation.
- (b) There were only a few responses to this question. Better responses referred to changes that occurred in Israel and Judah as a result of the Assyrian influence. Weaker responses ignored any assessment of Assyrian influence, mostly retelling actions of Assyria in the period.
- (c) Only one response presented.

Question 37. From the coming of the Medes and the Persians to the Death of Darius III

- (a) This was the most popular part. Average responses presented a narrative of both kings' reigns, with little attempt to compare and contrast the events. Better responses dealt with both kings in some detail, making comparisons throughout their answers. Excellent answers to this question presented a range of sources, both primary and secondary, to support their arguments. Weaker responses were narratives dealing with one king only.
- (b) Only a few responses were presented. The majority concentrated on Persian administration of the empire. Better responses attempted to address both parts of the question, pointing to the relevant source material to illustrate their discussion. There was a notable lack of evidence citation in these responses.
- (c) No responses presented.

Question 38. Development of the Greek World 800–500 BC

- (a) This was the most popular choice in this question and elicited the full range of responses. The question was straightforward and better candidates presented detailed answers that were well-sourced and not reliant only on Herodotus, Thucydides and Plutarch. Examples of the varied sources used in the best colonisation essays were Hesiod, Strabo, Aristotle and Isocrates. Modern scholars Boardman, Bury, Ehrenberg, Hammond, Forrest and Andrews were cited.

Less able candidates gave general reasons and results without examples of colonies founded and failed to instance written or archaeological evidence.
- (b) This question was answered well by many candidates who were able to give examples of the effects of tyranny in many poleis.
- (c) There were some good responses to this question but many candidates were unable to address government over the whole period, concentrating mainly on Solon and Cleisthenes.

Question 39. The Greek World: 500–450 BC

- (a) Better candidates demonstrated and understood Themistocles' role throughout the Persian War period. Detailed examination of events before Salamis were a feature of these responses. They showed an understanding that Marathon was a prelude to a greater struggle, that Themistocles used the silver mines at Laurium to launch Athens' naval program, which prepared Athens and Greece for the 480 invasion, the importance of the congress at the Isthmus which unified Greece, and referred to the oracle and Inscription. Better candidates, after discussing these, referred to Themistocles' strategies for war such as the delaying actions at Thermopylae and Artemisium followed by Salamis, showing how Themistocles overcame obstacles and acted. The most outstanding candidates went beyond Salamis, demonstrating how Themistocles overcame opposition from Sparta to the final encounter at Plataea. Further, the better candidates made excellent use of both primary and secondary sources:

... Herodotus also credits Themistocles with the strategy of a defensive position on land and an offensive stance at sea. Hammond accepts this view and recognises its value as he states 'Thermopylae and Artemisium were to prove how effective (this) strategy was ...'

An example of a good introduction to this question was:

Themistocles contributed more to the Greek war effort than any other individual and without his exceptional leadership both military and political, the war could not have been won. His talents were utilised in the battles of Salamis and Artemisium, whilst his political skills were necessary at the Congress of the Isthmus, in the unification of Athens and in Athens becoming a sea power.

A number of candidates focused solely on the battle of Salamis and/or Source 18. These candidates used few sources and their responses were a narrative description of the events that took place at Salamis. These scripts failed to address the second part of the question adequately and erroneously gave Themistocles full credit for Marathon and Plataea.

- (b) The better candidates were able to trace the actions of the Delian League throughout this period, highlighting how Athens' imperialistic aspirations became paramount. These actions included the crushing of the revolts of Naxos and Thasos, the use of cleruchies, the various decrees, the consequences of the Egyptian disaster, transfer of the treasury to Athens and the building program. Better answers used primary sources to demonstrate Athens' transition from League to empire:

Through Thucydides the Athenians' claim 'We did not gain this empire by force ... It came to us at a time when you were unwilling to fight on to the end against the Persians.' Indeed the Delian League was originally formed as a means through which the naval states of Greece could continue to fight the Persians. However, Athens eventually succumbed to the economic temptations and advantages which an empire promises.

Some candidates failed to 'discuss the steps' the question required and relied on general narrative and irrelevant material.

- (c) Few responses to this question.

Question 40. The Greek World 460–399 BC

- (a) Few candidates attempted this part, and many who did restricted their discussion to the immediate cause of the Peloponnesian War. Better candidates were able to examine a number of revolts and relate them to Athens' increasingly harsh treatment of her allies.
- (b) Very few candidates attempted this question. Most failed to understand the nature of the question, which required the candidate to trace the activities of both Athens and Sparta through the period (such as the former's occupation of Naupactus, the so-called first Peloponnesian War, the signing of the Thirty Years Peace amongst others), and to assess the effect of each on the bilateral relationship.
- (c) By far the most popular option in this question. Consequently there was a wide variety of responses, ranging from generalised narratives of the careers of the selected commanders to outstanding answers that examined the careers in terms of their effect on the direction of the Peloponnesian War.

Candidates who selected Cleon examined his deviation from Periclean policy and the success or otherwise of this deflection, his part in the Mytillean revolt and its relevance to the conduct of the war. Few departed from the Thucydidean view of Cleon.

Better candidates writing on Nicias examined his earlier career and his contribution to the war before the Peace of Nicias and the disastrous Sicilian campaign, but concentrated their attention on the effects these events had on the progress of the war.

Good responses on the contribution of Brasidas to the direction of the war also examined his early career leading to his command in Thrace. However, they devoted most of their response to the effect of these on Athens (for example, the loss of tribute and access to timber and mines as a result of the loss of Amphipolis) and the effect of his career on the Spartan war effort.

Better responses discussing Lysander noted his association with Cyrus, and the way in which this changed the course of the war, as well as success in naval battles and the disastrous effect of these on Athens.

Excellent responses, on any of the men, used evidence expertly.

Question 41. Fourth Century Greece

Few candidates attempted this question, but some responses showed evidence of very careful preparation and a clear ability to answer the question with a sound argument supported by appropriate sources.

- (a) Explanation of the Spartan hegemony's failure marked out the better responses from those which provided a simple narrative. Little reference was made by many to the nature of hegemony, the issue of the rise of Thebes in military power or Persia's role during the period. The best responses dealt with these issues well.
- (b) Again it was those who grappled with the question's issue ('How successful ...?') who provided the better responses. Too many saw 'extending the power of Macedonia' as simply 'expanding its borders', and did not deal with the issue of control and/or influence beyond those borders, hence ignoring the diplomacy and other skills exercised by Philip.
- (c) Those who used their material to demonstrate how Alexander established and maintained his control of his empire including Macedonia and Greece (not just the eastern sections of the empire) and who covered well the differing activities involved in organisation and administration, gained the highest marks. Better responses also alluded to the significance for this question of the difficulties caused by Alexander's not making clear provision for the continued administration of the empire in the event of his death.

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

Only a few candidates chose to answer this question, and none provided very good answers. A number attempting part (c) appeared to think that there was only one Ptolemy. Most responses were very general and cited all the known (to their writers) activities of the Ptolemy (which one was rarely specified) as contributing to the prosperity of the country.

PART M — ROME

Question 43. Early History of Rome to the end of Rome's Wars of Expansion

- (a) There were few responses to this part. Better candidates were able to write of the impact of the Etruscans, Latins, Sabines and Greeks on the development of Rome politically and militarily, as well as their impact on Roman architecture, religion and the Latin language.
- (b) This was the most popular choice of candidates attempting this question. Better candidates were able to use the quotation from Polybius as a springboard to developing a sustained argument on the causes of the Second Punic War, citing both ancient and modern sources. An extract from one such response follows:

Although Hamilcar's death and the passing of the command to Hasdrubal (his son-in-law) marked a change in Roman-Punic relations in Spain (as seen in the Ebro River treaty of 126, which effectively gave Carthage free reign over all Spain south of the Ebro), the passing of the command in 120 BC to Hamilcar's son, Hannibal (when Hasdrubal was assassinated) marked a reversion to the typically anti-Roman stance of Hamilcar's time. This was a crucial shift in the state of affairs in Spain as even though most historians agree that Hannibal was not involved in many of the long term causes of the war, 'the will to war existed in Hannibal' (Brian Caven). Thus the aggressive leadership of Hannibal must be regarded as one of the causes of the Second Punic War. Livy even goes as far as to say that 'as soon as he took command Hannibal acted as if he had specific orders to invade Italy.' This view may be somewhat exaggerated but it does show that right from the outset Hannibal represented a significant threat to Rome.

Less able candidates were unable to cite any reasons beyond the Ebro treaty and the siege of Saguntum. Of great concern was the number of candidates who wrote prepared answers on the course of the war, rather than addressing the set question.

- (c) This part was poorly done by most of the few candidates who attempted it. Although better candidates were able to discuss the Roman constitution in terms of magistracies, the tribunate, the cursus honorum, patricians and plebeians, the senate and the assemblies, very few were able to present an argument relating to the strengths and weaknesses of the constitution, such as it was.

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

- (a) A major problem in this part was partial coverage of the period although the dates were repeated in the question. Most candidates provided an account only of the tribunes of Tiberius and Gaius Gracchus. Better candidates included discussion of some of the tribunes from the years 122–78 BC (for example Saturninus, Marius, Livius Drusus and Sulpicius Rufus), while the best responses discussed the importance of the tribunate across the period.
- (b) Most candidates confined themselves to a discussion of Marius' reform to army recruitment, overlooking his further military reforms. Better responses considered also his reforms in the area of weaponry, training and tactics, the best candidates providing in addition a sound discussion of the question's second part — the reforms' benefits to Rome,
- (c) Very few candidates chose this option.

Question 45. The Fall of the Republic 78–28 BC

- (a) This was the most popular choice in this question. Most students were able to deal with or even narrate well the events of Pompey's career from 78 to 62 BC. The factual mastery often deteriorated after this, with candidates frequently not venturing beyond 59 BC and a small number not mentioning 49 BC.

The better candidates took issue with 'magnus', some commenting that it was an ironic title conferred on him by Sulla, others making a distinction between career which was 'great' and his political career which was less so and others highlighting his administrative greatness as evidenced in the Eastern Settlement and his ability to weave alliances, that advanced his career.

- (b) Many candidates who answered this question clearly expected an essay on the First Triumvirate as their answers tended to focus on political alliances, leaving their coverage of the second issue very shallow.

An example of an above average conclusion:

Throughout his career, Caesar relied heavily on both political alliance and the tribunate to achieve the military success which led him to absolute power. From the earliest stages of his career, he learned the value of political alliance in not only providing him with the wealth and opportunity required to further his career, but in securing his dominance with a group of powerful individuals. The tribunate also was essential in Caesar's rise to ultimate political power. Through the tribunate, Caesar had discovered a constitutional means of furthering his career, through the use of the corruption that the Republican system had allowed itself to tolerate. Even when Caesar was forced to march on Rome due to Pompey's alliance with the optimates he used the sacrosanctity of the tribunes, Cassius and Antony, to justify his actions and further his career.

- (c) Few candidates addressed the Civil Wars of this period, most limiting themselves to 49 BC; others made only passing reference to either 42 BC or 31 BC.

Question 46. Augustus and the Julio-Claudians

- (a) This was a question with which the majority of candidates had great difficulty. It appeared that many candidates had not prepared for such a focused question nor did they appreciate the subtlety that the question demanded. Such responses gave a narration, often with gross factual errors, of the story of how Augustus had come to appoint Tiberius as his successor.

There were some excellent responses which tied a good knowledge of the succession to the emerging nature of the Principate, dealing with the concern of Augustus to transfer power and responsibility and yet avoid the appearance of the monarchy.

An example of a candidate who understood the nuances of the question very well:

The problems facing Augustus in his succession to the Principate primarily centred around the nature of his reign and the intrigues within the society of Rome itself ... Due to the power inherent within the Principate itself and the nature of Roman society, Augustus was confronted with a number of difficulties in finding a successor to 'the throne'. Indeed Augustus himself had experienced first-hand the strife of a society in search for a successor upon the death of Caesar.

- (b) Those candidates who chose Tiberius as an option in this question found difficulty in referring to the source. Many responses gave a reasonable assessment of the contributions of either Tiberius or Claudius to Rome and empire. Less able candidates lacked detailed knowledge of the administration of the Principate and fell into anecdotal history and court affairs.
- (c) Few candidates attempted this question and many who did simply dealt with the Augustan influence in the areas chosen and did not deal with the Julio-Claudian period. Many candidates had problems in interpreting the term 'plebeians' in this context.

Question 47. Roman Empire: AD 68–250

A reasonably small number of candidates attempted this question. The majority of these candidates attempted (a) and (b). The answers ranged widely, better candidates illustrating their responses with a broad range of evidence from both written and archaeological sources. Only a small number of candidates attempted (c) and these responses were very superficial.

Question 48. The Later Empire: AD 250–410

Only a very few candidates attempted this question, with the great majority answering (a). Superior answers understood the nature of the Tetrarchy and could use and assess sources. Responses of lesser quality were general and made frequent errors of fact.

ANCIENT HISTORY 3 UNIT (ADDITIONAL)

SECTION I — Tombs and Burial Customs of Old Kingdom (Dynasties III–VI) and New Kingdom (Dynasties XVIII–XIX) Egypt

Question 1

The range of gobbets provided guided candidates into specific topic areas, which gave enough scope for better candidates to excel. Lower ability candidates were also accommodated; each question elicited a focused answer from many of them.

- (a) Most candidates were able to refer specifically to the source, discussing the functions of the mastaba through an examination of its basic architectural elements. Better candidates were able to use the source as a springboard for the explanation of purpose. They elaborated on elements not featured in the sketch such as the false door, offering chapel, serdab, ka statue, niche and offering formula. Using evidence from a diverse selection of Old Kingdom mastabas (ie Ti, Ptahhotep, Mereruka, Ankhmahor, Nefer and Kagemni), they discussed the significance of the wall reliefs in relation to afterlife expectations.
- (b) Generally, this question was handled very well. Many candidates were able to discuss the complex stages of the progress of an Old Kingdom funeral service. Better responses were able to distinguish between royal and non-royal funeral services, and could identify the participants — for instance, the lector priest, embalmer, the two grieving ‘kites’, the ‘mu’ dancers and the family — using a variety of tombs (eg Debehni, Ankhmahor). Weaker candidates simply listed the stages of the service without any discussion.
- (c) This was a less popular response. The poorer responses could not discuss the pyramids of dynasties 5 and 6, directing their discussions to dynasties 3 and 4 without any awareness of the important distinctions between the edifices of the four dynasties.

Average candidates briefly mentioned decline in size, the sun temples and the pyramid texts. Better responses further discussed the latter aspects in their political, religious, social and economic contexts. Excellent responses noted the changes in the whole pyramid complex and in sun temple complexes.

- (d) This was a very popular choice. Less able candidates made no reference to specific New Kingdom nobles’ tombs and merely catalogued the activities shown in the tombs without any awareness that New Kingdom nobles operated in new fields of activities such as the army and overseeing the collection of tribute from foreign nations, as well as some which further elaborate Old Kingdom activities such as banquet scenes and leisure occupations. Better responses made these distinctions, identified the transitional New Kingdom phases and referred to specific tombs (eg Rekhmire, Menna, Nebamun) including Amarna and Ramesside tombs.
- (e) Another popular choice which, overall, was well answered. Most candidates referred to other Amarna tombs, including the Royal tomb and transitional tombs such as those of Tutankhamun, Ramose and Parenefer. They were aware of religious changes (eg the Royal family’s status as intermediaries between the Aten and the people, the eradication of the cults of Amun-Re and Osiris, the new artistic expression of Amarna religion, the architecture of the tombs and changed afterlife expectations).

- (f) This was the least popular response. Basic responses were limited to the location of royal tombs and a few architectural aspects such as the well and tomb entrance. Better candidates discussed also Horemheb's and Seti's architectural innovations. The very best responses discussed the latter, going beyond the physical devices to the magical defences of the dead Pharaoh (eg amulets and their inscriptions, the protective gods and goddesses from Tutankhamun's tomb and the Books of the Netherworld).

Question 2

The best responses were written by candidates who demonstrated knowledge of specific tombs and their owners. These candidates were able to construct coherent responses showing comprehensive understanding of both Old and New Kingdom material. Less well-prepared candidates relied on describing tomb decoration with little or no analysis of the material. The weakest responses continue to confuse evidence from the tombs with that from the temples.

- (a) This was the second most popular question. The best responses used specific evidence from accurately identified tombs and were able to compare food production methods in Old and New Kingdom tombs. They also noted the changes from era to era, identified types of food, manner of production, reasons for production (eg domestic consumption, ritual use), and the place of food production in the economy. These answers also considered the producers of food. Weaker responses simply listed foodstuffs.
- (b) The least popular choice, this question was handled best by candidates who demonstrated a thorough knowledge of foreign relations in the Old and New Kingdoms, including military, trade, diplomatic, religious and cultural contact. Surprisingly, few candidates had a sound knowledge of Old Kingdom evidence, even that relating to the well-known officials, Weni and Harkhuf. Many candidates limited their responses to New Kingdom material. Too many relied solely on 2 Unit material such as the Voyage to Punt and the Annals of Thutmose III.
- (c) This was the most popular question whose expansive nature elicited a wide range of responses. Better answers focused on religion rather than limiting their answers to funerary and afterlife beliefs. They showed a sophisticated understanding of religious concepts, and of continuity and change within and between periods. This involved the examination of cults and their practices, the role of Pharaohs, religious texts and rituals. These candidates linked these aspects to relevant changes in tomb and temple construction and decoration. Weaker responses were confined to a description of funerary practices (eg mummification), without explanation of religious motivation.

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

Most candidates had a wide knowledge of the available archaeological evidence and made a pleasing effort to answer the set question. However, a significant number failed to demonstrate an awareness of the chronology of developments on the Agora site, and many could do little more than repeat Camp's words. Teachers are urged to make use also of such resources as Wycherley's *The Stones of Athens*, the American School of Classical Studies series of booklets, Homer Thompson's *Guide to the Agora* and other works listed in Camp's Bibliography.

Question 3

All parts attracted a similar number of responses, other than (f) which was by far the least popular.

- (a) Commonly, candidates went little further than describing the evidence (with a variable degree of accuracy) for the stated periods. Most found it difficult to make appropriate deductions about the 'life' of the inhabitants of the Agora. Better responses discussed such aspects as wealth, class structure, religious beliefs, mortality rates, life expectancy and the nature of settlement. Many candidates confused evidence from the Geometric period with that from the Bronze Age.
- (b) Generally, candidates knew the details of the structure shown, and of its importance. Some were able to discuss the political importance of providing a good water supply, but few knew anything more of the Peisistratid contributions. Too many incorrectly ascribed much later features (eg cisterns) to this period, indicating a lack of chronological awareness.
- (c) There were some excellent responses to this question, demonstrating a sound understanding of key elements of Greek society, and making good use of written as well as archaeological sources. Some less well-prepared candidates showed by the paucity of their responses that they understood little of the function and importance of boundary stones, other than the obvious practical ones.
- (d) There were also some excellent responses to this question. These discussed the Boule and its role in its Athenian life. Many, however, gave undue emphasis to a description, rather than an interpretation, of architectural features (for example, the relation between the design of the seating and the nature of the formal proceedings in the New Bouleterion). Few were equipped to discuss historical change in relation to the building.
- (e) The best responses discussed a variety of evidence, from the plethora available for military activity. From such evidence as clay tokens, buildings and stoa painting they were able to examine topics such as cavalry, military training and leadership, war trophies and even public attitudes to warfare. Candidates who wrote about particular Athenian campaigns often did so at the expense of more diverse information.
- (f) Infrequently attempted. The term 're-building' in the question seems to have confused candidates and there were few good responses.

Question 4

- (a) Approximately 20% of the candidature attempted this question. Better candidates were able to give a detailed account and explanation of the development of the Agora from Cleisthenes to Pericles, revealing an excellent knowledge and understanding of the growth of democracy in the period and the archaeological evidence to support their examination.

Less able candidates tended to list structures in the Agora that had been built during the period, with little reference to the work of Cleisthenes and Pericles. These answers resembled a series of brief responses rather than a connected exposition.

- (b) This was the most popular question, 75% of the candidature attempting it. Better candidates concentrated on the question asked, and demonstrated excellent historical understanding. For example:

The Athenian Agora, being the nexus of social and civic activity in Ancient Athens, could not help but also be regarded as a religious centre for Athens as well. In a society where the common man believed in the gods affecting his daily life, such synthesis of law, commerce and politics would also be influenced by the will of the gods.

Better candidates were also able to encompass the whole history of the Agora as a religious centre, from Mycenaean times as a burial area to the temples built by Roman conquerors.

Less able candidates described religious buildings of the classical period only, with a strong emphasis on the Hephaestion. Again these essays resembled a collection of short passages, rather than a coherent essay.

- (c) Only 5% of the candidature attempted this question, but these responses were of a very high quality. These candidates had clearly specialised in the Roman period.

SECTION III — ROMAN BRITAIN AD 43–410

Question 5

There was a slight decrease in the number of candidates studying Roman Britain in 1997. Interestingly, there was a polarity in the responses. The examiners found that the answers were either very good or very poor — there were very few average responses. Many of the responses were considerably shorter than is required at 3 Unit standard. To ensure good marks, candidates should do more than write a brief description or narrate an event.

The better candidates were able to discuss the issues and analyse the available evidence. There were some excellent responses which effectively used a variety of both written and archaeological sources to support their arguments.

Weaker candidates relied on storytelling, showed a complete lack of understanding of the relevant issues, made no reference to sources and displayed a total lack of awareness of the geography of Britain.

- (a) This was the most popular choice. Many candidates had little or no idea of the geographical location of Hadrian's Wall ('north to south'! 'between the Trent and the Severn'!) and displayed little knowledge of who had constructed it or when it was built. Some candidates were also confused about the terms *vallum* and *fossa*. Better candidates were able to discuss the function and strategy of the wall, the different interpretations of its function, the construction of the wall and made excellent use of modern scholars such as Salway, Millett, Breeze and Dobson. They were also able to assess the success of the wall in comparison to the later defensive efforts by the Romans.
- (b) This was a popular choice. Better candidates discussed the range of bath houses — private, military (Corbridge, Vindolanda) and public (Aquae Sulis). These candidates were able to make effective reference to archaeological finds to support their arguments.

Less able candidates gave a guided tour of the baths with little or no reference to the archaeological evidence. Many candidates displayed confusion about the features of baths, eg latrines for heating water.

- (c) This was a less popular choice. Better candidates cited a range of mosaics and made useful reference to Figure 7. Some answers were excellent, showing a broad knowledge of Romano–British mosaic art. They were able to accurately describe a variety of mosaics and explain their artistic, cultural, economic and religious significance for Roman Britain. The majority of candidates, however, described Figure 7 rather than analysing the evidence within it. These descriptions often gave rise to some inventive notions of the main figure, variously described as a ‘fat woman playing tennis’, or a ‘cook with a frying pan’.
- (d) This question was also a popular choice. Less able candidates gave a general overview of road building with little or no reference to specific roads. Many candidates did not address the ‘extent’ of road building nor its ‘importance’. Better candidates were able to explain where roads were built, how they were built and the commercial, strategic and administrative importance of the roads in Britain. Excellent use was made of archaeological evidence and secondary sources such as Millett, Salway, Jones and Milns to support the points being made.
- (e) There were only a few answers to this question and they were either excellent or below average. There were a few that were outstanding in their use and analysis of archaeological and written evidence.

Pausanias’ mention of the unknown ‘Genunia’ which when attacked facilitated the withdrawal from lowland Scotland and the Antonine Wall frontier has caused much speculation which may simply be the result of a mistake on Pausanias’ part. Human error is always testimony to the fallibility of written sources.

Other responses were excellent in their level of argument and strong conclusions.

Thus it can be seen that much evidence for the Roman occupation of Scotland exists, however never was Rome to realise the military hold over Scotland that Gnaeus Julius Agricola had achieved by 84 AD.

Less able candidates tended to concentrate on narrating the events of the conquest rather than on evidence of occupation.

- (f) Although many responses to this question tended to discuss the overall religious situation in Roman Britain, several answers showed excellent knowledge of written and archaeological evidence concerning Christianity in the late fourth and fifth centuries. Excellent answers were aware of the growth of Christianity, its appeal for the Britons and attempted to argue the issues.

The western and northern areas of Britain, those least touched by Rome, were almost untouched by Christianity. For this reason we could not label Christianity ‘widespread’ by the end of Roman occupation.

Candidates displayed detailed knowledge of the development of religion and compared Christianity with other cults such as Mithraism and explained their eventual demise in the period after Constantine’s changes.

The extent of Christianity in Britain can also be seen in the destruction of other religions, for example, Mithraism.

Many of the candidates referred to the written and archaeological evidence for Christianity but were unable to use this information to effectively explain how ‘widespread’ this religion was in Britain.

Question 6

There was a wide range of responses this year but much less use of archaeological and written evidence. Candidates had difficulty in interpreting the questions and there was very little analysis evident in most responses. Many candidates wrote prepared answers that did not adequately answer the question. Few had an understanding of the changes that took place in Roman Britain and most lacked a detailed knowledge of the topic. There was only a limited use of specific examples to support the generalisations made.

- (a) This was a popular choice. Most candidates interpreted the question as meaning Agricola's military aims and his military administration. There were many narrative responses that described Agricola's campaigns and these were placed in the average range of marks. Few made reference to any supporting evidence apart from Tacitus. Better candidates attempted to discuss the significance of the campaigns.
- (b) There were few responses to this question. Most responses merely wrote a short history of Roman Britain.
- (c) Many candidates attempted this question. Most responses were poor and lacked any understanding of the importance of villas in relation to settlement and the local and provincial economy. Many had a limited knowledge of villas in Roman Britain and wrote in very general terms. Others merely described what particular villas looked like and how the design of villas changed. Some of the better responses used a range of archaeological and written evidence to analyse how the location of villas reflected changes in the administration and economy of Roman Britain.

SECTION IV — KINGDOMS OF ISRAEL AND JUDAH

Question 7

Set Texts: Kings, Chronicles, Ezra, Nehemiah

Most candidates had little difficulty in selecting two choices. The most popular choices were (b), (d), (c) and (e), in that order.

- (a) The candidates who answered this question gave a general, simplified account of David's boyhood, his conflict with Saul and his eventual accession to the throne.
- (b) This was the most popular choice. Many candidates were able to assess competently the significance of Jeroboam I's reign in providing dual religious centres, political stability for Israel and the creation of a new priesthood. Fine use of biblical and secondary sources was evident.
- (c) Many candidates correctly addressed the political and religious functions of the king, especially with regard to Davidic traditions. References to Asa, Joash, Uzziah, Hezekiah and Josiah were frequent.
- (d) The second most popular choice. The best responses gave a detailed account of the political and religious consequences of Jehoshaphat's friendship with Israel, emphasising the marriage alliance between Athaliah and Jehoram and the political and religious turmoil that eventuated.

- (e) Those candidates who answered this part recognised the Mosaic tradition in existence at the time of Ezra and Nehemiah and the need to maintain it in the form of a purified Yahwistic community. The second part of this question was frequently ignored.
- (f) Very few candidates attempted this question. Those who did, displayed a sound knowledge of the various incidents and rivalry between the Samaritans and Jews. Nehemiah's strong stance against Sanballat was well discussed. Fine use of secondary and biblical sources.

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

Responses to this question conformed to a pattern. Less able candidates followed the biblical narrative uncritically and showed little historical objectivity. Better candidates were more analytical in their approach and took into account the identity of the writers of the set texts, and the reasons for their writing. They then took into account what bearing these factors might have on our understanding of the period. These candidates were able to use sources other than the Bible to enhance their arguments. Some discussed the 'Deuteronomist' theory.

- (a) Better answers to this question considered the centrality of the temple to the Yahwistic teaching of the biblical sources and also the syncretistic nature of the religious beliefs of the people of Israel and, eventually, Judah. These candidates also showed that Judah's kings were judged according to their ability to preserve the temple, the priesthood and the law and how this led to the preservation of full accounts of kings such as Asa, Jehoshophat, Hezekiah and Josiah.
- (b) Better candidates were able not only to describe fully the religious reforms of Hezekiah and Josiah but to discuss the reasons for their implementation. They were able also to demonstrate from archaeological evidence (eg altars and idols which had been destroyed) that the reforms were widespread and effective. By referring to prophets such as Isaiah and Jeremiah, they were able to show the lack of real acceptance of them and their short-lived nature.
- (c) Less able candidates answered this question only through an unquestioning regurgitation of the biblical narrative. Better candidates considered the vulnerability of Israel, its attraction to an aggressive conqueror, the political folly of its last kings who struggled with and lost power to usurpers, and unwise foreign policy.

SECTION V — THE PELOPONNESIAN WAR

The reduced number of candidates attempting this option this year again demonstrated a wide range of historical understanding of the period. The most able candidates displayed very high level skills of analysis, evaluation and interpretation, a comprehensive knowledge of the set text, and very sophisticated historical understanding. An example of the latter:

- Q.3 (f) *The economic causes of the war are almost ignored by Thucydides. However it must be remembered that economics in the modern sense was not a concept in ancient times ...*

Unfortunately some candidates are clearly unable to meet the demands of historical study at the level required by this course and might be better suited at another level. They appear in some cases to have studied a textbook, rather than Thucydides. Appropriate use of modern scholarship

(not textbooks) is increasing and is highly desirable. An example follows:

Q.3 (a) *However Athens was careful not to violate the peace, as Pericles 'had no desire for western expansion, and a great desire to avoid war' (Kagan) and thus pursued a solely defensive alliance with formally neutral Corcyra.*

Less pleasing were such (only too frequent) comments as:

Q.3 (b) *Bury and Meiggs give more accurate figures (than Thucydides) on the effects of the plague.*

Candidates need also to realise that quality does not equal quantity. A shorter, succinct and, above all, focused response will achieve better marks than a rambling narrative whose relevance to the question is tangential.

Question 9

Set Text — Thucydides

Parts (a), (b) and (c) attracted approximately equal numbers of responses. Very few candidates attempted (e). Some responses to (a) and (d), in particular, suggest that candidates have not studied the whole period, nor the whole of the set text.

- (a) Some excellent responses were able to trace the hostility of Corinth towards Athens from the latter's occupation of Naupactus through to the incidents at Corcyra, Epidamnus and Potidaea, and to discuss Corinth's importance as Sparta's most important ally. Many candidates, however, did not go beyond a narrative of the three episodes immediately prior to the war.
- (b) Another popular question which elicited many very good responses. These examined the military, political and social effects of the plagues on the war effort, both short and long term. Unfortunately some candidates merely regurgitated Thucydides' account of the plague and its effect on the city, without relating them to war strategies, leadership or policies.
- (c) This was a very popular answer. The average answer added little to Thucydides' assertions. Better answers developed the effects of events at Pylos in the respective promotion of the war by the two participants and examined in some detail succeeding events.
- (d) There were few really focused responses to this question. Most concentrated on an account of Alcibiades' colourful career without examining aspects of this in terms of the 'problems' his defection created for Athens. One who did focus on the question wrote, in part:

One of the problems created by Alcibiades' defection and subsequent alliance with Sparta was a decrease in the likelihood of victory in Sicily. With the arrival of Gylippus ...

Only a few excellent answers were able to continue their discussion into the period of Persian intervention in the war.

- (e) Three responses only.
- (f) Some excellent responses examined a number of features of the historian's reliability. These often made apposite use of one or more of the many scholarly discussions of Thucydides as a historian. One such read:

Grundy states that the accuracy of Thucydides' research methods is difficult to judge. However with evidence of his extensive travel and obvious pleasure in detail, it is fair to say that the historian attempted to find the true story not just guided by (his) own impressions.

Question 10. Special Period — The Peloponnesian War

There were some very good responses to this question, candidates demonstrating a sound knowledge of Thucydides and providing critical analysis. Weaker responses made little or no use of sources other than Thucydides.

- (a) This was a popular choice. The best candidates analysed the quotation and based their answers on their analysis. In discussing the value of the allies to Athens' war effort, they made specific reference to money, resources and the navy, making comments such as:

It is through the financial support of the allies that Athens was able to bolster her navy. The importance of the navy is recognised by Thucydides who believes that it was the cornerstone of Athens' empire.

These candidates were able to argue that the allies were sometimes a liability to Athens and sometimes threatened her stability. As one candidate wrote:

Apart from being a strength to Athens, the allies also served as a hindrance to the Athenian war effort. The revolt of Mytilene is one such case, where the insurrection was very costly for Athens in terms of the money expended on the siege warfare and the human resources required to carry out the siege. This effectively stalled the Athenian war effort and caused it considerable exhaustion.

Better candidates were also able to examine the changing relations between Athens and her allies by discussing the revolts of allies throughout the war, to analyse Sparta's part in some of these (eg Brasidas in Thrace), to show how the defeat of Athens in Sicily and the intervention of Persia brought about a new wave of allies' revolts (eg, those of Chios and Euboea) and to argue that it was only when Athens' navy was destroyed that she was defeated.

These candidates were able to strengthen their discussions by using arguments set out by modern writers such as Connor, Finley, Powell, Hornblower and Kagan.

Less comprehensive answers showed a more limited knowledge of relevant incidents. They mentioned the allies' monetary and naval contributions, but could not provide adequate assessment of the allies' role throughout the war. Less able candidates resorted to a narrative of the activities of the Delian League, making only a few general statements about the allies' role in the war effort.

- (b) This was also a popular question and there were some excellent responses. The best candidates were able to consider critically the effectiveness of the Athenian democracy through the whole period 431–404. The issue of the demos' foolish treatment of its leaders was instanced to illustrate the ineffectiveness of the democracy. As one candidate wrote:

The decision to dismiss Alcibiades after Notium and the later execution of the general sealed the fate of Athens.

These responses also argued that factional disputes in Athens were evidence of weakness in the democracy. One example follows:

Friction between war and peace parties led by Alcibiades and Nicias resulted in the failure of the Peace of Nicias.

Other evidence presented of the democracy's ineffectiveness included its opportunism in dispatching the Sicilian expedition (with reference to Ehrenberg's discussion of Athens' 'frivolous egotism'), and the oligarchic revolution of 411. Some argued that the democracy was not always ineffective, arguing for the longevity of its survival.

Primary sources used included Aristophanes, Plutarch, Xenophon and Aristotle, as well as Thucydides. Modern scholars used appropriately included Westlake, Connor, de Ste Croix, de Romilly and Finley.

Responses awarded average marks tended to limit their discussion to Pericles' role in the democracy and the changes that occurred under Cleon. Occasional reference was made to the alleged 'fickleness' of the democracy, but these candidates were unable to illustrate their argument by reference to incidents throughout the later period of the war.

- (c) This was the least popular question. Better candidates were able to refer to attempts made by Sparta to gain help from Persia in the early years of the war. They discussed Alcibiades' relationship with Tissaphernes and Pharnabazus, and Sparta's use of money to build a fleet. The significance of the Treaty of Miletus was recognised and referred to as:

Sparta's signing Greece over to Persia in exchange for a fleet.

They successfully analysed Tissaphernes' implementation of Alcibiades' strategy of keeping both sides weak by discussing battles of the period. They were able to show that Persia's support of Sparta resulted in more revolts by Athenian allies, leading to the loss of her navy. These candidates made excellent use of Plutarch and Xenophon, in addition to the set text.

Average responses were more limited in scope, discussing the defection of Alcibiades, the alliance he organised with Tissaphernes and Sparta's use of Persian money, but only occasional mention was made of specific battles and the Cyrus–Lysander alliance.

SECTION VI — THE JULIO-CLAUDIANS

Question 11

Set Text: Tacitus, Annals of Imperial Rome

There were approximately the same number of candidates studying Tacitus in 1997 as 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 location. 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.

Better candidates were able to deal with complex political issues. They were aware that criticism and analysis are integral to the answering of gobbets.

Less well-prepared candidates narrated the story instead of examining the issues. There was also a tendency to simply 'name drop' ancient and modern sources, rather than to substantiate an assertion. There were a few candidates who referred to Moe and Boak and Sinnigen to support

their points. Teachers are advised that these authors are not considered as scholars and therefore should not be cited. There are still candidates who are doing one gobbet instead of TWO.

- (a) This was a popular question and was answered effectively. The better candidates showed excellent knowledge of Tacitus and could compare this with the Res Gestae, Dio and Suetonius. Secondary sources such as Mellor and Syme were used effectively to challenge the Tacitean picture of the Princeps.

Tacitus' opinion of Augustus is one of cynicism, dislike and even repulsion, mostly because as Mellor writes 'Tacitus credited Augustus with the smothering of the Republican system' which he admired.

Average candidates showed some understanding of the Augustan Principate but lacked detailed knowledge of Tacitus' views and made little or no reference to the quote.

Less able candidates wrote their whole answer on Octavian's/Augustus' early life and whether or not he restored the republic, displaying no awareness of Tacitus.

- (b) This was the most popular question, nearly all candidates making some reference to the given quotation 'men fit to be slaves'. There were some excellent answers that explained the positive and negative elements of the relationship between Tiberius and the Senate. A few responses noted the fact that the Senate under Augustus was in decline and the significance of this for Tiberius' relationship:

Tacitus gives us a biased view of the relationship between Tiberius and the Senate. He uses this as a tool for his wider political agenda — of demonstrating the inability of monarchical republicanism ... to exist in unison and to show that the Principate offered no protection from tyrannical men like Tiberius.

Better candidates analysed the evidence and were able to place the quotation in context. The use of secondary sources to question the Tacitean interpretation was well done.

The negative impact of the treason trials and Sejanus on the Senate were frequently mentioned. The majority of answers were very lengthy and, in most cases, description rather than a discussion.

- (c) Overall, this question was poorly answered. Most students simply described what happened in Rome after Tiberius withdrew to Capri and dwelt on the activities of Sejanus. A number of students had incorrect chronology of the reign of terror, linking it with Sejanus' rule.

Better candidates dealt with the long and short term consequences of Tiberius' retirement and attempted to analyse and argue the issues.

Tiberius may have left Rome but he did not desert his responsibilities or duties to Rome. Tacitus claims that his absence from the capital resulted in Sejanus' increased power which upset the people. Tiberius became more ruthless. This is not accurate according to modern scholars, and Tiberius still managed to administer the empire very well.

Very few candidates actually debated that very little change happened after Tiberius' retirement.

Better candidates adopted a critical and analytical approach to the question, noting the date of Tiberius' retirement, that it was ten years before he died and that the last years of Tiberius' reign are missing from Tacitus.

- (d) Responses to this question were generally sound although some had difficulty with the term 'evaluate'. Students were aware of Claudius' reforms to the Senate, that he was trying to increase the efficiency of the administration by the establishment of a civil service of freedmen. Some dealt with his interest in history and the importance of the Senate in Roman tradition. Better responses argued that Claudius did try to work with the Senate; however, his attempts for more efficient administration ended in Claudius undermining the Senate.

Levick has pointed out that one of the fundamental causes of the Senate's subservience was that the centralisation of Claudius' reign meant that while the Senate became more dependent on the Princeps, Claudius became more independent of them.

Poorer responses concentrated on the dominance of the wives and freedmen over Claudius.

Disappointingly, the move by Claudius to introduce 'excellence from any source' into the Senate with non-Roman personnel did not receive the attention it demanded.

- (e) There were some reasonable responses to this question although the candidates rarely placed the goblet in context. The average responses tended to narrate the story of Agrippina's death, the removal of Seneca and Burrus, the influence of Poppaea, Nero's corruption and immorality, his love of the arts and the fire at Rome. Better responses examined the good years of Nero's reign, the drain that his artistic temperament caused on the finances of the state and the influence of Tigellinus.
- (f) This was a reasonably popular choice. A number of competent responses were familiar with Tacitus' style, providing examples from the whole Julio-Claudian period and not just the reign of Tiberius. They demonstrated an understanding of the techniques used by Tacitus such as damning asides, innuendo, contrast, substantial negatives, and his moral purpose. They also displayed a close working knowledge of secondary sources such as Mellor, Martin and Syme. They provided detailed examples of Tacitean partisanship and dissected his claims to impartiality.

Average to weaker candidates simply dealt with characterisation in Tacitus. There were a considerable number of limited answers that stated that Tacitus was biased but were unable to explain why he was biased, except that he wrote in the reign of Domitian.

There were quite a number of candidates who used prepared answers on Tiberius and Germanicus to answer this question.

Question 12. Special Period — The Julio-Claudians

Candidates had difficulty with the questions on freedmen and the appearance of Rome perhaps because of the very limited amount of information available in the main sources available to teachers. There were fewer prepared answers and less use of archaeological and written evidence than in previous years. The limited nature of the questions also meant that most candidates were restricted in showing what they knew and understood about the Julio-Claudian period. A number of candidates wrote lengthy responses based on Augustus, although he is not a Julio-Claudian emperor. Only the better candidates were able to give examples from the entire period and there was less analysis of the issues involved in the questions.

- (a) This was a popular choice. Candidates had a good knowledge of the role of freedmen in the imperial household during the reign of Claudius and were able to make detailed reference to Tacitus. Few candidates were able to explain the influence of freedmen in the reigns of other emperors and some even stated that Seneca and Burrus were freedmen in Nero's reign. Better responses showed how freedmen influenced administration both within Rome and the Empire.
- (b) There were many excellent responses to this question. Most candidates wrote on either the Roman legions, or the Praetorian Guard, and presented a range of ancient and modern sources. Average responses concentrated on the frontier policy of Rome and referred to specific examples from the reign of each Emperor. The role of the Praetorian Guard in the accession of Gaius, Claudius and Nero was clearly outlined by those who interpreted the army as meaning the Guard. Better candidates attempted to analyse how the Emperor came to rely on the army to maintain power.

The following extract is an example from an average response:

The power of the Praetorian Guard had increased and their importance in the succession of potential heirs to the throne is obvious. In the cases of Gaius, Claudius and Nero; these successors had first been proclaimed emperor in the Praetorian camp, before being proclaimed in the Senate. The reason for their support can be easily seen, for their power and position in Rome relied on the existence of an emperor, thus their willingness to support a potential successor.

- (c) There were few attempts to this question and most had little knowledge of the changes each Emperor made to the appearance of the city of Rome.