BOARD OF STUDIES
NEW SOUTH WALES

1998 HSC

EXAMINATION
REPORT

Ancient History

1998 Higher School Certificate Examination Report

Ancient History

Contents

General Comments

It was very pleasing to note the increase in the candidature of Ancient History at all levels in the 1998 HSC Examination. It is now the fourth year in which this syllabus has been examined and its popularity has increased each year. The 1998 candidature was as follows:

- 2731 candidates presented for the 2 Unit Personalities and Their Times course

- 3282 candidates presented for both the 2/3 Unit (Common) and the 3 Unit (Additional) courses

- 1479 candidates presented for the 3 Unit course.

The total candidature was 7492 which represents an increase of 265 candidates over the 1997 total.

Once again candidates showed a strong preference for the Greek periods in the Societies section of the 2/3 Unit Common paper, with a very large number of the total candidature attempting the questions on Spartan Society. It was, however, pleasing to note a slight increase in candidates attempting questions on the Roman Periods. This trend was also reflected in the Personalities and Their Times paper.

In the Personalities and Groups (Section II) the Roman personalities, Caesar and Agrippina II, attracted most responses in the 2/3 Unit (Common) paper, with Hatshepsut attracting large numbers in the Personalities and Their Times paper. In both papers, there was a surprising number of candidates who answered the questions on Akhenaten.

In the Historical Periods of the 2 Unit (Common) paper (Section III) the responses were evenly spread between Egypt, Greece and Rome.

Candidates preparing for the examination should note that they are required to use a wide variety of sources, both written and archaeological in their responses. These sources should be used judiciously and, where relevant, reference to modern scholarship on topics is also to be encouraged.

Marking Procedure

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

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

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

After several sessions of the 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 are discussed and resolved with individual markers.

2 Unit Personalities and Their Times

As in previous years candidates provided a wide variety of responses to the questions asked. There was also a noticeable improvement in the standard of these responses. A pleasing aspect was the ability of candidates to demonstrate a wide range of reactions to both the primary and secondary sources. The better candidates linked their evidence to a particular primary or archaeological source. The majority were able to provide a qualitative response to all questions, displaying sound historical skills and knowledge.

This year once again, the most popular personality proved to be Hatshepsut. However, Akhenaten, Women in Classical Greece, Agrippina II and Xerxes all attracted a large number of responses. Pericles, Alexander, Caesar and Old Kingdom Pharaohs continue to grow in popularity whereas Jezebel, Cleopatra, Scipio Africanus, Sennacherib and the Christians in the later Roman Empire remain relatively unpopular.

It was evident that the well prepared candidates were able to draw on their skills and knowledge to provide pertinent responses. The less able candidates, however, often relied on a prepared answer and did not fully answer the question asked.

The better candidates showed a pleasing depth of knowledge of their chosen personality and his/her times, giving evidence of a wide exposure to both archaeological and primary written sources.

Section I – Ancient Societies

The societies most frequently attempted were:

- Sparta

- New Kingdom Egypt

- Old Kingdom Egypt

- Minoan.

On the whole, responses did not reach the standard of the past three years. Candidates often lacked specific knowledge, did not refer to evidence and failed to read instructions carefully or to comply with them. There are still some who are attempting three or more societies, often in the same part, eg attempting to answer all three questions on Egypt.

Empathy

Most candidates made an attempt at empathetic writing, giving an historical background. From several centres, however, candidates continue to write historically accurate responses but make no attempt at empathy. By doing so, candidates are sacrificing a considerable proportion of their marks for the type of empathy which involves very general knowledge, such as banquets, servants/slaves etc, but does not elicit a satisfactory response. Many could have taken place in any society, anywhere and in any time or period. More specific information on topics such as the vizier and Ephor appeared to be answered much better.

Part A – Egypt

Question 1   Society in Old Kingdom Egypt

(a)   Evidence Section

(i)   It was disappointing to see how few candidates knew that Imhotep designed the Step Pyramid for King Djoser.

(ii)   Only a small number of candidates could describe the building stages of the Step Pyramid. Some described it as beginning as a mastaba but could not describe the additional steps, extension or casing.

(iii)   The construction of pyramids in general elicited better responses. Most candidates explained that cores were generally of local stone, encased with Tura limestone, and with granite used for decoration. The better responses queried the supposed methods of construction, mentioning various theories such as spiral ramps, internal ramps etc. Poorer candidates asserted that mud-brick pyramids were constructed with the aid of aliens.

(iv)   This question on the importance of the Nile was well answered, perhaps because it has appeared several times in previous examination papers and is so central to an understanding of Egypt. The better responses cited Herodotus and 'the gift of the Nile', flooding and silting as a boon to agriculture, transport, fishing, wildfowl in marshes, papyrus and its religious significance, eg Hapi.

(b)   Empathy

On the whole, this was handled well. Specific understanding of the importance and role of the vizier and his relationship to the king was shown. The better responses referred to appropriate names and specific kings and showed a good understanding of attitudes and values. Relevant language and terminology were also used.

Question 2   Society in Middle Kingdom Egypt

There were few serious attempts at answering this question. Too many candidates who have obviously studied Old or New Kingdom societies are still attempting questions on the Middle Kingdom as they believe that these questions appear to be easier than those on the society they have studied.

Question 3   Society in New Kingdom Egypt

(a)   Evidence Section

(i)   It was amazing to see the many uses proposed for a shaduf, ranging from uprooting trees to carpet-beaters. Few candidates knew that it was an irrigation device used for drawing water.

(ii)   Many responses were far too general in describing the role of the pharaoh in New Kingdom Society, saying, for example, that he 'was in charge of everything'. Specific roles should have been identified, such as defender of Egypt, upholder of ma'at, intermediary between the people and the gods, etc.

(iii)   Agriculture

This was generally well understood. The better responses discussed the impact of the seasons on the Nile, some of the activities/work involved, eg harvesting; the fact that the majority of workers were engaged in agriculture; the diversity and wealth of produce; animal husbandry etc.

(iv)   Trade

This was not dealt with well. Many responses were limited to mentioning bartering grain at the local market or Hatshepsut's voyage to Punt. The better responses, however, included the latter as well as a discussion of foreign trading partners such as Lebanon/Syria/Crete, and imports such as cedar, semi-precious stones, gold, ivory and exports such as jewellery, pottery etc.

(b)   Empathy

Many responses were bland, lacking in any specific historical detail and could have been relating to any modern working person. The better responses indicated the servants' social position, showed an understanding of the food and drink served, the dress and behaviour of guests and relevant entertainment. Appropriate names were chosen and the master was also given an appropriate position in administration.

Part B – Near East

Question 4   Society in the Time of Ashurbanipal

Few candidates attempted this question on Assyria but those who did so generally responded quite well.

Question 5   Israel from Jeroboam I to the Fall of Samaria

Very few candidates attempted this question on Israel. Most of those who did so responded quite well.

Question 6   Persian Society in the Time of Darius I

(a)   Evidence Section

   (i)   Most candidates could name two major cities in Persia, though many included satrapies or people in general, eg Elamites.

   (ii)   The question itself posed a problem as there is no real evidence that Darius practiced Zoroastrianism. The majority of candidates, however, provided three features of the Persian religion such as Ahura-Mazda, rejection of 'daevas', fire-altars, priests or magi.

   (iii)   Many poorer candidates did not appear to understand the term 'administered'. The better responses, however, provided quite detailed discussion of satrapies, paying of tribute/taxes, acceptance of local laws/customs/religion, kings' edicts, central archives and bureaucracy, royal roads and the communications system.

   (iv)   Generally, little knowledge was shown of Darius' building activities. Few mentioned Susa, his capital, and apart from mentioning the fact that Darius founded Persepolis, little else was known of his building there. Students obviously need to become more familiar with the building program at Persepolis, including individual buildings, architectural features, decorations and reliefs.

(b)   Empathy

In poor responses candidates stated that the Persian Empire was large, but little else. The better responses discussed the extent of the Empire, referring to specific satrapies' resources, wealth and cultures. They emphasised the diversity of cultures and discussed how the king utilised these, eg in resources and manpower used for building. Good understanding was shown in describing a specific official, such as the bureaucrat in charge of the royal archives. Many poorer candidates did not appear to understand the term 'resources'.

Part C – Greece

Question 7   Minoan Society

This was one of the most popular questions this year and probably the best answered.

(a)   Evidence Section

   (i)   Most candidates could name two Minoan palaces.

   (ii)   The better candidates interpreted the word 'suggest' as meaning the development of historical guesswork. The average candidate mentioned goddesses, women and snakes in religion.

   (iii)   Most candidates limited their discussion of art to frescoes and painting, generally mentioning marine and peaceful scenes. The better candidates wrote about the sophistication of jewellery as well as pottery, stonework and textiles.

   (iv)   The majority of candidates did not refer to the range of burial customs in Minoan society, limiting themselves to discussion of communal graves and the idea of an afterlife.

(b)   Empathy

This evoked a variety of responses, from the discussion of the local merchant who made and bartered a large number of items, to the one who travelled overseas, especially to Egypt and the Greek islands, with specialist products. A large number of candidates had obviously prepared an answer on the Palace of Knossos and used it to describe a place visited, in particular royal quarters. Some candidates had no concept of the time and distance involved in voyaging overseas at that time when travellers were unable to make their journeys in the space of a day.

Question 8   Mycenaean Society

This was not a popular question this year.

(a)   Evidence Section

(i)   Candidates were able to name two palace centres other than the Mycenae.

(ii)   The main features of a tholos tomb were well known and often accompanied by diagrams.

(iii)   The stimulus material (the plan of Mycenae) allowed candidates to achieve full marks without much prior knowledge of the city.

(iv)   The term 'structure' of society confused a number of candidates. This part of the question elicited the worst responses, although most candidates could refer to the wanax and nobles.

(b)   Empathy

This question was generally answered very well. It was a good, specific question allowing candidates to describe in detail the weapons and equipment of the Mycenaeans and their tactics in the defence of their city. Most candidates could relate to these warriors very easily. The stimulus material was again of great assistance.

Question 9   Spartan Society

This question was not as well handled as in previous years. There were some good responses but there were also some very mediocre to poor attempts. Sparta, however, still remains the most popular society to be studied.

(a)   Evidence Section

(i)   Responses were generally quite good. Candidates knew that the Spartiates or Homoii over the age of 20 ate in the mess, and that the Helots farmed the land for them.

(ii)   On the whole, candidates had difficulty with this question. The majority seemed to have learnt that the Spartans were not a people who condoned leisure time, and therefore they knew very little about Spartan leisure activities. Most responses suggested that Spartan leisure activity was spent in exercising and training for war.

(iii)   Candidates generally possessed an excellent knowledge of the education of Spartan boys and clearly explained the details concerning this. Some candidates continued to write about the life of males up until the age of 60, which was obviously irrelevant.

(iv) This question was not handled very well. There seemed to be some confusion as various aspects overlapped with the previous question so that candidates once again wrote about the education of Spartan boys. Very little was written about women, other than the fact that they took part in athletic contests.

(b) Empathy

In general, this question was handled very well. Candidates possessed a sound knowledge of the role of the ephor and were able to give some excellent accounts of it.

Some of the poorer candidates become confused in describing the functions of the Ephorate as compared with that of the Gerusia. On the whole, this was a well answered empathy response.

Question 10   Athenian Society in the Classical Age

This question, though evoking a number of responses, was not as popular as that on Minoan or Spartan Society, nor was it as well answered.

(a) Evidence Section

(i) Strange and varied uses were attributed to the kleroterion, comparable to the shaduf in New Kingdom Egypt. Less than half the candidates knew that it was used to choose jurors, many thinking that it resembled an abacus.

(ii) This was a difficult question to answer as it covered such a wide range of possibilities. It was usually answered by referring to choice by lot or voting. The phrase 'positions of public responsibility' seemed to confuse many candidates.

(iii) The major festivals described were the Panathenaia or Dionysia, the former being described particularly well this year. Some more esoteric festivals were described, especially those reserved for women, though they were not named specifically.

(iv) Many of the leisure activities described could have been those of 1998. The better candidates described the leisure time of males rather than females in their historical context.

(b) Empathy

While a disturbing number of candidates did not seem to know where the Acropolis was, confusing it with the Agora, those describing Pericles' building program were able to do so in some detail, naming particular buildings, especially the Propylaea and the Parthenon, and describing in detail the methods of construction used. Ictinus, Callicrates and Phaedias were often mentioned.

Part D – Rome

Question 11   Society in Republican Rome to the First Century BC

This question was handled much better this year than in previous years. Responses to the evidence were usually quite good, with the only weak link perhaps being in empathy, where many candidates wrote some bland responses.

(a) *Evidence Section*

(i) Most candidates gained full marks for this question. Even if they failed to give the correct term for a province, they could still score full marks for simply writing, for example, France and Spain.

(ii) Most candidates once again were able to score full marks for this question. They knew that roads were essential for the rapid movement of troops, conquest, communication, trade etc.

(iii) The majority of candidates possessed a sound knowledge of the Equites and their role in Roman Society, especially in Roman business and trade.

(iv) Candidates were able to name three of the principal Roman gods, even though at times they used their Greek names. Poorer candidates sometimes lacked the knowledge to discuss how Romans worshipped these gods, but the majority could refer to the family hearth, games and festivals, as well as sacrifices.

(b) *Empathy*

This was the weaker part of Question 11. Many candidates wrote such bland and ambiguous responses that they could have been writing as domestic help employed in a contemporary setting. Such responses discussed cleaning and cooking foods such as 'potatoes and tomatoes' which were unknown to the Romans!

The responses written by the better candidates did, in fact, examine the various duties of a household slave, and also discussed the role of slaves as secretaries, educators and nurses. These responses also pointed out that, while a slave was the actual property of his/her master, there was always hope of winning manumission and becoming a freedman.

Question 12   Roman Society in the Early Empire

(a) *Evidence Section*

(i) To gain two marks for this question, candidates needed to refer to shipping, ox-carts, and perhaps mule trains, as the Romans' basic means of transporting goods during this period.

(ii) Candidates had difficulty with this question and many were unable to answer it. Candidates should be aware of the importance of Ostia as the port of Rome, especially in relation to the grain supply. Some responses were quite unreal, with some candidates stating that Ostia was a god or a prostitute!

(iii) This question was also poorly answered. The better candidates knew that the Roman Forum was a place of public assembly, an economic centre and that there were markets, government buildings and temples there. Weaker candidates discussed chariot races, gladiator fights and battles as being commonplace in the Forum.

(iv) On the whole, this question was handled badly. Many candidates had no idea about the importance of temples in Roman religion and therefore failed to describe their role.

(b) *Empathy*

Candidates performed well in this section. The better candidates were able to discuss the various public forms of entertainment in Rome such as the amphitheatre and chariot racing, the baths, theatres and markets. They could also discuss private entertainment quite well, including dancing, acrobats, singers, and storytellers. They also referred to upper classes reclining on couches, their expensive furnishing, elegant clothes and expensive utensils.

As for the banquet itself, many candidates possessed a detailed knowledge of the various courses and wrote about roasted honey, dormice and peacock tongues etc which was traditional fare served up to the wealthy during banquets.

Question 13   Roman Society in the Fourth Century AD

No candidates attempted this question.

Section II – Personalities and Groups

General Comments On Personalities

Although candidates showed a pleasing competence in their use of primary and secondary sources, there was still a tendency to misquote and even fabricate sources.

On the whole, candidates were more knowledgeable than in previous years and very few scripts could be faulted for weaknesses in factual content.

It was apparent that, in quite a few centres, a personality had been studied in isolation, ie without reference to the related historical period, so that candidates from such centres were unable to examine them in the political context of their time, eg Pericles and Scipio.

A higher proportion used a personality not in the Syllabus to answer questions 21, 22, 24 and 25.

Part E – Egypt

Question 14   Pharaohs in the Old Kingdom

(a)   While many candidates had difficulty in determining the purpose of the Narmer Palette, no problem was experienced in explaining its content.

(b)   Descriptions of burial customs in Dynasties I and II were often confused with later practices and accuracy was generally lacking.

(c)–(d)   Answers to both these parts were generally good.

(e)   Most candidates were able to provide a detailed account of the role of the pharaoh in Old Kingdom society.

Question 15   Hatshepsut

(a)   Exemplary reference to archaeological evidence to substantiate statements made was given here. The better prepared candidates also gave reasons for change.

(b) While candidates could identify the 'earthly' and 'divine' fathers of Hatshepsut, some difficulty was experienced in indicating how she honoured them.

(c) Most candidates limited their response to the Punt Expedition in the reign of Hatshepsut.

(d) Sound knowledge and understanding were displayed of the relationship between Hatshepsut and Thutmose III.

(e) All candidates were able to write a lengthy response, indicating how Hatshepsut is remembered; some, however, were better than others.

Part F – Near East

Question 17   Sennacherib

This was one of the least popular options; nevertheless, responses in some parts were limited.

(a) Most candidates could discuss why Sennacherib became king but many had difficulty in discussing how he became king.

(b) Candidates had good knowledge of the city of Nineveh, but there was often confusion about naming the capital before Sennacherib become king and his reasons for changing the capital.

(c) This question was generally answered well.

(d) Well prepared candidates included detailed examples of Sennacherib's activities as king and were able to indicate whether he was a great king or not.

Question 18   Jezebel

This topic still remains an unpopular option.

(a) The majority of candidates were well versed in the reasons for the marriage of Jezebel and King Ahab.

(b) This question was generally well attempted, with sound knowledge of Jezebel's religious beliefs being shown.

(c) Only the better prepared candidates had relevant and pertinent information concerning archaeological remains from the time of Ahab and Jezebel.

(d) Most students had accurate knowledge of the opposition of Elijah and Ahab to Jezebel.

(e) Only the more able candidates could analyse and evaluate the reasons for the fall from power of Ahab and Jezebel.

Question 19   Xerxes

Xerxes remains a popular personality and the topic elicited lengthy responses.

(a) Candidates displayed a good knowledge of the extent of the Persian Empire at the beginning of Xerxes' reign. An average response tended to give a broad, geographical description of the Persian Empire.

The better candidates referred in detail to the different nations that comprised the empire.

(b)–(c)   Candidates were able to write at length about both the internal and external forces that affected Xerxes' claim to the throne, as well as the satrapies used to govern the empire. The better candidates showed a detailed knowledge of his immediate family and of the rebellions which occurred immediately after Darius' death. Both archaeological and primary sources were referred to.

(d)   Some candidates had difficulty in synthesising their knowledge to answer this question. The poorer candidates relied on prepared answers to deal with the issues raised. The better candidates, however, obviously possessed good knowledge and supported their answers with references to Herodotus.

(e)   Most candidates made an attempt to compare Xerxes' successes with his failures. In poorer responses, candidates tended to argue that Xerxes' defeat in Greece was an example of his being a weak monarch. The better candidates looked beyond this campaign and, in a comprehensive argument, discussed Xerxes as an administrator, builder and as a monarch who ruled for 17 years. Good use was made of both primary and archaeological sources to support arguments in the better responses.

Part G – Greece

Question 20   Women in Classical Greece

(a)   Most candidates identified the features of Athenian houses, although description of them was limited.

(b)   A solid account of Athenian marriage customs was generally provided.

(c)–(d)   Candidates generally possessed accurate knowledge of Spartan women's education and fame. Only the better prepared candidates were able to compare the women of Sparta with those of other city-states.

(e)   This question was generally well answered.

Question 21   Pericles

Only the better prepared candidates were able to deal effectively with the historical complexities surrounding this personality.

(a)   Candidates accurately listed a number of important military and political events but had difficulty in placing these within the context of Pericles' childhood.

(b)–(c)   Candidates associated Pericles with radical democracy and were generally able to identify his opponents.

(d)   This question elicited a broad range of responses from the vague and inaccurate to excellent.

(e)   Only the more able candidates could analyse Pericles' career and indicate the reasons for his popularity with the Athenian people for so long.

Question 22   Alexander

(a)   Answers here were generally good, with candidates referring to Alexander's royal upbringing, his education and military experience.

(b)   Problems faced by Alexander when he ascended the throne of Macedon were well expounded. Some candidates, however, interpreted the question broadly and also referred to the period when he became King of Persia.

(c)   Only the better prepared candidates provided an accurate description of the battle of Granicus River.

(d)–(e)   Despite the demands made by these two questions, candidates were able to write at length about his efforts to adopt Persian customs and tried to reach a conclusion about Alexander's success as a leader.

Question 23   Cleopatra VII

There were relatively few attempts to answer this question.

(a)   Most candidates were able to name three of Cleopatra's children.

(b)   This question was not well answered, although the better candidates recognised that Cleopatra VII inherited a kingdom in turmoil and that she and her brother/husband Ptolemy XIII were in direct conflict about who would rule Egypt.

(c)   The better candidates had some knowledge of Egypt's client-king relationship with Rome and Egypt's importance to Rome in respect of both gold and grain.

(d)   This question elicited a variety of responses, poor candidates appeared to rely on knowledge gleaned from Hollywood or Shakespeare.

(e)   This question also elicited a variety of responses. The better candidates recognised that Cleopatra VII was more successful than her ancestor in restoring some of Egypt's lost grandeur. The best responses offered a lucid argument based on primary and secondary sources.

Part H – Rome

Question 24   Scipio Africanus

Relatively few candidates attempted this question. Most responses were very limited and suffered because of their lack of primary sources.

(a)   This question elicited a variety of responses. The better candidates referred to the fact that Scipio's family was ennobled by successive consulships and his military training.

(b)–(c)   Most candidates had difficulty with this question. The better responses mentioned the reforms made to the Roman army by Scipio. The poorer responses simply stated that Scipio used Hannibal's tactics to his own advantage. Knowledge of Scipio's political career was usually poor, although the better candidates recognised that his career was extraordinary.

(d)   The majority of candidates were able to recognise the fact that Cato was responsible for attacks on Scipio. The better candidates, however, recognised the motive behind Cato and the nature of the attacks which led to Scipio's downfall.

(e)   This question, too, met with a variety of responses; the majority of candidates were unsure about what benefits Rome gained from Scipio's success in Africa. The better candidates recognised the extension of the empire, the relationship with client kings of Numidia and an inheritance of wars in the East as well as the collapse of Roman society.

The scope of this question elicited a great variety of arguments both for and against Scipio.

Question 25   Caesar

This question proved to be very challenging and only the better prepared candidates were able to show any detailed appreciation of Caesar and his times.

(a)   Many candidates had difficulty in interpreting the term 'events'.

(b)   Most responses identified marriage as an important aspect of Roman political life. Caesar's wives were also accurately named.

(c)–(d)   In answers to part (c) Caesar's reforms featured prominently as being achievements. Reasons for Caesar's popularity varied, but were generally well supported with reference to political and military events.

(e)   This question proved to be rather difficult, since candidates were asked to evaluate Caesar's career.

Question 26   Agrippina II

This personality remains very popular with the candidates.

(a)   Most candidates were well versed in details of Agrippina's family background.

(b)–(c)   The majority of candidates had a good knowledge of Agrippina's relationship with Gaius (Caligula) and Claudius. The better responses made good use of written evidence.

(d)   Poorer responses tended to concentrate only on the attempted murder of Agrippina II. The better responses, however, traced the history of Agrippina's being the dominating influence in Nero's life and included the influence of Seneca, Afranius Burrus, Claudia Acte and Poppaea Sabina.

(e)   This question elicited a variety of responses. The better candidates were able to mould into a sound argument the great importance that Agrippina II extended both during her lifetime and after her death.

Most candidates made good use of primary and archaeological sources. The question on Agrippina II was handled well by the majority of candidates whose answers were of a high calibre.

Question 27   The Christians in the Later Roman Empire

Very few candidates attempted this question. Those who did so showed little real knowledge.

2/3 Unit (Common)

Section I – Ancient Societies

Part A – Egypt

Question 1   Society in Old Kingdom Egypt

(a)   Few candidates knew any details about the role of the vizier in Old Kingdom times and many thought, incorrectly, that Imhotep and Weni were viziers. This question was, on the whole, poorly answered.

(b)   This was the most popular Old Kingdom choice. The poorer answers looked only at 'the gift of the Nile'. The more able candidates had quite a fine understanding not only of agriculture and the taxation system but also of the Pharaoh's control of trading and mining, and the role of the temple economies.

(c)   Very few candidates attempted this question. The better responses showed a fairly sound knowledge of the role of Re in Egyptian religion, the development and location of the Re Cult, and the development of sun temple complexes in Dynasties V and VI. They also referred to the change from a stellar to a solar cult.

Question 2   Society in Middle Kingdom Egypt

(a)   Most candidates who answered this question had not studied the period. They dealt with mummification, usually poorly, and incorrectly cited material from either the Old Kingdom or the New Kingdom. The few stronger responses discussed the Coffin Texts, the importance of maat, maa kheru, ushabtis and the journey to the after-life.

(b)   There were no responses to this question.

Question 3   Society in New Kingdom Egypt

(a)   This was the most commonly answered question on all three Egyptian societies. The poorer responses merely listed the major military campaigns, making no attempt to link them to New Kingdom society as a whole. The better responses incorporated well-organised and varied arguments. They included the creation of the standing army as a means of social advancement and wealth, as well as wealth from booty, taxes and tribute and its influence on the cult of Amun, the introduction of new technology, luxury goods and ideas, the creation of a cosmopolitan society, particularly in the north and the formation of colonies in Nubia.

(b)   This was the most popular choice of the questions on New Kingdom society. Many candidates were able to cite and discuss the religious beliefs associated with temples, tombs, obelisks, mortuary temples and chapels. Their answers also included a lengthy discussion of Amarna architecture and its reflection of religious beliefs.

(c)   Many candidates gave a very simple and general discussion of the lifestyles of the wealthy in New Kingdom Egypt. Their only use of evidence was centred on Source C. The very best responses to this question cited the evidence from a variety of New Kingdom nobles' tombs such as those of Ramose, Menna, Rekhmire and those of the Amarna period.

Part B – Near East

Question 4   Assyrian Society in the Time of Ashurbanipal

(a)   This was the most popular choice. The best answers discussed at length the importance of the relationship between the Assyrian king, especially Assur, and his gods. Archaeological evidence such as the annals and palace reliefs was often cited. The king's religious connection to all military activities was also recognised in the better responses.

(b)   This question was the least popular choice. A very basic understanding of the political and economic relationship between Assyria and its Empire was evident in the few responses submitted.

(c)   Only a few candidates were able to discuss in detail the main architectural and engineering features of the city of Nineveh which they largely failed to connect to Assyrian society.

Question 5   Israel from Jeroboam I to the Fall of Samaria

(a)   This question was by far the most popular choice. The various elements of Canaanite religion were widely recognised by most candidates. The very best answers comprised a very full discussion of the origin and extent of Canaanite religion in Israelite society. Many were also very effective, not only in discussing its impact on society but also in recognising the extent of division, instability and political change that had religion as its driving force.

(b)   This was the second most popular choice by candidates who displayed a sound knowledge of the extent and effect of foreign invasion on Israel and its people. The very best responses made ample reference to biblical and secondary sources.

(c)   There were only a few responses to this question on the main social classes and their roles in Israelite society.

Question 6   Society in the Time of Darius I

(a)   This was not a popular choice among candidates attempting this question. The few responses displayed no real depth of knowledge concerning the duties and place of the king in Persian society and the evidence given in Source F was poorly utilised.

(b)   This was the more popular choice. Many candidates were able to give a fairly detailed discussion of the main features of the Persian economy in the empire as a whole and to link Darius to its organisation and prosperity. Herodotus was often cited as a source and students displayed a fairly sound understanding of the term 'economy' and its wider meaning in this context.

Part C – Greece

Question 7   Minoan Society

(a)   On the whole, candidates who attempted this response handled it well. Confusion was noted, however, in the interpretation of the words 'technology and lifestyle' in some responses. Many of the better responses went further than just the floor plan of House DA in Mallia and expressed their knowledge of palace and temple design also. On the other hand, weaker candidates had trouble in elaborating on the function and purpose of the Minoan buildings.

(b)   This appeared to be the most popular response on Minoan society and many candidates wrote excellent essays. They knew the structure of Minoan society and also possessed detailed knowledge of theories, showing evidence of further reading. Most responses to this question were in the range of above average to superior.

(c)   Only a few candidates attempted what appeared to be a difficult question. This was clearly a question for archaeological enthusiasts, and the better attempts showed a good historiographical understanding of the topic.

Question 8   Mycenaean Society

(a)   Few candidates attempted this question but sound knowledge of tombs and burial artifacts was shown in some excellent responses.

(b)   This was the most popular of the Mycenaean responses. The better candidates showed a thorough and enthusiastic knowledge of finds relating to warfare and did more than discuss just the Dendra Panoply. They discussed recent finds and even went as far as comparative examination with other societies of the period. The weaker candidates limited themselves to an examination of the Citadel of Mycenae and the Source.

(c)   Very few candidates attempted this question.

Question 9   Spartan Society

Approximately 65% of the candidates answered a question from Part C – Greece and, of these, nearly half wrote an answer to 9 (b).

(a)   This part was not handled very well. Information on 'Spartan foreign policy' was poor. Only a small number realised that they should be discussing Sparta's relations with other Greek states and, indirectly, how it determined internal policy. Very few candidates mentioned the formation of the Peloponnesian League in 550 BC. Again, a good answer needed to cover a period of years and not merely mention events of the 5th century. The time span for this society is from the 8th century to the 4th century BC. The second part of the question was better understood.

(b)   This question, which was very popular, dealt with the education of boys and girls in Sparta. Most candidates, however, gave semi-prepared answers, wanting to tell a story based on putting weak babies out to die, washing in wine after birth, and every step until children reached maturity. The majority of candidates, however, assumed that it applied to only Spartiates, ignoring what happened to the children on Perioeci and the Helots. Again, there was a greater emphasis on education for boys. Part two was often ignored. To do well in this question required not only a description of education but also an analysis of how well this prepared children for their future lives.

(c)   Very few candidates answered this question, but those that did so had a fair knowledge of religious beliefs. Possibly because a question on this topic has not been asked before, few candidates were prepared for such a question. It is important to note that where a Source is given, it must be referred to in the answer. Only a small number commented on the Sanctuary of Artemis Orthia and its role in Spartan religion.

Question 10   Athenian Society in the Classical Age

(a)   This question was attempted by a small number of students, most of whom handled it well, giving a list of the Athenian religious festivals and then attempting to show what they revealed about social and religious life in Athens.

(b)   This part was handled well, as most candidates had a good working knowledge of the evidence given by archaeological remains found in Athens. What this archaeological evidence reveals about the operation of Athenian democracy was less well known. In some cases the candidate merely gave a list of how the system worked rather than giving examples of evidence found and what this indicated. Again, not many students referred to Source J showing the Speaker's Platform at the Pnyx.

(c)   This was reasonably popular among those answering Question 10. Occupations and leisure activities were the two most popular choices and most candidates knew sufficient information to answer the parts adequately.

Part D – Rome

There was a slight increase in the number of responses to the questions on Rome and an equal spread between Questions 11 and 12. Most responses on the Republic were well organised and made a good attempt to answer the questions, which gave candidates an opportunity to show what they knew and understood about the Roman Republic.

In relation to the Early Empire there were a number of problems. The questions were very specific and many candidates struggled to answer correctly the question set. There was a large number of very general essays, especially in answer to 12 (c). Once again the questions were drawn from the areas of suggested study in the Syllabus, as they apply to the Principal Focus; students should be encouraged to prepare the suggested areas listed for the society studied.

This year there was less use of evidence to support the statements made by students, although there was an increase in their ability to present and sustain an argument. They also seemed better prepared to answer a question on social history rather than relying on material studied in other parts of the course.

Question 11   Society in Republican Rome to the First Century BC

(a)   There were some excellent responses to this popular question. The better candidates showed the importance of religion in Early Republican times, especially as it related to agriculture and then discussed the introduction of foreign cults and the increasing importance of religion in the public and private lives of the Romans. Average responses merely listed aspects of religion; a distinction between private and public worship was, however, evident in most responses.

(b)   This was a very popular question and most candidates possessed a good knowledge and understanding of the topic. The economic impact of slavery on employment, both within Rome and in the countryside, was clearly presented. Greek slaves' expertise in financial and household management was discussed by the better candidates. The impact of slavery on traditional Roman values was also outlined.

(c)   Very few candidates attempted this question.

Question 12   Roman Society in the Early Empire

(a)   Those who attempted this question had a good knowledge of the city of Ostia and most made a reasonable attempt at showing its importance for trade, especially in relation to the grain supply. The better candidates also discussed the social life of the city, as reflected in relevant archaeological and written evidence.

(b)   This question was attempted by a large number of students and there were some excellent responses, which not only outlined the physical changes made to the Roman Forum by various Emperors but also discussed the reasons for these changes, especially in relation to the use of the Forum for political purposes. The main religious buildings were also described in detail. Average responses were restricted to the Augustan Forum.

(c)   There were many attempts to answer this question. Most concentrated on the theatres, sewers and aqueducts, but lacked specific detail and wrote about Roman lifestyle in vague generalities based on popular concepts of Roman life. The better candidates discussed both parts equally and showed an understanding of continuity and change in Roman society during the Early Empire.

Section II – Personalities And Groups

In the Egypt/Near East section most of the questions attempted were those on Hatshepsut and Akhenaten; a number of candidates answered the question on Xerxes, while very few attempted that on Sennacherib. There was, however, a growing number of responses on Jezebel, no doubt due to the increased information about her in new text books. The answers to the Egyptian questions were generally of a high standard, with most students referring to primary and secondary sources. Responses on Xerxes varied between excellent from those who had studied him specifically to poor from those who adopted a Greek/Persian Wars approach. Responses on Jezebel were generally of a high standard. There were few responses to the question on the Pharaohs and the standard from those who attempted questions 28 and 29 varied greatly.

Part E – Egypt

Question 14   Pharaohs in the Old Kingdom

Very few candidates attempted this question.

(a)   Although this part was very straightforward, many of the candidates could not answer it correctly. This is surprising, as one of the standard texts lists the titles of these kings. Candidates were required to list the five titles — it was a waste of time to do any more.

(b)   The best answers included detailed information about the Pyramid texts, the Pyramid complexes, solar and stellar cults. In the weakest attempts, candidates did not even mention them and many included irrelevant information without any attempt to link specific evidence to particular beliefs.

(c)   Answers to this part were, on the whole, weaker than those to part (b), with candidates deciding to discuss the achievements of the most difficult Pharaoh, Narmer, rather than those whose achievements were significant. Few students attempted this part of the question and most of those who did so provided weak answers.

Question 15   Hatshepsut

This question on Hatshepsut proved to be very popular this year and the breadth of knowledge about her reign and use of primary and secondary sources is to be commended.

(a)   Most students answered this part well, although, as in other sections, some wrote far too much for 5 marks. The use of essay technique, with full introductions and conclusions, is not needed! Most knew the archaeological evidence well, although a few went on to describe in minute detail real situations such as what dress Hatshepsut was wearing around the palaces. The better students clearly pointed out and analysed her portrayal of herself as a male Pharaoh, and her progress from the feminine to the more masculine.

(b)   This question allowed most students to give a full account of the connection between Hatshepsut and Amun-Re and the reasons for that connection. The archaeological evidence was, on the whole, well presented. One major omission, however, was failure to indicate how Hatshepsut increased the power of the Amun priesthood and provided positions for this priesthood in her government, appointing Hapsunab as High Priest of Amen and also as Vizier.

(c)   Use of the phrase 'to what extent' meant that this question lent itself to analysis. Most students discussed at length whether Hatshepsut was a typical New Kingdom Pharaoh or not, with the better students analysing both sides of the issue. Use of primary and secondary sources was very good, especially in relation to Hatshepsut's military record. Initially, the better students explained what a typical New Kingdom Pharaoh was. Others were confused about whether the Voyage to Punt was typical of a New Kingdom Pharaoh. The use of the priesthood of Amen and the ascendancy of Amen-Re was not always discussed.

Question 16   Akhenaten

(a)   The majority of candidates answered this question well and had no difficulty in giving an account of Akhenaten's family, discussing the important role played by his parents, Amenhotep III and Tiye. Some candidates discussed at unnecessary length the political and religious background against which he developed. This question, however, which was worth 5 marks, did not merit such sustained discussion.

(b)   This section was, on the whole, well answered, with the best answers giving a detailed account of various features of the city, including the central quarter, northern and southern suburbs, workers' village and tombs. They balanced their discussions with reference to the different theories suggested to explain Akhenaten's purpose in building the city. Weaker candidates referred only to the Great Temple to the Aten, but possessed little knowledge of the rest of the city and did not adequately discuss why the city was built.

(c)   The best answers to this section comprised a balanced, analytical discussion of both Akhenaten's successes and his failures. In them candidates incorporated a sound evaluation of the opinions of modern scholars such as Gardiner, Aldred and Redford. Outstanding answers also discussed Akhenaten's foreign policy and were able to cite specific evidence from the Amarna letters to support their views.

Weaker candidates ignored the 'assess' direction in the question, and instead gave a prepared answer on the religious reforms, ignoring aspects such as art and foreign policy during Akhenten's reign.

Part F – Near East

Question 17   Sennacherib

Very few candidates attempted this question. This is surprising as, for a number of years, Assyria had been growing in popularity as a topic.

(a)   This part was generally well answered. Most candidates knew the extent of the Assyrian Empire when Sennacherib became king. The better candidates discussed briefly the situation existing on each of the border areas and the impact that this would have on Sennacherib's policies. It was not essential, however, to discuss this to obtain the available marks for this part of the question.

(b)   Most candidates were able to discuss Sennacherib's treatment of conquered cities by referring to written and archaeological sources. Discussion centred on Assyrian torture, deportation and enslavement of conquered peoples as well as the destruction of cities by fire, removal of foundations and flooding from nearby rivers. The killing of soldiers and civilians and the subsequent head counts by Assyrian scribes were also considered. Few candidates, however, went on to discuss the rebuilding of some cities as Assyrian forts or the placing of cities under puppet kings in some cases or provincial Assyrian governors supported by Assyrian garrisons or placing Babylon, for example, under the rule of the Crown Prince. The imposition of Assyrian religion on conquered peoples or vassals was not discussed.

(c)   There is plenty of material available for discussing the role that religion played in the reign of Sennacherib, but this question was rarely answered well. Answers tended to be generalised accounts, mentioning Assur, the Babylonian gods, the role of the king as a representative of the gods (particularly Assur), and the fact that Sennacherib's motives and actions were in accordance with the direction of Assur. The better answers discussed the destruction of Bablylon and the Babylonian gods; the contest of the gods as in the Rabshakeh's propaganda speech to the defenders of Jerusalem; Sennacherib's temple building; guardian figures outside the entrances to palaces and other public buildings; reading of omens before entering battle; libations to Assur and other gods after the hunt, the assassination of Sennacherib in the temple of his personal god (apart from Assur); and the triumphant conquest and removal of the gods of foreign nations.

Question 18   Jezebel

(a)   This question was very well handled by most candidates who displayed a very clear understanding of the types of problem that Jezebel would have faced as a foreign princess living in the Kingdom of Israel. The better responses successfully placed the problems in their political, social/cultural and even economic categories.

(b)   The story of Jezebel and Naboth's vineyard was handled very well — such responses were well detailed and relevant, with very accurate references to I Kings. Even the poorer candidates could describe the story quite well. There were some very sophisticated responses to the second part of the question, reflecting very good knowledge of secondary sources, and mentioning, for example Jagersma, Heston and Ahlstrom. Poorer students failed to differentiate between a literal and symbolic interpretation of Jezebel's role in the vineyard incident.

Excellent understanding was shown of the agendas (social/political) of the Deuteronomist foe and the inclusion of Jezebel in I Kings.

(c)   Weaker responses simply stated that Jezebel is remembered because the biblical account portrays her in such a negative light so effectively that she is remembered on this account, ie as being bad and evil.

Better responses treated the question as a legacy question and argued that although Jezebel is remembered ultimately because of the biblical account and interpretation of her actions, her real value and legacy lies with the social and economic benefits that her marriage brought to the Kingdom of Israel. These statements were very well supported by archaeological evidence.

Question 19   Xerxes

These questions were not as popular as in previous years. Candidates had problems in answering them from a non-Greek point of view.

(a)   This was generally well answered, with most candidates successfully describing the various problems faced by Xerxes when he became king.

(b)   This question caused candidates many problems, as the words 'towards the peoples within his empire' were ignored. Candidates gave a very biased account of how he treated 'some people'. Many failed to mention how Xerxes treated the Persians, eg not interfering if the government were being run efficiently and if the people were loyal. Xerxes was described as being 'cruel and intolerant' to everybody, and candidates often described him from a 'Greek point of view'.

(c)   There was a great deal of confusion about how Xerxes did die and many candidates tried to link his death with the second part of the question — 'the condition in which he left the Persian Empire'. They answered this part by using the defeat in the Persian Wars as the reason why 'Xerxes was a failure and his empire was in decline'. Candidates often did not explain the lesser effect that the loss of the Persian Wars had on the Empire and the 'real' state of that Empire when Xerxes died. They often failed to explain what Xerxes did achieve during his lifetime, eg Persepolis.

Part G – Greece

Question 20   Women in Classical Greece

Many students were able to refer to a good range of not only literary but also secondary sources.

(a)   Here candidates were required to compare women in Classical Greece and Sparta. The better students came to terms with the word 'reputation' and were able to refer to a wide selection of source material.

(b)   These answers tended to be more descriptive and most candidates confined themselves to the 'oikos' and seclusion. In the better responses candidates were able to draw on sources to show a range of activities, ranging from the economic to the religious.

(c)   Answers here tended to overlap with those to the previous part, and also to be descriptive, with candidates grappling with the phrase 'social position'. The better responses showed understanding of the term 'wealth and social position'. Average responses were confined to discussing the position of citizens, non-citizens and hetarai.

Question 21   Pericles

Generally, this question was very poorly done.

(a)   Candidates were generally familiar with Pericles' background, but tended to include 'influences', rather than adhering strictly to family background.

(b)   The average student simply listed Pericles' building program.

(c)   Average candidates again listed chief political reforms. The better candidates were able to show an understanding of how the reforms related to the furthering of democracy and linked to the reforms instituted, unemployment, political agenda, defence/security and Athens' domination of the Delian League.

Question 22   Alexander

Candidates were generally well prepared for this question.

(a)   Candidates were prepared for an 'influences' question and found it difficult to grapple with Alexander's very early 'career'. Despite this, the majority had obviously read quite widely and were keen to display this.

(b)   Students were versed in a range of battles, with average responses comprising descriptions of tactics. The better candidates successfully explored Alexander's 'generalship'.

(c)   This was a well delineated question that elicited a range of responses. Candidates were able to show a depth of reading about Alexander's acheivements. Average candidates tended to focus on his military successes. Superior candidates showed understanding of his cultural, religious and economic legacies together with a discussion of contemporary opinions on Alexander.

Question 23   Cleopatra VII

This question was not a popular choice and responses tended to be very polarised.

(a)   Candidates experienced difficulty with this question. Many ignored the question and discussed Cleopatra's family background instead.

(b)   Most candidates briefly described Cleopatra's relationships with Caesar and Antony. Many did not seem to understand or come to terms with the phrase, a 'Roman alliance'.

(c)   The majority of candidates related fairly basic material about the battle of Actium. Most were very familiar with the details of Cleopatra's death. Unfortunately, they mostly ignored the consequences of her death or, at best, dealt with them only briefly.

Part H – Rome

Question 24   Scipio Africanus

This personality attracted only a small candidature.

(a)   Answers were generally poor, since most candidates attempted to turn this into a military question. Many were unable to explain Scipio's cognomen, Africanus, and why it was bestowed.

(b) The majority of candidates did not understand the concept of the typical career of a noble Roman of the time of Scipio. The better responses were obviously based on a wide range of reading and successfully related Scipio's circumvention of the *cursus honorum* to the careers of future generals.

(c) On the whole, answers here were poor. The best responses linked Scipio's military role to the position of his family and politics. In these, candidates were also able to draw on the threat of the popular assembly.

Question 25   Caesar

In general this question was very well handled, with the majority of candidates choosing this option.

(a) This part was, on the whole, handled well since most candidates were well versed in the details of Caesar's family background.

(b) Many candidates had trouble in registering the difference between a campaign and a battle. Average responses were descriptive and tended to deal only with Alesia. The better responses discussed tactics as described by the sources and referred to Caesar's skill as a general. They also linked Caesar's military agenda to his aspirations of a future role in Roman politics.

(c) Average responses simply listed Caesar's achievements as a politician. The better responses analysed the impact of Caesar's agenda and argued its benefits or shortcomings, drawing on a wide range of information and sources.

Question 26   Agrippina II

This question was the most popular choice in Part H and attracted the widest range of responses. The majority of candidates showed a sound knowledge of Agrippina II and her times based on ancient sources.

(a) Many candidates wrote lengthly responses to this question, at the expense of parts (b) and (c). Most dealt competently with Agrippina's first two marriages and understood the details of her life during the reigns of Tiberius and Gaius. The better responses showed understanding of the importance of these formative years in shaping her future career.

(b) The weaker candidates relied on salacious gossip and failed to come to grips with the actual nature of the relationship between Agrippina II and her son, Nero. The better responses included an assessment of the relationship and the reasons for its disintegration.

(c) Most candidates understood the political power wielded by Agrippina during the reigns of both Claudius and Nero. Many made good use of both written and archaeological evidence in their assessments of her political influence, and examined its origins, application and impact.

Question 27   The Christians in the Later Roman Empire

This question attracted only a small candidature.

(a) Most candidates were well prepared to answer this question and generally gave more detailed answers than for (b) and (c). They noted the actions taken against the Christians

during the reign of Julian the Apostate but were unable to comment on the significance of such actions. The better candidates also noted Julian's pro pagan policies which also affected Christians. All candidates commented on the charitable activities of the Christians.

(b)   Almost all marks for answers to this part were in the middle range. Most candidates could identify the Donatists and Arians as being connected with Nicaea. The majority identified the Council of Nicaea as being significant for its role in bringing unity to the Empire. Here 'unity' was interpreted as being 'religious unity', hence all answers were very limited in scope, failing to identify the nexus between religious and political interests.

(c)   The answers here were very mediocre. It was disappointing to see that candidates lacked the knowledge to tackle this question in anything but the most rudimentary manner. The majority of candidates said that Eusebius' role was important because he related the account of Constantine's conversion to Christianity which they proceeded to paraphrase. Very few candidates knew anything about Ambrose, Bishop of Milan, although they knew something about bishops, writing about the role of bishops in general in the development of Christianity.

Section III – Historical Periods

Part J – Egypt

Question 30   Egypt to Dynasty VI

(a)   Most candidates answered this part. The majority wrote mainly about Source M, describing it in great detail; very few, however, were able to answer the second part of the question satisfactorily. The better answers supplied detailed evidence other than that in the source presented. They discussed in detail aspects of the question, highlighting problematic issues and included aspects such as pharaonic titles and image, status, religion, location of capital, burial sites and architecture in their discussion of the extent to which the pattern was set for the development of Old Kingdom Egypt.

Average responses limited their argument to the Narmer Palette and how it reflected unification, while weaker responses provided a description of the palette but showed little or no ability to link it to the historical context.

(b)   This question attracted only a few responses, the better of which made use of written and archaeological sources to illustrate Egypt's relationship with Libya, the sand dwellers of the Sinai, and Wawat and Kush. In average responses, candidates limited themselves to written sources, principally Weni and Nakut, while weaker answers tended to deal with all foreigners at once, giving little detail. Many confused New Kingdom contact with foreigners with such contact in the Old Kingdom.

(c)   There were not many responses to this part and, on the whole, they were poor responses. Few students were able to assess the contributions made to the Old Kingdom by any two of the people named, other than as architectural achievements.

Question 31   Middle Kingdom Egypt: Dynasty XI–XII

Few candidates presented responses to this question.

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

(a)   This proved to be very popular with candidates and attracted most responses. The better responses dealt with both parts of the question, ie 'establishment' and 'consolidation', drawing a clear distinction between what they understood to be an establishment phase and a period of consolidation. They were generally aware of the activities of most of the Pharaohs across the whole period, and referred to both secondary and primary sources. Average responses focused on a descriptive narrative of the expulsion of the Hyksos, claiming that consolidation was completed by Ahmose of Thutmose I. Weaker responses either gave brief details on the Hyksos interlude or misinterpreted the question.

(b)   The better candidates discussed how the Pharaohs used religion both to gain and maintain their power in this period and showed awareness of the religious activities of most of the Pharaohs at this time and their links with gods other than Amun. Average answers comprised information on gaining and maintaining empire or limited their argument to the reigns of Hatshepsut and Thutmose III. The weaker candidates submitted prepared answers on Hatshepsut only, mainly relating the story of her divine birth.

(c)   Very few responses were submitted on this part of the question. Those who attempted it understood both the benefits and the difficulties of all three areas — Syria, Palestine and Nubia — differentiating between the benefits accruing from each and the activities of the Pharaohs in terms of trade, foreign policy and material wealth. Average responses limited their accounts to foreign policy and the spoils of war, while weaker candidates interpreted 'benefits' as being trading benefits and listed the traded goods from Egypt's Empire.

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

(a)   This was the most popular part of this question. In the better responses candidates were able to define the key words 'assess', 'political', 'religious' and 'impact'. They differentiated between religious and political changes and discussed their impact from the rule of Akhenaten up to that of Rameses II. Average responses tended to describe the changes of the Amarna period, while weaker responses gave a superficial coverage of religious changes only.

(b)   This question did not attract many responses but, on the whole, those who attempted it handled it well. The better answers made extensive use of evidence and showed awareness of internal administrative changes as well as efforts at 'restoring' the empire and religion. Average responses dealt with Tutankhamun and Horemheb, ignoring Aye, and concentrated on religious restoration. In the weaker responses, candidates discussed Tutankhamun, making very little reference to the reorganisation of Egypt.

(c)   This was also a popular question. In the better answers candidates referred to the source accurately, distinguishing foreign policy from simply 'going into battle'. They were able to discuss allegiance problems in terms of previous Pharaohs and the changing situations in Asia. In average responses, candidates retold the Battle of Kadesh and mentioned other problems only briefly. Some wrote prepared answers showing why Rameses II was 'the Great'. Poorer candidates gave simple descriptions of Kadesh.

Part K – Near East

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

No answers were presented for this question.

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

(a)   On the whole, this question was well done. Candidates were able to describe the achievements of Sargon II and to assess their impact on Assyria, both internally and externally. The better students quoted primary sources and referred to a variety of inscriptions and reliefs. The weaker responses relied on a description of Sargon's achievements, mainly his military campaigns, but made little attempt at assessment.

(b)   This part was a popular choice. In the better responses candidates made extensive use of the Source O in explaining kings in this period. These answers went beyond simple storytelling and attempted to present a reasoned argument using a variety of evidence from the reigns of various kings. Average responses described the ways in which the kings portrayed themselves but made little or no attempt to explain their reasons for doing so. Below average responses relied on only a basic account or, in some cases, simply on a regurgitation of the source given.

(c)   The better responses assessed the internal and external forces which led to the collapse of the Assyrian Empire, using both primary and secondary sources to support their arguments. Average answers tended to list the causes, made little attempt at analysis and quoted secondary sources only. Weaker responses simply listed a few causes.

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

(a)   This was the most popular question in this section. The better responses examined both historical and religious reasons for the division of Israel and Judah and analysed the latest historiography to support their theories. The weaker responses kept to the Biblical interpretations, ie a punishment from Yaweh.

(b)   There were very few responses to this part. The better responses covered the whole period, examining foreign affairs as well as internal happenings, making an attempt to compare Israel and Judah.

(c)   Above average responses assessed the religious and historical impact of a number of prophets on both Israel and Judah, as well as discussing the social and historical repercussions. They compared and contrasted the impact of the prophets on both Israel and Judah during this period, using a variety of sources, not just the Biblical interpretation. Poorer responses discussed only the religious impact of the prophets on Israel and Judah in a generalised way, dealing mainly with Elijah and Elisha.

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

(a)   This was a popular question and attracted most responses. The better responses gave a detailed assessment of the achievements of Cyrus, using a combination of Persian and non-Persian sources. Excellent use was made of Source O in the examination paper. Average responses gave a description, often quite detailed, of the achievements of Cyrus but failed to assess their impact on Persia. The weaker responses relied on simply listing a limited number of Cyrus' achievements or tried to rephrase the quotation.

(b) The better responses related detailed information about how Darius became king and also dealt competently with the impact of his reign on the Persian Empire. Good use was made of both primary and secondary sources. The weaker responses comprised simple narratives that relied too heavily on Marathon and the Ionian Revolt, citing few, if any, sources.

(c) Few candidates attempted this part. The better responses gave detailed descriptions of at least two revolts, usually those in Ionia, Egypt or Babylon, referring to a variety of sources, both Persian and Greek. The weaker answers comprised a brief description of rebellions, usually dealing mainly with the Ionian Revolt or wars with the Greeks.

Part L – Greece

The majority of candidates interpreted the question well and gave a satisfactory response to it. The better candidates were able to integrate source material successfully into their responses, giving sustained, coherent arguments. Weaker candidates made little reference to archaeological evidence, and relied on mentioning sources rather than considered use of such information. There are still candidates who answer alternate questions.

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

(a) The better candidates referred to specific colonies and their mother cities as examples and concentrated on the concept of 'links', dealing with the issue of how important these links were. They cited trade, religion, entertainment and politics as examples of the kinds of links that existed. Unfortunately, a significant number of candidates found the question limiting and confined their responses to a discussion of causes and results of colonisation.

(b) This was not a popular question but those who attempted it gave an outline of the contribution of Peisistratus and his sons to the development of Athens. Only the best candidates grappled with the assessment of these achievements. The weaker answers ignored the reference to 'his sons' and referred only to Peisistratus in a narrative account.

(c) This was a more popular question than (b) and, on the whole, was well handled. The better responses referred to the significance of either man and made good use of sources and examples. In weaker responses candidates limited their answers to a narrative list, making little or no reference to the development of Athenian democracy.

Question 39   The Greek World: 500–450 BC

(a) This attracted most responses in the Greek section of the paper. The best answers dealt with the question as set; some, however, simply provided a list of battles fought between the Greeks and the Persians and a long description of Persian preparations for war which was not asked for. The better candidates focussed on the imperial and economic motives of Persia, while the average answers depicted Persia's motives as being nothing more than 'revenge'. A discussion of the efforts of both ancient and modern historians to argue a particular case was a feature of the best answers, which also included an understanding of the internal tension between Athens and the other Greek states, while average candidates referred almost solely to Themistocles' role when discussing Greek preparations for invasion. Weak responses skirted the main issues and included a lot of irrelevant or incorrect material.

(b) This was not a popular question. The best responses dealt with Cimon as both a general and politician using sources to illustrate his level of success. Little or no direct reference was

made to the source, although the best answers used it as a springboard for discussing the qualities of statesmanship that Cimon possessed.

(c)   This was a popular question that was not handled well by the majority of those who attempted it. Candidates either limited their answers to discussion of the Delian League or Athenian imperialism, often without considering Athens' relationship with other Greek states or the time-frame 479–450 BC. The weaker answers merely provided a chronological description of the Delian League without reference to Athens' relationship with the other Greek States.

Question 40   The Greek World: 460–399 BC

(a)   A popular question, this was generally well answered. The better candidates considered Corinth's part in the outbreak of the Peloponnesian War as well as other factors and made good use of sources. The weaker candidates made little reference to Corinth and simply listed causes of the war.

(b)   This was a question which was poorly answered by most candidates. All responses included the plague in Athens, but had difficulty in including a second event. Most chose the scandals of the Mysteries and the Hermae but found only limited information on which to base their responses. Most answers gave a description of the effects of the plague, without discussing its impact.

(c)   Sources, especially ancient, were well used in answering this question. The best answers covered all the factors involved in the Peloponnesian War and dealt with Sparta's role in the victory. Some tackled the question from an Athenian perspective but did not indicate adequately how Sparta achieved victory.

Question 41   Fourth-Century Greece

(a)   This was the most popular question. The best responses dealt with the issue of unity under Philip II, securing finances and developing new weaponry and tactics as well as his role as an 'absolute commander'. Reference to the confusion and disorder which existed prior to Philip's gaining the throne was made by the better candidates who referred to it as a condition used by Philip to his own advantage. Candidates made good use of sources and research in answering this question.

(b)   This question proved more difficult. The best answers described Alexander's supporters and explained how he dealt with the problems he faced. The weaker answers merely gave an outline of Alexander's achievements and did not relate only to the question itself.

(c)   There were very few responses to this question, and on the whole candidates limited their answers to a basic account of changes but gave no examples.

Part M – Rome

In a wide choice of questions candidates dealt with each period. The most popular question answered was 46 (a) on Augustus, followed by 45 (b) on Pompey and 44 (a) on the Gracchi. Written sources were sometimes used well, while archaeological sources were virtually ignored. Those attempting Question 43 often presented prepared answers on the Punic Wars and were unable to extend their arguments beyond that period. Students are advised that, when choosing a question, it is essential to have good knowledge and understanding of events and issues relevant to the whole period.

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

(a)   In attempting this question the better candidates outlined the nature of the struggle of the orders, highlighting the improvements gained by the plebeians as compared with those gained by the patricians. Outstanding candidates discussed issues such as wealth not being synonymous with 'class' and also the extent to which conflict was resolved in the period.

(b)   This was the most popular option but, unfortunately, there were many poor responses. Candidates attempted to discuss Rome's expansion in general terms but referred only to the First and Second Punic Wars. In average responses candidates outlined the nature of Roman expansion up to the period of the Punic Wars. Above average candidates dealt with Rome's conquests throughout the whole period; it is essential for all candidates to be able to discuss the entire period in order to answer the questions asked.

Question 44   Political Revolution in Rome: 133–78 BC

(a)   This was the most popular option, with most candidates choosing Gaius Gracchus. The better candidates discussed factional infighting during the period, indicating how the Gracchi dealt with problems facing Rome and drawing on both ancient and modern sources in support of their arguments. Average responses narrated the activities of either brother, providing reasons for the introduction of various aspects of legislation. Unfortunately a number of candidates, in discussing the motives of the Gracchi, referred to sources in their essays but did not link the source material to the question asked.

(b)   Few candidates attempted this question. The better candidates discussed Sulla's reputation among both his contemporaries and later Romans. On many occasions they tended to give a narrative of Sulla's career, making no attempt to answer the question asked. A small number of outstanding candidates based their arguments of how Sulla gained his reputation on a discussion of the ancient sources.

(c)   This option was the least popular in this question. The use of violence in politics was most widely chosen, with a small number of candidates presenting detailed knowledge of the nature of violence in this period.

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

(a)   This was attempted by only a small number of candidates and, in general, was not handled very well. Most answers gave a fragmentary and generalised account of Crassus' career but made little attempt at analysis.

(b)   This question on Pompey was the most popular in this part. Responses ranged from generalised accounts of Pompey's career, rarely venturing beyond 60 BC to excellent

thematic treatments using ancient and modern sources extensively, showing a clear understanding of the major issues such as Pompey's continuous changing of sides, lack of regard for Sulla's Lex Annalis and the uniqueness of the sole consulship. The more able candidates also showed a clear understanding of the nature of the careers of prominent Romans and successfully related Pompey's career to this.

(c)   Very few candidates attempted this part and most of their responses were poor, being either confused or very generalised attempts at presenting a narrative based on the careers of members of military dynasties of the period but making little reference to the question.

Question 46   Augustus and the Julio-Claudians

(a)   Although this was the most popular of all the questions on Rome, responses varied widely. Average candidates gave a listing of Augustus' reforms, while the best responses argued that Augustus' reforms had a beneficial effect on the concept of peace. These candidates discussed not only Rome but also the Empire, referring to a wide variety of written and archaeological evidence.

(b)   In answering this question, the better candidates discussed the role and influence of the two women they chose in relation to power structures within the state. They referred to the Annals of Tacitus, modern authors and numismatic evidence. Average candidates simply provided a narrative on the lives of the two women they had chosen.

(c)   Average candidates had trouble, firstly in understanding the personality of their chosen emperor and then in relating the impact of his personality on his principate.

Question 47   Roman Empire: AD 68–250

Although there was a significant increase in numbers, only a few centres attempted this question, with the majority attempting parts (a) and (c). Most answers were very general, lacking any analysis or reference to sources. In (a) most candidates seemed to know very little of how Vespasian came to power. In (b) most candidates seemed to know little of how Vespasian came to power. In (c) the majority dealt mostly with the reign of Hadrian and his frontier policy.

Question 48   The Later Empire: AD 250–410

Again, despite an increase on last year's numbers, only a small number of candidates attempted this question, all of whom chose part (a). Responses ranged from an excellent comparison of Diocletian and Constantine, based on a good grasp of sources, to a simple narrative on the religious policies of these two emperors.

3 Unit (Additional)

Section I

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

Question 1

In this question many candidates were able to show their knowledge and higher order skills in analysis and synthesis of evidence in both primary and secondary forms.

(a) This proved to be the most popular choice. Many candidates made full use of a wide range of Old Kingdom tombs such as those of Ti, Mereruka, Ptahhotep, Ankhmahor, Kagemni and Nefer. In the very best responses candidates referred to these sources and treated them thematically in a thorough discussion of the decorative nature of these tombs, dealing with them theme by theme.

(b) The poorer responses reflected only a very generalised understanding of the role of queens in the Old Kingdom. Many did not refer to any specific queens. The better responses discussed what the roles of the Old Kingdom Queens were, be it wife, regent or mother. Examples of titles were also given and specific queens such as Khentkawes I and Khentkawes II; Hetepheres and Meryre-ankhenes I were referred to. The structure and content of their tombs were well analysed.

(c) This question was rarely attempted. This was unfortunate because it allowed for discussion of the interior of the pyramid of Unas in the context of Old Kingdom pyramids — structure, security, theology and development — as well as presenting candidates with an opportunity to discuss the Pyramid Texts.

(d) Very few candidates attempted this question, either. Those who did so were unable to identify Nefertiti's tomb as the focus of this question. The weakest responses gave generalised accounts of the tombs and of mortuary temples in various New Kingdom tombs.

(e) This was a popular choice. The weaker responses confused the Book of the Dead with the royal funerary texts of the New Kingdom. Most responses, however, discussed the Weighing of the Heart and the Negative Confession (Source C), placing it in the context of the deceased's journey to the afterlife. In the better responses candidates discussed the Book of the Dead in the context of New Kingdom non-royal funerals and the mythology of the after-life, as well as discussing other relevant 'topics' in this significant text.

(f) There were few responses to this question. Many of the weaker responses showed only a vague understanding of the New Kingdom economy, discussing agriculture and booty in only superficial terms. In the better responses candidates identified the complexity of the New Kingdom economy, the nature of the Egyptian 'Empire' and international trade, the significance of temple economies and the system of rewards as shown by the Autobiography of Ahmose, son of Ebana and in the later Amarna period. Frequent references to nobles' tombs were made in these stronger responses.

Question 2

(a)   This was chosen by more than 70% of the candidature and was the most popular choice in this question. In excellent responses candidates gave detailed answers substantiated by evidence from both the Old Kingdom and the New Kingdom mummification practices. In these responses candidates discussed rather than described the differences in mummification practices between the two periods. The best responses reflected wide reading of secondary source material such as Spencer, El Mahdy, Leca and Andrews which was integrated into their discussion. Average candidates gave a clear description of some differences between Old Kingdom and New Kingdom practices. Students are advised against merely naming sources without showing any understanding of their most important arguments.

(b)   This was the second most popular question. The best candidates related social structure to burial customs and considered the following aspects, making specific use of appropriate evidence:

- tomb location and architecture

- tomb contents and decoration

- after-life expectations

- mummification.

Weaker candidates had difficulty in interpreting the term 'social organisation' and resorted to prepared answers on tomb development.

(c)   This question was attempted by very few candidates. In the best answers candidates discussed both the structure and purpose of mortuary temples in both Old and New Kingdom Egypt and were able to cite specific evidence. Weaker candidates confined themselves to describing Deir el Bahri and tended to equate mortuary temples with tomb chapels.

Section II

The Athenian Agora from Mycenaean Times to AD 267

Question 3

It was pleasing to note the significant increase in the number of candidates attempting this option. The standard of responses in most cases was excellent, while the extent of evidence indicated a detailed and enthusiastic approach to the subject.

(a)   The better candidates described in detail the uses of the Agora in Mycenaean Athens. However, many candidates had difficulty in dealing with the second part of the question, and the weaker candidates made basic errors about this period of the Agora's history.

(b)   This was the most popular question and elicited very good responses. The better candidates related the Royal Stoa to Athenian democracy and discussed the role of the Archon Basileios. Weaker candidates merely described the main architectural features of the Royal Stoa.

(c) This question was also very popular. The better candidates described in detail the architectural features of the Hephaistion as an example of Athenian architecture. Candidates were unsure of its relationship to the architecture of fifth century Athens.

(d) This question was not well answered since candidates' knowledge of this topic was limited; most referred only to the Precinct of the Eponymous Heroes and the Altar of the Twelve Gods.

(e) This was a popular question, with the majority of candidates showing a very good knowledge of the drainage and water supply in Athens.

(f) Those who attempted this question wrote very superior answers based on very sound and detailed knowledge of the Roman Agora.

Question 4

(a) This question was attempted by about 50% of candidates, most of whom showed a balanced approach, using both archaeological and written evidence effectively. The better candidates analysed presented evidence well, and also included pertinent revelations describing, for example, the workings of law and building usage in Athens. The weaker responses tended to elaborate on unnecessary aspects of law such as ostracism, as well as unimportant buildings and areas in the Agora.

(b) This was not attempted by many candidates. The majority of those who did so, however, showed a very good understanding of the function and purpose of buildings and specific areas such as temples, sanctuaries and altars throughout the Agora precinct and their associations with and relevance to Athenian religion.

(c) About 40% of candidates answered this question. The better answers linked the function of both the various commercial buildings and the precincts in the vicinity of the Agora to the communal and commercial life of the city.

Section III

Roman Britain AD 43–410

Question 5

In 1998 there was a slight increase in the number of candidates studying Roman Britain and the standard of answers was slightly better than in previous years. Some students apparently did not realise that they were required to discuss TWO topics. Many appeared to have studied only selected topics and were unable to place events in context. To ensure good marks, candidates should do more than write a brief description or simply narrate an event.

The better candidates successfully discussed the issues and analysed the available evidence; some fine responses referred to written and archaeological evidence, as well as secondary material, in support of their arguments. Weaker responses were generally brief, relied on storytelling, showed a lack of understanding of the relevant issues, displayed little or no awareness of the names of Britons and made no reference to sources.

(a)   This was a popular choice and was generally well answered. The better candidates understood the reasons for Claudius' invasion of Britain and its implications. These candidates provided a range of reasons for the invasion, such as his need for military prestige and for consolidation of his position in Rome, the appeal by Verica, Druidism and Britain's wealth. These answers referred to a variety of archaeological, written and secondary sources; they did not merely quote the sources but also analysed them. Effective reference was made to sources such as Tacitus, Dio Cassius, Todd and Salway.

Average candidates gave a list of reasons for the invasion and made some attempt to analyse them, while the weaker candidates did not really explain WHY Claudius invaded Britain and simply gave a detailed account of the actual invasion.

(b)   This was by far the most popular choice. Most candidates showed that they had a sound knowledge of Boudicca's revolt against Roman rule. The better responses made effective use of the sources, gave a good summary of the causes, the course of the revolt and the results. Some responses were excellent in their level of argument and strong conclusions. They successfully showed why the Iceni and Trinovantes revolted and analysed the immediate and underlying causes of the revolt.

Weaker candidates simply re-told the story of Boudicca's revolt, making little or no reference to sources.

(c)   This was a less popular choice. The better candidates referred to a number of villas in Roman Britain and made effective use of Source G. Some answers were excellent, showing a broad knowledge of villas in Roman Britain and some understanding of the complexities of villa production and its relation to mixed agriculture. They were able to describe accurately a variety of villas and explain their agricultural, economic, religious and social significance in Roman Britain.

In average responses, candidates simply described types of villas and provided a few limited examples.

The majority of candidates, however, provided superficial descriptions of Source G rather than analysing the evidence to be found within it.

(d)   There were only a few answers to this question and, generally, the standard was poor. Only a few candidates were able to cite examples of specific tombstones in Roman Britain. Weaker candidates either described Source H or wrote a general account of the purpose of tombstones in Roman Britain without referring to the source. It was noted that candidates seemed unaware of the fact that tombstones are an invaluable source of information on religion in Roman Britain.

(e)   There were fewer responses to this question and, generally, they were either excellent or very poor. Many candidates had little or no idea of the geographical location of the Antonine Wall and confused it with Hadrian's Wall. The better candidates were able to discuss the function and purpose of the wall; namely, the different interpretations of its function, the construction of the wall and referred to Source I and modern scholars such as Salway. The weaker candidates, however, only described the wall and were unable to explain its 'purpose and function'.

(f)   The few answers to this question were generally excellent. Those who chose to answer it obviously had a sound knowledge of Carausius and his role in the later Roman Empire.

Question 6

There were many excellent responses from candidates who referred to detailed archaeological evidence in support of their arguments. Average responses tended merely to present narrative information on the topic.

(a)   This was a popular question, with the better candidates showing a good understanding of the relationship between Roman and British religions and cults in Roman Britain. The majority presented good examples in support of their arguments.

(b)   The responses to this question showed a detailed knowledge of the purpose and use of forts by the Romans in Britain. The better candidates argued in terms of military control and Romanisation of the country.

(c)   Only a few candidates attempted this question, and generally the responses were only fair.

Section IV

The Kingdoms of Israel and Judah

Question 7   Set Books – Kings, Chronicles, Ezra, Nehemiah

The most popular choices in this question were parts (b) and (c). The least popular was part (f). The very best responses included biblical opinion, historical detail, archaeological evidence and historiography. The latter was widely used in answering 7 (b).

In the weaker responses candidates simply retold the story of the events; this applied especially to answers to 7 (b) and 7 (e). There was still a lack of archaeological detail (where available) in responses, and only the better responses included secondary sources in support of their discussions, analysis and arguments. There was, however, a much better handling of the 'religious aspects', with fewer candidates keeping to the biblical line only.

Question 8   Special Period – The Kingdoms of Israel and Judah

(a)   This was the most popular choice in this question. Most candidates showed a good understanding of why the Kingdoms of Israel and Judah separated and used these facts as an explanation of the failure to reunite. The better candidates gave the reasons as being religious, political, social and tribal. Few covered the entire period from 922 to 721 BC.

(b)   This question provided the better candidates with an opportunity to show their knowledge of the foreign experience of the two kingdoms. The better candidates summarised the relationship as involving rebellion, subjection, isolation and resistance. The better candidates referred to Kings and Chronicles and also to recent scholarship.

(c)   Few candidates attempted this question and those who did provided only superficial answers.

Section V

The Peloponnesian War

Question 9   Set Book – Thucydides

The knowledge and use of Thucydides is decreasing, with candidates frequently using secondary instead of primary information from Thucydides and Aristophanes. Candidates are advised to refer to Thucydides as a primary source rather than relying on secondary sources.

(a) This option was a popular choice. The better candidates discussed two or three strategies of the Spartans up until Pylos, including reference to Archidamus' predictions in Book I and activities in Book II. The range of activities and reference to events in Book III — Mytilene, Naupactus and Corcyra — marked above average responses. Opinion was divided; those who included Athens and the Plague and Pericles then put in effective and implied long term events, ie they won the war. Weaker candidates narrated the course of the war, emphasising the ineffectiveness of annual invasions.

(b) This was probably the most popular question and was very well done. Many candidates had difficulty in accounting for Thucydides' treatment of Cleon and were content to describe what Cleon did and then include a final paragraph with two reasons, namely Thucydides' exile and bias against him. The better candidates developed five reasons, namely aristocratic bias, deviation from Periclean strategy, political bias (anti-demagogic), personal bias and exile. Many candidates quoted secondary sources when it would have been better to refer to Thucydides.

(c) This was a very challenging but popular question. The better candidates answered the question with detailed reference to events before 421 BC and showed some knowledge of Thucydides' account. It was disappointing that few referred to Thucydides' famous passage discussing Spartan mental and military paralysis. Opinion was divided — Sparta, Athens or both. The weaker candidates referred to only a few incidents, eg Pylos, Sphacteria and Amphipolis. Many were content to describe the effect of peace and its ineffectiveness.

(d) This question was challenging but less popular. Candidates clearly wanted to explain why the Athenians went to Sicily. The better candidates referred at length to Nicias' speech, using his arguments against the expedition. Few referred to political tensions in Athens and the jealousy of Alcibiades.

(e) Few candidates attempted this question. The better candidates dealt at length with Thucydides Book VIII and referred to previous attempts by both Athens and Sparta to secure Persia's aid. The weaker candidates gave a brief outline of the end of the war, going beyond the scope of Thucydides' account without seeming to realise it.

(f) This was the least popular question. Candidates found it challenging because they could base their arguments on Thucydides' speeches. The stronger candidates attempted to examine his treatment of both sides, using Brasidas, Archidamus, Pericles and Cleon as examples. The weaker candidates tended to concentrate on one individual, with Cleon and Pericles being the most popular.

Question 10   Special Period – The Peloponnesian War

The responses to this question were of a higher standard than in previous years. Most candidates successfully answered the question asked, with the better candidates showing ability to formulate an argument based on a sound knowledge of Thucydides and other primary sources. They also successfully used and analysed secondary sources. Weaker responses tended either to be unfamiliar with the whole of the period or provided narrative responses in which they made little attempt to analyse or argue their statements.

(a)   This was a popular choice and very good responses were able to present appropriate examples of how naval skill and strategy were important from the start of the Peloponnesian War, for example in Phormio's campaigns to the end of the war and the efforts of Lysander. They were also able to indicate how naval skill and strategy were important at different stages of the war. The words 'skill' and 'strategy' tended to become simply 'strategy' for the average candidate who dwelt on Periclean 'strategy' at the commencement of the Archidamian War. Some of the weaker responses were focused solely on the Sicilian Campaign and provided narrative answers, making no attempt at analysis.

(b)   This was the least popular question on this period. The better candidates presented a detailed account of the importance of Amphipolis to Athens and the consequences of its loss to Sparta. They drew parallels between Sparta's loss of Pylos and Athens' loss of Amphipolis. They also discussed how Brasidas' success changed the Athenian allies' views of Sparta and how Sparta, having obtained bargaining power, attempted to recoup her losses in the Archidamian War at the Peace Conference. These candidates also proceeded to discuss the consequences of the failure of the Peace of Nicias, eg the Sicilian expedition. In weaker responses, candidates generally gave only a brief account of Brasidas' exploits, failing to get to grips with the question and also making no reference to either primary or secondary sources.

(c)   This was the most popular option and the quality of the responses varied considerably. Candidates generally appeared to possess a good knowledge of Alcibiades' impact on the course of the Peloponnesian War, particularly the Sicilian Expedition. Many, however, struggled with the issue of 'personality'. The majority commented briefly on his personality and then simply discussed the details of his career during the war. The better responses, however, assessed Alcibiades' impact on the war other than in Sicily, eg his involvement in undermining the Peace of Nicias, his advice to Sparta, his encouragement of Persia's intervention, his role in the oligarchic revolution and Athens' brief military recovery. In excellent responses, candidates attributed to Alcibiades' personality the actions he performed during the course of the war; they used sophisticated arguments which they supported with references from both primary and secondary sources.

Section VI

The Julio-Claudians

Question 11   Set Books – Tacitus: The Annals

There was a slight increase in the number of candidates studying Tacitus in 1998. The majority possessed a sound understanding of his work and displayed an ability to place the excerpts in their correct textual and historical location. The 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. They were also able to deal with complex political issues and were aware that criticism and analysis are integral to the answering of excerpts.

Less well-prepared candidates narrated the events rather than examining the issues. Students should be instructed not to 'name drop' ancient and modern sources, which should be used to support or refute an argument.

There are still candidates who answer one excerpt instead of TWO, while a few answered three. Students should practise writing formally and should not use abbreviations or letters, eg Ag.II. A number of candidates disadvantaged themselves by writing almost illegibly.

(a)   This was the most popular question. The better candidates placed the quotation in context and analysed and explained Germanicus' family connections, his military campaigns, his role as a foil to Tiberius, as well as the actual powers and honours he was given by Tiberius and the Senate, including the Triumph, his command in Egypt, and his proconsular imperium.

   Average candidates provided a narrative account of Germanicus' life and popularity, making some reference to sources. They were, however, unable to indicate any of the honours he was given.

   The weaker candidates wrote all they knew about Germanicus, without referring to the quotation and showing no real understanding of the question.

(b)   This was a popular question, with nearly all candidates making some reference to the given quotation on Sejanus. There were some excellent answers that explained the positive and negative elements of the relationship between Tiberius and the Praetorian Guard. In the better responses candidates gave a brief background résumé of the Praetorian Guard from the time of Augustus; the change from two commanders to one; its increasing political role; the importance of the Praetorian Guard in the succession issue.

   The better candidates analysed the evidence and were able to place the quotation in context. The use of secondary sources to question Tacitus' interpretation was very good.

   The negative impact of Sejanus was frequently mentioned. Most answers were lengthy descriptions of the evils of Sejanus rather than a discussion of them. The average and weaker candidates were unable to indicate the importance of the Praetorian Guard.

(c)   This was a popular question that elicited a variety of responses. The better candidates examined Tacitus' opinion of the imperial freedmen, argued whether or not it was justified and provided supporting evidence from the reigns of Tiberius to Nero.

   The average candidates attempted to explain Tacitus' views and limited their examples to the reign of Claudius.

   The weaker candidates wrote everything they knew about freedmen in the time of Claudius and showed little understanding of the roles they performed, apart from those of organising marriage alliances and gaining wealth.

(d)   This question was reasonably popular and attracted a considerable number of narrative answers. The better candidates analysed the evidence for and against Nero's involvement in

the Great Fire of Rome. They considered whether it was an accident or a criminal act, examined where Nero was at the outbreak of the fire, and the possible role of Tigellinus, and referred extensively not only to Tacitus, but also to Suetonius and Dio Cassius.

Average responses provided a lengthy description of the fire and its impact on Rome, making some reference to sources.

The weaker candidates made little attempt to show HOW Tacitus portrays Nero's role in the Great Fire of Rome. Instead, they gave an account of the fire and concentrated on the Christians as scapegoats and the rebuilding of Rome.

(e) This was the least popular question and those attempting it were unable to explain the importance of omens and portents in Roman religion.

(f) Although there were few responses to this question, a number of competent candidates showed their familiarity with Tacitus' style, providing examples from the entire Julio-Claudian period. The better candidates examined the speeches as being part of Tacitus' manipulation of events and his method of developing characters. Many answers discussed all the techniques used by Tacitus such as damning asides, innuendo, contrast, substantial negatives, as well as the speeches. The better candidates were able to analyse the ways in which Tacitus used speeches to demonstrate his moral purpose, and also displayed a close working knowledge of secondary sources such as Mellor, Martin and Syme.

The average to weaker candidates simply dealt with Tacitus' writing techniques and provided limited examples in support of their points.

Question 12 Special Period – The Julio-Claudians

Most responses in this section showed clear evidence of a thorough study of the period. The better candidates made good use of ancient sources, especially Tacitus and Suetonius, and showed wide reading of modern scholarship, especially Barrett, Levick and Talbert whose opinions were used effectively to evaluate the role of the Senate.

(a) This was the most popular question. The responses of the better candidates showed an excellent understanding of the Senate's role. However, many wrote on the changing relationship between the Senate and the Princeps and thought that this answered the question. Weaker candidates worked through the Julio-Claudian period chronologically, writing anything and everything that they knew. A disturbing number still spent time on Augustus; this was irrelevant and prevented them from covering the period.

(b) There were very few responses to this question and, while some candidates discussed the treason trials in detail, especially in the reign of Tiberius, few related them to the maintenance of power.

(c) There were very few responses to this question. Many who attempted it lacked a clear idea of provinces, as opposed to client kingdoms, and discussed the mutinies of 14 AD.