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1999 Higher School Certificate Ancient History Notes from the Examination Centre

Introduction

Candidature

It was pleasing to note once more an increase in the number of candidates studying Ancient History. In 1999, 7433 candidates presented for the Higher School Certificate Examinations in Ancient History.

The 1999 candidature was as follows:

2947 candidates presented for the 2 Unit Personalities and Their Times course.

3193 candidates presented for both the 2/3 Unit (Common) and the 3 Unit (Additional) courses.

1293 candidates presented for the 3 Unit course.

The high standard of the responses at all levels was impressive. Answers have become more lengthy and a wide variety of sources, both written and archaeological, are being used most effectively.

The most popular 3 Unit Option was once again Tacitus, with Thucydides and Egyptian Burial Customs vying for second place.

The most popular society studied by 2 Unit and Personalities and Their Times candidates continues to be Sparta. It was, however, pleasing to see a small growth in the number of candidates studying the Roman societies.

Hatshepsut and Agrippina continue to be the most popular personalities in the 2/3 Unit and the 2 Unit Personality and Their Times papers, while The Greek World: 500-450 BC and Augustus and the Julio – Claudians remain very popular 2 Unit Historical Periods.

In the 2/3 Unit paper, Near Eastern topics such as Society in the Time of Ashurbanipal and Israel from Jeroboam I to the Fall of Samaria attracted even fewer candidates than in previous years.

2 Unit — Personalities and Their Times

Section I — Ancient Societies

PART A — EGYPT

Specific Comments

Question 1 – Society in Old Kingdom Egypt

Use Source A and your own knowledge to answer the following: (Source A : Relief from the Mastaba of the Vizier Mereruka)

(a) EVIDENCE SECTION

(i) *What was a vizier?*

(ii) *Describe the duties of a vizier.*

(iii) *How important was trade in Old Kingdom Egypt?*

(iv) *What do we know about the lives of craftsmen and scribes in Old Kingdom Egypt?*

(a) (i) Most candidates were aware that the vizier was the most important official in Old Kingdom Egypt, second only to the pharaoh.

(ii) Most candidates were able to describe at least three duties of a vizier; few, however, referred to the stimulus material.

(iii) Only a small number of students were able to explain the importance of trade in Old Kingdom Egypt, but most made a valiant attempt to describe some trading activities, goods and trading partners. Some mistakenly discussed Hatshepsut's voyage to Punt.

(iv) This question included the lives of both craftsmen and scribes; few students gave adequate attention to both and some obviously did not understand the term 'craftsmen'. A number provided non-specific details of daily lives that could have been spent in C20th Sydney.

(b) EMPATHY SECTION

In answering this question, use your knowledge of this society.

You are a king in Old Kingdom Egypt. Tell your children about the gods you worship and why they are important. Your answer should be AT LEAST ONE page in length.

In poorer responses, candidates, as kings in Old Kingdom Egypt, gathered their children to their knees and listed three gods to be worshipped, stating that they would be punished if they neglected these deities. Little empathy was shown and there was little discussion of the importance of religion to an Old Kingdom pharaoh. In the better responses, candidates showed understanding and appreciation in displaying the kings' position and worth, before discussing their relationship with important gods such as Re, Horus and Osiris – as well as their importance and duties.

Question 2 – Society in Middle Kingdom Egypt

(a) EVIDENCE SECTION

Use Source B and your own knowledge to answer the following. (Source B : Bust of Amenemhat III)

- (i) *Who was Amenemhat III? What was his greatest building achievement?*
- (ii) *What is known about trade in Middle Kingdom times?*
- (iii) *What were the Coffin Texts? Why were they important?*
- (iv) *What do we know about the lives of the nobility in Middle Kingdom times?*

(b) EMPATHY SECTION

In answering this question, use your knowledge of this society.

You are an Egyptian architect of Dynasty XII. Describe your work and building achievements. Your answer should be AT LEAST ONE page in length.

There were very few serious attempts at answering either part of this question. Too many candidates who obviously had studied Old and New Kingdom societies attempted questions on the Middle Kingdom, apparently because they believed that these questions appeared to be easier than those on the societies they had studied.

Question 3 – Society in New Kingdom Egypt

(a) EVIDENCE SECTION

Use Source C and your own knowledge to answer the following. (Source C : Photograph of part of a New Kingdom temple)

- (i) *Name TWO New Kingdom temples.*
 - (ii) *Name THREE Egyptian gods/goddesses, and the main function of each.*
 - (iii) *Describe ONE major Egyptian religious festival.*
 - (iv) *Describe methods of transport used during New Kingdom times.*
- (a)
- (i) Most students could name at least two temples, such as the Amen complex at Karnak and Hatshepsut's mortuary temple at Deir el Bahri.
 - (ii) Students showed a sound knowledge of at least three Egyptian deities and their function.
 - (iii) Poor responses vaguely described a festival that merely involved eating, drinking and carousing. Better responses named a festival, such as the Feast of Opet, the Feast of the Valley or the Heb-sed festival, and provided detailed descriptions and specific examples.
 - (iv) Candidates named methods of transport ranging from walking, sailing on the Nile, riding on donkeys and in wagons. Some candidates mentioned chariots for hunting and war – and a few wrongly stated that camels were ridden.

(b) EMPATHY SECTION

In answering this question, use your knowledge of this society.

You are a skilled workman who lives at Deir el Medina and works on the pharaoh's tomb. Describe your life and work to a visiting relative. Your answer should be AT LEAST ONE page in length.

This empathy question allowed for considerable scope. The better candidates were able to describe living conditions at Deir el Medina as well as the working conditions of a skilled workman, including work teams, tools, and the type of work undertaken. Poor responses did not know what Deir el Medina actually was, nor did they know what a skilled workman did.

PART B — NEAR EAST

Question 4 – Society in the Time of Ashurbanipal

This question was not attempted by any candidates in 1999.

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

This question was not attempted by any candidates in 1999.

Question 6 – Persian Society in the Time of Darius I

(a) EVIDENCE SECTION

Use Source F and your own knowledge to answer the following. (Source F : Stone relief from the Hall of One Hundred Columns)

(i) *What is a satrap?*

(ii) *Name THREE religions of the Persian Empire at the time of Darius I.*

(iii) *How was the Persian army organised during the time of Darius I?*

(iv) *Describe the role of the king in Persian society.*

- (a) (i) Some students confused the term 'satrap' and 'satrapy'; most, however, could describe a 'satrap' as being the governor of a satrapy.
- (ii) This question allowed considerable choice of religions: from Zoroastrianism to worship of the god Ahura-Mazda, Mithras and Anahita, to foreign gods such as Marduk of Babylon, those of the Hebrews, etc.
- (iii) Most candidates were able to supply a description of army organisation during the time of Darius I from the king as commander-in-chief to generals, infantry, immortals, cavalry, supply commissariat – and gave specific examples of contingents from various parts of the Empire.
- (iv) This question allowed candidates to display considerable knowledge of the role of the Persian king from his being the ruler of the greatest empire, military leader, builder, hunter associated with Ahura-Mazda, administrator etc. The better responses gave specific examples and evidence. Few referred to Source F.

(b) EMPATHY SECTION

In answering this question, use your knowledge of this society.

You are a craftsman living in Darius' capital. Write about your life and the importance of your work. Your answer should be AT LEAST ONE page in length.

This empathy question was generally not well answered. Some candidates were confused about which was Darius' capital – and probably rightly so. The majority used Persepolis as the capital and this was accepted. However, even when referring to Persepolis, students made little reference to features of architecture or specifics of life and work. Many appeared to describe another day in downtown industrial Newcastle! The better responses discussed the cosmopolitan nature of the workers, specific craftsmen and their work, the range of the materials available to them, and the purpose of their work.

PART C — GREECE

Question 7 – Minoan Society

(a) EVIDENCE SECTION

Use Source G and your own knowledge to answer the following. (Source G : Palace at Knossos)

- (i) List TWO sources of available evidence, apart from Source G, of Minoan civilisation.*
- (ii) What was the function of Minoan palaces?*
- (iii) Describe the structure of Minoan society.*
- (iv) What part did religion play in Minoan society?*

- (a) (i) Most candidates had no difficulty in listing two sources of available evidence of Minoan civilisation, ranging from other palaces to smaller objects.
- (ii) Some candidates had problems in understanding the term 'function' but generally were able to refer to activities that took place in the palace and thus were able to answer by inference.
- (iii) The phrase 'structure of Minoan society' caused problems for a number of candidates who referred to buildings rather than people. In the better answers, candidates were able to discuss the role of each group in society; less able candidates, however, simply listed the groups.
- (iv) A good knowledge of religious activities was shown, but many candidates did not grasp the need to discuss the part that these activities played. Again, a list of activities and artefacts was given but little understanding of their importance was shown.

(b) EMPATHY SECTION

In answering this question, use your knowledge of this society.

You are a merchant going to Knossos for the first time. Describe what you see. Your answer should be AT LEAST ONE page in length.

This topic continues to be popular with candidates and the knowledge they show is pleasing.

The ambiguity of this task meant that there were some unusual responses. While most gave a comprehensive but boring tour of the palace, including the private rooms, a number gave an account of a merchant on his way to the palace, describing the activities and people on the harbour, in the farmlands and in private houses. Some described a merchant voyage but gave very little description of the island of Crete, let alone the palace of Knossos. A few outstanding candidates were able to compare the palace with buildings in their own countries, especially Egypt.

Question 8 – Mycenaean Society

(a) EVIDENCE SECTION

Use Source H and your own knowledge to answer the following. (Source H : Warrior Vase from Mycenae)

- (i) Name TWO types of Mycenaean officials.*
- (ii) How was Mycenae defended?*
- (iii) What can graves and tombs tell us about Mycenaean society?*
- (iv) Why did Mycenaean society decline?*

- (a) (i) Many candidates were unable to give the technical terms for officials, simply saying ‘commander of the army’ or ‘leader’.
- (ii) Most candidates were able to give thorough descriptions of Mycenae’s defences.
- (iii) While the majority demonstrated a knowledge of graves and tombs, they floundered when it came to relating them to Mycenaean society, very often limiting themselves to saying that the people were buried in groups. The technical skill involved, the craftsmanship of artefacts, the military aspects and the wealth of the society were often not mentioned.
- (iv) Candidates generally were able to refer to at least two theories for the decline of this society and gave their opinions of the cause.

(b) EMPATHY SECTION

In answering this question, use your knowledge of this society.

You are a Mycenaean noble. Describe a typical day at the palace. Your answer should be AT LEAST ONE page in length.

Although this question on Mycenaean society was more popular this year, it was very badly answered. Candidates could describe the palace but they had no idea about the typical day of a noble. Many simply said that they went on hunts or fought battles. A number of answers detailed a tour from the Lion Gate to the citadel.

Question 9 – Spartan Society

(a) EVIDENCE SECTION

Use Source I and your own knowledge to answer the following. (Source I: A Spartan Hoplite)

- (i) *Who commanded Spartan armies?*
- (ii) *What was the role of ephors in the Spartan political system?*
- (iii) *Describe the education of Spartan girls.*
- (iv) *How important were helots in maintaining the Spartan way of life?*

- (a) (i) Responses to this part were quite average. Surprisingly many candidates did not know that Spartan armies were commanded by one of the two kings, or, alternatively, sometimes a regent.
- (ii) On the whole the responses to this question were also disappointing. The majority of candidates were often unable to give three good points relating to the role of the ephors.
- (iii) This question was handled reasonably well. Most candidates were aware of the physical aspect of a Spartan girl's education. Many also pointed out that Spartan girls were exempt from domestic duties; their primary aim was to be healthy and strong, in order to produce strong, healthy children. The better candidates also mentioned the fact that it was the girls in Sparta, not the boys, who were usually trained to run the estates.
- (iv) Surprisingly this question was not answered very well. Some candidates were confused as to who the helots actually were – portraying them as the leaders of the army, or believing them to be entertainers in society. The better candidates, however, pointed out that they were the state-owned serfs who performed the agricultural labour on the estates. Mention was also made of their use as light troops in times of war.

(b) EMPATHY SECTION

In answering this question, use your knowledge of this society.

You are a Spartan hoplite marching against another Greek army. Describe your experiences leading up to and during the battle. Your answer should be AT LEAST ONE page in length.

On the whole this question was not handled very well. The majority of candidates possessed very little knowledge of Spartan military training in terms of battle tactics, arms and armour. In fact, many responses comprised fanciful exaggeration and creative writing, which was totally wrong. Poorer candidates wrote about Spartans dodging bullets; while a great many others simply wrote about coming home on their shields. Compared to previous years, this empathy response was poorly answered.

This question was not as well handled as in previous years. There were some good responses, but most were mediocre. Sparta, however, remains by far the most popular society to be studied in the Societies Section.

Question 10 – Athenian Society in the Classical Age

(a) EVIDENCE SECTION

Use Source J and your own knowledge to answer the following. (Source J : A reconstruction of the Acropolis)

- (i) *Name TWO major buildings on the Acropolis.*
- (ii) *How important was sport and exercise in Athenian life?*
- (iii) *What function did drama play in Athenian life?*
- (iv) *Describe the ways in which the gods were worshipped in Athenian society.*

- (a) (i) Candidates were able to name two major buildings on the Acropolis, though the spelling of the names was rather strange at times.
- (ii) While most candidates were able to deal with the importance of sport and exercise in Athenian life, some students insisted that they had no role in Athenian life. Others credited Athens with inventing the Olympic Games and hence sport had to be of the utmost importance.
- (iii) This question on drama was well answered for the most part, though the term ‘function’ presented some difficulty. Candidates were able to discuss religious origins, propaganda, moral questions and criticism of Athenian institutions. The better candidates referred to specific plays and playwrights.
- (iv) The source prompted candidates to describe temples as one of the ways in which gods were worshipped, but most were able to discuss festivals, particularly the Panathenaic Festival, as well as games – the Olympics figured largely again – and offerings. (Note that the Olympic Games originated with the ancients and were abolished by the Roman emperor Theodosius I in AD 393.)

(b) EMPATHY SECTION

In answering this question, use your knowledge of this society.

You are an Athenian citizen on the way to an important assembly meeting. Describe the meeting. Your answer should be AT LEAST ONE page in length.

There was a pleasing increase in the number of candidates attempting this question, with the majority obviously possessing thorough knowledge of the ecclesia and its activities. The preliminary roping-in of men by Scythian archers was often referred to.

Public figures like Themistocles and Pericles figured among the speakers and issues like the building program were frequently mentioned. Ostracism was often described in great detail. The frequency of meetings, the Pnyx as the meeting place and the early times were also mentioned. This was the best answered empathy question on this society for some years.

PART D — ROME

Question 11 — Society in Republican Rome to the First Century BC

(a) EVIDENCE SECTION

Use Source K and your own knowledge to answer the following. (Source K : A Roman noble with masks of his ancestors)

- (i) Name TWO foreign cults worshipped in Rome.*
- (ii) Describe the operation of large estates (latifundia).*
- (iii) Briefly describe some of the ideal Roman qualities.*
- (iv) What Greek influences affected Roman society to the first century BC?*

- (a) (i) Many candidates gained full marks for this question by naming two foreign cults that had been introduced by the late republic, for example, the cults of Isis and Cybele.
- (ii) The majority of candidates performed well in answering this question. They possessed a very good understanding of the large estates (latifundia) and of how they operated.

The better candidates pointed out that the large estates often spelled the end of grain farming, to be replaced by ranching and the production of wine and olives.

- (iii) This question was not answered well. Poorer candidates were baffled by it and, in turn, made up ‘on the spot’ Latin terms and explanations. The better candidates, however, wrote about *mos maiorum*, *pietas*, courage, persistence, faithfulness, *dignitas*, *auctoritas*, obedience, discipline and *gravitas*. There was also mention of the patron – client relationship and the value of a political and civil career, military service and religion.
- (iv) In general the responses to this part were excellent. Candidates wrote well about Greek influences in art, literature, religion, science, medicine and engineering.

(b) EMPATHY SECTION

In answering this question, use your knowledge of this society.

You are an elderly Roman senator looking back at your life. Describe your career. Your answer should be AT LEAST ONE page in length.

This question was handled reasonably well. Responses to the evidence were, on the whole, quite good. Most pleasing was the fact that the responses to the empathy section were markedly better than in previous years.

Most candidates possessed a sound knowledge of a Roman senator's background and role. They wrote about progressing through a legal career, military service, duties as quaestor, aedile, praetor and then consul. Some even went on to discuss the censorship. Most candidates also gave a detailed description of each office.

The better candidates also discussed the role of the Senate itself.

Question 12 – Roman Society in the Early Empire

(a) EVIDENCE SECTION

Use Source L and your own knowledge to answer the following. (Source L : A Roman beating his slave: A relief from the Vesuvius Region)

- (i) *What were TWO of the main jobs done by slaves in the Roman household?*
- (ii) *What were the restrictions placed on slaves?*
- (iii) *What were the duties and responsibilities of the Roman mother (matrona)?*
- (iv) *What were the main features of the imperial cult (emperor worship)?*

- (a) (i) Most candidates gained full marks for this question by mentioning cooking and cleaning.
- (ii) This question was generally answered well. Most candidates knew that slaves were the property of their owners who could virtually do as they pleased, despite there being laws such as Lex Petronia to protect slaves.
- (iii) Once again this was a question where candidates could easily achieve a high mark, and it was answered very well. Candidates discussed how the Roman mother's main duties were looking after one or several households; administering the slaves; supervising marketing, weaving and spinning; maintaining the household cults; and being responsible for the education of the younger children.

The best candidates also mentioned that March 1st was the Matronalia – a special day when the matrona was honoured.

- (iv) This question caused some difficulty. Most candidates, however, knew that the imperial cult was an expression of loyalty and respect, rather than an act of devotion. The better candidates explained clearly how it was a means of unifying the empire in its loyalty to Rome.

(b) EMPATHY SECTION

In answering this question, use your knowledge of this society.

You are a gladiator. Discuss your daily life and work. Your answer should be AT LEAST ONE page in length.

This question was handled reasonably well and responses were sound. On the whole the empathy section also achieved a reasonable standard.

Candidates discussed a gladiator's background and training, and then described the varied equipment used. Many responses were quite detailed in their description of the arena and the fate of unsuccessful gladiators, while the better candidates even made mention of the various awards made to successful gladiators.

Question 13 – Roman Society in the Fourth Century AD

This question was not attempted by any candidates in 1999.

Section II — Personalities and Groups

General Comments

The range and variety of responses in this section remains consistent with the standard experienced in previous years. Candidates generally wrote at length and attempted to deal with the issues raised in the personality or group chosen.

The majority showed a high degree of competency with questions that required knowledge, recall and synthesis. However, those requiring evaluation and assessment were well answered by only the better prepared candidates who were able to provide a well structured argument encompassing the entire personality or group.

Unfortunately, the use of primary sources, especially those pertaining to written evidence, was less prominent than in previous years. It was pleasing, nevertheless, to witness the continuing incorporation of archaeological evidence in discussions of some of the personalities and groups. Secondary sources were more liberally used, demonstrating a level of wider reading by the better prepared candidates.

The most popular personalities were Hatshepsut, Agrippina, Xerxes and Alexander. Akhenaten has emerged as a popular choice. Pericles, Scipio Africanus, Old Kingdom Pharaohs and women in Classical Greece still remain as popular as in previous years, whereas Jezebel, Sennacherib and Cleopatra attracted limited responses. No candidates attempted the question on Christians in the Later Roman Empire.

Candidates are urged to read the questions thoroughly and should not pre-empt them.

PART E — EGYPT

Question 14 – Pharaohs in the Old Kingdom

- (a) *Explain the origin and meaning of the word 'pharaoh'.*
- (b) *What do the Pyramid Texts tell us about the relationship between the pharaoh and the gods?*
- (c) *What were the main duties of the Old Kingdom pharaohs?*
- (d) *What does Giza reveal about the burial of Old Kingdom pharaohs?*
- (e) *Assess the achievements of TWO Old Kingdom pharaohs.*

- (a) Most candidates displayed sound knowledge of the origin and meaning of the word ‘Pharaoh’.
- (b) Some had difficulty in determining the relationship between the pharaohs and the gods.
- (c), (d) and (e) These parts were all answered very well.

Question 15 – Hatshepsut

- (a) *Briefly explain the background and family of Hatshepsut.*
- (b) *How did Hatshepsut maintain her position as pharaoh?*
- (c) *What were the main duties of Senenmut?*
- (d) *Outline the main building achievements of Hatshepsut.*
- (e) *Why is Hatshepsut regarded as an outstanding New Kingdom pharaoh?*

Questions pertaining to this personality were generally handled very well. References to archaeological evidence in answering continues to be a pleasing feature of the candidates’ responses.

Question 16 – Akhenaten

- (a) *Explain the meaning of the word ‘Akhenaten’.*
- (b) *What is known about Nefertiti?*
- (c) *How did artistic images of Akhenaten change during his reign?*
- (d) *Explain the relationship between Egypt and other countries during the reign of Akhenaten.*
- (e) *Assess the importance of Akhenaten’s reign for Egypt.*

- (a) Only the better prepared candidates knew the meaning of the word ‘Akhenaten’.
- (b) and (c) These questions were generally well answered, with a broad range of accurate information being provided concerning Nefertiti and artistic images of Akhenaten.
- (d) and (e) Only a limited number of candidates possessed accurate knowledge of Akhenaten’s foreign policy and were able to assess the importance of his reign for Egypt. Answering question (e) required greater depth of knowledge of the personality in his times than most candidates had.

PART F — NEAR EAST

Question 17 – Sennacherib

- (a) *Briefly explain the background and family of Sennacherib.*
- (b) *What is known about the religion of Sennacherib?*

- (c) *Describe the main features of Sennacherib's building program.*
- (d) *Briefly describe how Sennacherib and his army punished rebellious cities.*
- (e) *How did Sennacherib benefit Assyria?*

A limited number of candidates attempted the question on this personality. The quality of responses was generally high, as was displayed in answers to question (e), which required both synthesis and evaluation.

Question 18 – Jezebel

- (a) *Who was Jezebel's husband? In what TWO cities did they live?*
- (b) *Explain the conflict between Jezebel and Elijah.*
- (c) *What was significant about her husband's death?*
- (d) *How did Jezebel's life come to an end?*
- (e) *Was Jezebel a successful queen?*

A limited number of candidates attempted the question on this personality. The quality of responses was generally high, as was displayed in answers to question (e), which required both synthesis and evaluation.

Question 19 – Xerxes

- (a) *Why was Xerxes chosen as Darius' successor?*
- (b) *Describe the Persian army during Xerxes' reign.*
- (c) *Why did Xerxes leave Mardonius in Greece?*
- (d) *Why was Xerxes murdered?*
- (e) *To what extent was Xerxes an outstanding Persian king?*

This question was generally answered well with all candidates displaying sound knowledge for parts (a), (b) and (e).

- (a) The better candidates answered in detail, showing a sophisticated knowledge of the Persian imperial family tree.
- (b) Most candidates could identify the Immortals as being a component of Xerxes' army and could also refer to the multi-national contingents.
- (c) and (d) Very few candidates could accurately relate Xerxes' reasons for leaving Mardonius in Greece and the reasons for his murder.
- (e) In order to make a historical judgement about Xerxes' reign, only the better candidates could present an argument supported by evidence and sources.

PART G — GREECE

Question 20 – Women in Classical Greece

- (a) *List THREE ways in which Athenian women could contribute to the income of their household.*
- (b) *To what extent were Spartan women confined to the home?*
- (c) *Describe the legal position of Athenian women.*
- (d) *What role did women play in preserving the Spartan way of life?*
- (e) *Describe the main differences between the lives of Athenian and Spartan women.*

(a) and (d) were both answered well.

- (b) This part proved to be difficult for the average to below average candidate. While most candidates could appreciate the freedom enjoyed by Spartan women, only the better prepared candidates accurately assessed their role within the household.
- (c) The legal position of Athenian women was generally not handled well and few candidates could come to grips with the demands of this question.
- (e) The majority of candidates could accurately compare the lives of Athenian and Spartan women.

Question 21 – Pericles

- (a) *Describe Pericles' family and background.*
- (b) *What methods did Pericles and Ephialtes use to overcome opposition to their reforms?*
- (c) *What were the main features of Pericles' building program?*
- (d) *What role did Pericles play in maintaining the Athenian empire?*
- (e) *To what extent did Pericles' policies benefit Athens?*

(a) and (c) These elicited accurate responses. The better prepared candidates could describe Pericles' aristocratic background and could identify the features of his building program.

- (b) While most candidates could refer to some of Pericles' political reforms, very few could identify Ephialtes' contribution to overcoming opposition to their reforms.
- (d) This question was generally well answered. Candidates wrote at length and provided accurate and relevant information about Pericles' role in maintaining the Athenian Empire.
- (e) Most candidates could identify the methods used by Athens to maintain the empire, but few could link the role played by Pericles' policies to benefits to Athens.

Question 22 – Alexander

- (a) *What do we know of Alexander's childhood?*
- (b) *Why did the Greeks rebel when Alexander came to the throne?*
- (c) *Describe how Alexander conducted ONE siege.*
- (d) *What measures did Alexander take to unite the Greeks, Macedonians and Persians in his empire?*
- (e) *To what extent did Alexander deserve the title 'The Great'?*

- (a) All candidates were able to describe Alexander's childhood.
- (b) This question was well handled by the majority of candidates.
- (c) Although Alexander's campaign in Asia Minor involved a number of sieges, most candidates chose to refer to that in Tyre. Some candidates misinterpreted this question and wrote lengthy responses about Alexander's battles.
- (d) This question about Alexander's measures to unite the Greeks, Macedonians and Persians in his empire attracted some excellent responses.
- (e) The better prepared candidates debated the value of the term 'Great' and the extent to which Alexander deserved it.

Question 23 – Cleopatra VII

- (a) *Briefly explain Cleopatra VII's family background.*
- (b) *Who were Cleopatra VII's husbands? Why did she marry them?*
- (c) *What part did Cleopatra play in the war between Octavian and Antony?*
- (d) *Why did Cleopatra VII kill herself?*
- (e) *What was Cleopatra VII's legacy to Egypt?*

A limited number of candidates attempted this question, and, on the whole, the quality of responses was sound. Question (b) and (e) appeared to have challenged less well prepared candidates.

PART H — ROME

Question 24 – Scipio Africanus

- (a) *What was Scipio's family background?*
- (b) *Why was Scipio appointed to the command of the campaign in Spain?*
- (c) *How did Scipio use his consulship?*

- (d) *Describe the tactics used by Scipio at the Battle of Zama.*
- (e) *How successful was Scipio in advancing Rome's power?*

The question on Scipio was not as popular this year as in the past.

- (a) Scipio's family background was accurately identified by most candidates as was its importance in Rome.
- (b) The better prepared candidates were able to argue the importance of Spain to both Carthaginians and Romans and to explain why Scipio was appointed to command the campaign in Spain.
- (c) Only the better prepared candidates understood the political consequences of Scipio's consulship. Average candidates could provide only a general outline.
- (d) All students could describe with accuracy the tactics used by Scipio at the Battle of Zama.
- (e) This question was generally handled well by those who had the knowledge to exercise their skills in formulating a historical argument.

Question 25 – Caesar

- (a) *Name THREE official positions held by Caesar.*
- (b) *How did the First Triumvirate help Caesar's political career?*
- (c) *Discuss Caesar's conquest of Gaul.*
- (d) *Why did Caesar win the Civil War?*
- (e) *What benefits did Caesar bring to Rome?*

Given the challenging and complex nature of the history of this period, candidates who had studied Caesar showed sound knowledge of this personality.

- (a) The majority of candidates displayed accurate and broad knowledge of Caesar's career.
- (b) Candidates generally linked the benefits of the First Triumvirate for Caesar to those for Crassus and Pompey. Only the better prepared candidates could restrict their responses to the benefits to Caesar.
- (c) Most candidates provided a sound response with specific examples, predominantly on Alesia.
- (d) and (e) Candidates were generally well able to evaluate Caesar's military skills and gave a detailed account of the 'benefits'.

Question 26 – Agrippina II

- (a) *Who were Agrippina II's father, mother and brother?*
- (b) *Describe Agrippina II's life up to her marriage to Claudius.*
- (c) *How did Agrippina II influence the reign of Claudius?*
- (d) *Why did Nero try to murder Agrippina II?*
- (e) *What were Agrippina II's main achievements?*

- (a) The majority of candidates could give a satisfactory account of Agrippina's family. The better candidates often provided a detailed account.
- (b) This question was handled very well by the majority of candidates.
- (c) Whilst accurate knowledge was displayed by most candidates, only those in the above average to excellent range could deal with the concept of 'influence'.
- (d) The resentment of Nero was the main reason given in most answers.
- (e) Only the more discerning candidates could confidently argue this question without repeating material already covered in part (c).

Question 27 – The Christians in the Later Roman Empire

This question was not attempted by any candidates in 1999.

2/3 UNIT (COMMON)

Section I — Ancient Societies

PART A — EGYPT

Question 1 – Society in Old Kingdom Egypt

EITHER

(a) *How important was the cult of Osiris in Old Kingdom Egypt?*

OR

(b) *Discuss the development of pyramid building from Dynasties III to VI.*

OR

(c) *Use Source A and your own knowledge to answer the following. (Source A : Butchers preparing Tomb Offerings (Dynasty VII))*

Discuss the evidence for everyday life of ordinary people in Old Kingdom Egypt.

- (a) There were few responses to this question. While the poorer responses merely cited the Osiris myth, the better responses were able to discuss the cult and its development in the later Old Kingdom and its significance in religious and funerary customs.
- (b) This was the most popular Old Kingdom choice. Many candidates effectively traced the development of pyramid building from Dynasties III to VI and focused on the dramatic changes which occurred in Dynasties V and VI. The very best answers related the religious significance of pyramid construction and cited relevant archaeological evidence.
- (c) Far too many candidates presented a poor interpretation of the everyday life of ordinary people in Old Kingdom Egypt, choosing to focus their answers solely on Source A, ignoring the wealth of evidence available in the tombs of Old Kingdom nobles such as Ptah-hotep, Kagemni, Tiy, Mereruka and Ankhmahor.

Question 2 – Society in Middle Kingdom Egypt

EITHER

(a) *What are the main literary works surviving from Middle Kingdom Egypt? What do they reveal about society in Middle Kingdom Egypt?*

OR

(b) *Use Source B and your own knowledge to answer the following. (Source B : Pyramid of Amenemhat III at Dahshur)*

What does archaeological evidence reveal about Middle Kingdom architecture and engineering?

- (a) The few candidates who chose this question were able to cite various Middle Kingdom literary works. The better answers were able to discuss effectively ‘The Satire of the Trades’, ‘The Dispute of a Man with his Ba’ and the Westcar Papyrus in relation to Middle Kingdom society and its values.
- (b) Only a few candidates chose this part of the question. Very few could cite numerous architectural and engineering works from Dynasties XI and XII.

Question 3 – Society in New Kingdom Egypt

EITHER

- (a) *To what extent did religious practices change during the New Kingdom period?*

OR

- (b) *What were the main features of the economy of New Kingdom Egypt?*

OR

- (c) *Use Source C and your own knowledge to answer the following. (Source C : Speech of the Pharaoh from the Tomb of Rekhmire)*

*Lo, petitioners come from the South and the North,
The whole land is eager for [the counsel of the vizier]:
See to it that all is done according to law,
That all is done exactly right.*

SPEECH OF THE PHARAOH FROM THE TOMB OF REKHMIRE

Discuss the administration of Egypt during the New Kingdom period.

- (a) This was the most popular New Kingdom choice. Many candidates, however, confused practices with beliefs and possessed limited knowledge of this period in Egyptian history. Many were able to recognise change, especially with regard to the Amarna period but failed to discuss the subsequent developments in the post-Amarna period which includes the Ramesside component. The very best responses were able to cite effectively numerous primary and secondary sources and to argue the extent to which religious practices changed during the entire New Kingdom period.
- (b) Most candidates who answered this question were able to recognise the agricultural basis of the New Kingdom economy. The better responses were able to see beyond the latter and discussed the very important role of imperialism and tribute in the country’s economic structure.
- (c) This question was the second most popular choice. General responses centred on a discussion of the pharaoh, the vizier and minor officials such as scribes. The very best responses, however, chose to recognise both the internal and external features of Egyptian administration, especially in relation to the maintenance of the Empire itself. There were far too many prepared answers on the vizier as being the sole instrument of Egyptian administration.

PART B — NEAR EAST

Question 4 – Assyrian Society in the Time of Ashurbanipal

EITHER

- (a) *Use Source D and your own knowledge to answer the following. (Source D : King Ashurbanipal leading his army)*

Discuss the organisation and activities of the Assyrian army in the time of Ashurbanipal.

OR

- (b) *What do excavations at Ashurbanipal's palace reveal about Assyrian interests in literature?*

OR

- (c) *What were the main features of Assyrian religion at the time of Ashurbanipal?*

- (a) This was the most popular Assyrian choice. Many candidates presented a very balanced and detailed discussion of the Assyrian army's organisation, while the very best were able to provide excellent detail of the various military activities undertaken against Egypt, Media, Elam, Arabia and Babylon.
- (b) Few candidates chose this question and those who did so displayed limited knowledge of the excavations of the palace of Ashurbanipal and Assyrian interests in literature.
- (c) Most candidates who chose this question correctly understood the main features of Assyrian religion in the time of Ashurbanipal. Recognition of the importance of Assur and associated deities, along with the activities of the King and religious officials, omens and libations were frequently cited; there were also frequent references to the Annals, bas-reliefs and secondary sources.

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

EITHER

- (a) *Use Source E and your known knowledge to answer the following. (Source E : 2 Kings 9: 1–3)*

Then Elisha the prophet called one of the sons of the prophets and said to him, 'Gird up your loins, and take this flask of oil in your hand, and go to Ramoth-gilead. And when you arrive, look there for Jehu the son of Jehosh'aphat, son of Nimshi; and go in and bid him rise from among his fellows, and lead him to an inner chamber. Then take the flask of oil, and pour it on his head and say, 'Thus says the Lord, I anoint you king over Israel'. Then open the door and flee; do not tarry.

2 KINGS 9: 1–3

Discuss the roles and influence of prophets in Israelite society.

OR

(b) *How did the Israelites fortify their cities?*

OR

(c) *Discuss the nature and function of Israelite kingship. In your answer, refer to at least TWO kings.*

(a) This was the most popular choice. The very best responses cited at least five prophets and effectively discussed their roles and influence in Israelite society. The latter did not rely solely on the Biblical narrative and incorporated information from a wide variety of modern scholars.

(b) The few candidates who chose this question were able to present a detailed explanation of the various methods of Israelite fortification in cities such as Megiddo, Samaria and Hazor.

(c) This was the second most popular choice in this question as many candidates understood the religious and political nature of Israelite kingship and its function in Israelite society. Jeroboam I, Omri, Ahab and Jehu were frequently referred to.

Question 6 – Society in the Time of Darius I

EITHER

(a) *Use Source F and your own knowledge to answer the following. (Source F : Quotation from Xenophon, The Estate Manager (Oeconomicus), 4.6-8)*

We agree that he (the Great King) pays close attention to military matters, because he has ordered the leaders of every nation which pays him tribute to maintain a quota of cavalry, archers, slingers and wicker-shield bearers for the purpose of controlling his subjects and defending the country.

QUOTATION FROM XENOPHON, THE ESTATE MANAGER (OECONOMICUS), 4.6-8

Discuss the role and effectiveness of the army in the time of Darius I.

OR

(b) *Discuss the importance of TWO of the following in Persian society in the time of Darius I.*

(i) *Land ownership.*

(ii) *Women*

(ii) *Architecture*

(iv) *Legal systems*

(a) This was the most popular of the questions on Persia. The better responses dealt with more than the military role of the army and discussed its effectiveness in the wider concept of empire and the invasion of the Greek mainland. The more general responses chose to dwell on the most basic components of the military and failed to discuss the army's effectiveness in military conflict and imperial administration.

(b) The most common choices for this response were women and legal systems. The more able candidates referred to a fine array of primary and secondary source material.

PART C — GREECE

Question 7 – Minoan Society

EITHER

- (a) *Use Source G and your own knowledge to answer the following. (Source G : Bull's head Rhyton from Knossos)*

What does evidence reveal about Minoan religious beliefs and practices?

OR

- (b) *Discuss the main architectural features of Minoan palaces.*

OR

- (c) *What does evidence reveal about trade and transport in Minoan society?*

- (a) This was the second most popular response on the paper. The best responses showed an extensive knowledge of Minoan religious practices and a variety of evidence – from the excellent secondary interpretations available to the evidence on the significance of rhytons in Minoan religious practice.

The best candidates did not limit themselves to description but analysed the evidence in support of their arguments.

Average responses were clearly interpreted but were vague in detail and discussion of the beliefs and practices of Minoan religion.

- (b) Here, the best candidates were able to differentiate between ‘discuss’ and ‘describe’. Most descriptive responses tended to be of an inferior quality.

Outstanding responses analysed the design and purpose of a few Minoan palaces, referring to specific examples; poorer responses were limited to describing the layout of Knossos and comprised little more than a travelogue.

- (c) This was not attempted by many candidates and those who did so showed insight into the extent and purpose of trade and travel. Few of the examples given related to specific points.

Question 8 – Mycenaean Society

EITHER

- (a) *Use Source H and your own knowledge to answer the following. (Source H : Part of the Hunt Wall Painting from Tiryns)*

What does Mycenaean art and architecture reveal about Mycenaean society?

OR

- (b) *What does evidence reveal about Mycenaean trade and economy?*

OR

(c) *Discuss the role and function of any TWO of the following in Mycenaean government and administration.*

(i) *Wanax*

(ii) *Lawagetos*

(iii) *Hequetai*

(iv) *Telestai*

Although the least popular of the Greek Societies, Mycenae appeared to have a slight ‘revival’ as more candidates and more centres attempted these questions this year.

Part (a) appeared to be the most popular and was generally discussed well, with much evidence being used to validate statements. A wide variety of art and building structures were noted. Part (b) was not attempted by many candidates and part (c) was often seen as needing a descriptive response only. However, sound knowledge of the roles played – especially by the Wanax and Hequetai – was apparent.

Question 9 – Spartan Society

EITHER

(a) *Use Source I and your own knowledge to answer the following. (Source I : Fragment of Myron on Helots)*

They assign to the Helots every shameful task leading to disgrace. For they ordained that each one of them should wear a dog-skin cap and wrap himself in skins and receive a stipulated number of beatings each year regardless of any wrong-doing, so that they would never forget they were slaves.

FRAGMENT OF MYRON ON HELOTS

How did the Spartans treat their Helots? Were all Helots treated the same way?

OR

(b) *What role did TWO of the following play in the life of the Spartans?*

(i) *The syssitia (dining clubs)*

(ii) *Music and poetry*

(iii) *Religious festivals*

(iv) *Land ownership*

OR

(c) *What were the opinions of other Greeks of the Spartan way of life? Why did they hold these views?*

Spartan society was easily the most popular question in this section.

- (a) This was the most popular of the Spartan questions. The best students realised that the source took a rather extreme view of the Helots and that not all Helots were treated in the same way. In more average responses, candidates were less critical of the Myron, tending to state as a generalisation the fact that all Helots were treated badly. The best responses used a wide variety of sources, both ancient and modern, while weaker or more average students knew only one or two.
- (b) This was the next most frequently attempted question on Spartan Society, with *syssitia* and land ownership being the most popular. Many good answers were able to link the two and show them to have been the vital elements involved in belonging to the Spartiate class. The best considered the arguments of both ancient and modern writers. Fewer attempted Music and Poetry and Religious festivals. Again the better students linked these together, while weaker students were vague and could provide few examples of specific festivals or poems.
- (c) Only a few candidates attempted this topic. Their answers generally fell into one of two types of response. On the one hand were those who were ill prepared and gave general discussion of peculiar Spartan institutions, paying scant regard to the question; some relied heavily on the attitudes of Spartan men to Spartan women. Other candidates were clearly well prepared. They had a thorough knowledge of the numerous commentaries on Sparta. These students produced outstanding and well reasoned discussions on the varying views about Sparta.

Question 10 – Athenian Society in the Classical Age

EITHER

- (a) *Use Source J and your own knowledge to answer the following. (Source J : The Theatre of Dionysus)*

Which gods received special attention in Athens? Why did they receive this attention?

OR

- (b) *Discuss the main features of the Athenian economy in the Classical Age.*

OR

- (c) *Discuss the importance of TWO of the following to Athenian society in the Classical Age.*

- (i) *Strategoï (generals)*

- (ii) *Art*

- (iii) *The jury system*

- (iv) *Drama festivals*

Answers on Athenian Society were not as common as those on Minoan Society, nevertheless, the topic attracted a variety of responses, a number of which were of superior quality.

- (a) The most popular choice, this question attracted a number of good answers which discussed at length a variety of gods, their functions and why they were so important to the Athenians. The best answers referred to both written and archaeological evidence. The weaker candidates referred to fewer sources and wrote about a temple and/or a play and concentrated simply on Athena and/or Dionysus, describing a festival and forgetting its purpose. A few were distracted into descriptions of the Olympic Games.
- (b) This was rarely attempted and only a few candidates understood the functioning of an ancient economy.
- (c) This was not as popular as (a), but was attempted by a few students who understood the role of the strategoi in Athenian democracy and the importance of the jury system, though some described at length how juries were chosen. More average responses were descriptive, especially of drama festivals where a few candidates related the events of plays. Very few chose art.

PART D — ROME

General Comments

There was a slight increase in the number of responses to this section compared with last year and, once again, more candidates answered on the questions on the Early Empire than on the Republic. Answers were generally of a good standard, with most candidates attempting to answer the question set. Most were well expressed, with good paragraphing and some attempt at planning. There was some use of ancient and modern sources and the responses to the Early Empire questions made extensive use of archaeological evidence.

There were, however, many candidates who used only material from the Personalities or Historical Periods Section of the 2 Unit course or from the 3 Unit course. This restricted the range of examples that could be discussed. Generally examples should be chosen from Republican society from the foundation of the Republic to the time of Julius Caesar, while the Early Empire society covers the period from Augustus to the Antonines. There were fewer prepared answers than in past years and most responses made some attempt at analysis.

Specific Comments

Question 11 – Society in Republican Rome to the First Century BC

EITHER

- (a) *Use Source K and your own knowledge to answer the following. (Source K : Excerpt from Plutarch, Life of Tiberius Gracchus, 1.2)*

Cornelia, taking upon herself all the care of the household and the education of her children, proved herself so discreet a matron, so affectionate a mother, and so constant and noble-spirited a widow, that Tiberius seemed to all men to have done nothing unreasonable, in choosing to die for such a woman.

EXCERPT FROM PLUTARCH, LIFE OF TIBERIUS GRACCHUS, 1.2

What were the main duties and responsibilities of a Roman matron in a senatorial family?

OR

- (b) *Discuss the importance of TWO of the following in the society of Republican Rome to the First Century BC.*
- (i) *Equites*
 - (ii) *The fora*
 - (iii) *Patron and client relationships*
 - (iv) *Latifundia (large estates)*

OR

- (c) *What were the rights and responsibilities of a Roman citizen in Republican Rome to the First Century BC?*
- (a) This was a popular choice. Most candidates were able to discuss the important role of a Roman matron from the senatorial class during the Late Republic, in both the home and politics. Some wrote only about Cornelia and Julius Caesar's daughter, Julia.
 - (b) This was the most popular alternative. Most candidates wrote about the patron/client relationship and latifundia. The better responses made detailed reference to the social relationship between a patron and client as well as explaining the importance of clients in furthering a political career. Examples from the Late Republic were well chosen. In the weaker responses, candidates confused patrons with patricians and clients with plebeians and had little understanding of the changes that took place during the Republic. The influence of latifundia on Italian agriculture, as well as on Rome's social and political history, was well understood.
 - (c) Few candidates attempted this question.

Question 12 – Roman Society in the Early Empire

EITHER

- (a) *Use Source L and your own knowledge to answer the following. (Source L : Inscription from Italy)*

Publius Decimius Eros Merula, freedman of Publius, clinical doctor, surgeon, oculist, member of the board of six. For his freedom he paid 50 000 sesterces. For his membership on the board of six he contributed to the community 2000 sesterces. For the erection of statues in the temple of Hercules he gave 30 000 sesterces. For paving streets he contributed to the municipal treasury 37 000 sesterces. On the day before he died he left an estate of ...sesterces.

INSCRIPTION FROM ITALY

Discuss the role of freedmen in Roman society of the Early Empire.

OR

(b) *How important were religious beliefs and practices in Roman society of the Early Empire?*

OR

(c) *Discuss the importance of public buildings in Rome during the Early Empire.*

(a) This was a popular choice. Some candidates wrote only about the role of imperial freedmen in the reigns of the Julio-Claudian emperors, but the better responses explained the importance of freedmen in household management, the Roman economy and provincial administration.

(b) There were many responses to this question. Most candidates were able to describe in detail the main religious beliefs and practices in Roman society of the Early Empire as well as the importance of the imperial cult. A few discussed the influence of Christianity and Eastern religions on Roman society. In the weaker responses, candidates merely described the features of Roman temples or used examples only from Pompeii and Herculaneum.

(c) This was another popular choice. Many candidates described the Augustan building programme in detail, while weaker responses wrote in general terms about baths, theatres, official buildings and places of entertainment. Some weaker responses used only examples from outside the city of Rome. The better responses discussed the importance of public buildings in maintaining the Emperor's power and position.

Question 13 – Roman Society in the Fourth Century AD

EITHER

(a) *Discuss the importance of Constantinople in Roman society of the Fourth Century AD.*

OR

(b) *How corrupt was Roman society in the Fourth Century AD?*

No candidates attempted this question.

Section II — Personalities And Groups

PART E — EGYPT

Question 14 – Pharaohs in the Old Kingdom

(a) *Briefly describe the position of Old Kingdom pharaohs within their society.*

(b) *How important was the cult of the sun to Old Kingdom pharaohs?*

(c) *In what ways did the pharaohs demonstrate their power?*

Very few candidates attempted this question.

- (a) Candidates misunderstood the term ‘position’. They simply listed the duties and responsibilities of the pharaoh without linking it to the concept of ‘position’. Many could not answer the question correctly.
- (b) The best answers gave detailed information about pyramid texts, solar barques and the progression towards sun temples. In the weakest attempts candidates included irrelevant material without making any attempt to link specific evidence to the question. Many were often unclear about the beginning of the Sun cult.
- (c) Answers on the whole were weak. Generally candidates included only a discussion of constructions and pharaonic representations in art. The better responses included descriptions of military scenes and Heb-sed festivals. Lack of specific evidence was a problem. Candidates, on the whole, failed to use secondary sources in their discussions for all points (a), (b) and (c).

Question 15 – Hatshepsut

- (a) *Briefly describe Hatshepsut’s family background.*
 - (b) *What does the Temple of Deir el Bahri reveal about Hatshepsut’s reign?*
 - (c) *Discuss military activities during the reign of Hatshepsut.*
- (a) In answering this question, candidates needed to list the members of Hatshepsut’s family tree and to explain her relationship especially with Queen Ahmose, as well as to mention her relationship with Thutmose I, II and III. The better candidates also mentioned her ‘claimed’ relationship with Amun.
 - (b) The best answers included detailed information about how the Temple of Deir el Bahri revealed the many aspects of Hatshepsut’s reign as a New Kingdom Pharaoh. These included her building program, military and economic propaganda, relationship with gods and Thutmose III. The poorer answers mentioned only her divine birth, Punt and coronation scenes and failed to link them back to the question.
 - (c) Answers to this part were, on the whole, fairly good. The better answers included an acknowledgment of the military activities of Hatshepsut and Thutmose III (using contemporary inscriptions), the depiction of Hatshepsut as a sphinx and the Speos Artemidos. The weaker answers gave little indication of the type of activities that occurred or were not based on archaeological evidence.

Question 16 – Akhenaten

- (a) *Briefly outline Akhenaten’s religious beliefs.*
 - (b) *What changes did Akhenaten make to the way the pharaoh was represented?*
 - (c) *Discuss the effectiveness of Akhenaten’s foreign policy.*
- (a) The better responses mentioned the change in religious worship to monotheism and gave relevant archaeological evidence. References to Akhenaten’s connection to Aten and the move to the city of Akhetaten and its implications for New Kingdom society were also made.

- (b) Weaker responses centred on the physical attributes of Akhenaten but made little reference to specific archaeological evidence. The best answers not only explained the change from the image of traditional New Kingdom Egyptian Pharaohs to a more natural portrayal, but also explained why such changes occurred, referring to current relevant scholarship.
- (c) Weaker responses were limited to portraying Akhenaten's foreign policy as a failure. The better responses gave a balanced account, making specific reference to the Amarna Letters and recent scholarship.

PART F — FAR EAST

Question 17 – Sennacherib

- (a) *Briefly describe the background and early career of Sennacherib.*
 - (b) *Discuss the military activities of Sennacherib.*
 - (c) *How did Sennacherib benefit Assyria?*
- (a) Most responses included the presumed experience on the northern border. Some were extended to include early building work at Nineveh. The better candidates included his training in the house of succession and a discussion of the meaning of his name and its indication of the older sons of Sargon.
 - (b) Poorer candidates simply listed Sennacherib's eight campaigns. The better responses dealt with a detailed view of the purpose and effects of the campaigns. Evaluations of Sennacherib's activities tended to be very limited.
 - (c) Most responses concentrated on Nineveh and the military campaigns, frequently mentioning the 'new' bronze casting method. The better candidates could discuss irrigation efforts outside Nineveh, the building of libraries and the support of literature. Some analysis of the destruction of Babylon and its consequences was often included.

Question 18 — Jezebel

- (a) *How did Jezebel become a queen of Israel?*
 - (b) *How effective was Jezebel in introducing her religious beliefs into Israel?*
 - (c) *What was significant about Ahab's and Jezebel's deaths?*
- (a) Most candidates were aware that, as the daughter of Ethbaal, Jezebel's marriage to Ahab was made as part of a military and trade alliance between Israel and Phoenicia.
 - (b) The weaker responses tended to be narrative rather than an analysis of the biblical response to Jezebel as a measure of her success. Better candidates were aware of the native pagan tradition and used statistics from the Bible as evidence of the effectiveness of her efforts to introduce her religious beliefs into Israel.

- (c) Most candidates concentrated on Jezebel, but only the weakest failed to mention Ahab at all. Most candidates described the significance of the deaths of Jezebel and Ahab as being in fulfilment of the prophecy that evil would be punished. The better candidates discussed the historical consequences of broken alliances and subsequent conquest. The iconic nature of Jezebel's death from the balcony was more often mentioned rather than fully explained.

Question 19 – Xerxes

- (a) *Why did Darius I appoint Xerxes as crown prince?*
- (b) *Why did Xerxes go to war against the mainland Greek states?*
- (c) *Discuss the building program of Xerxes.*
- (a) Candidates attempted this section confidently, basing their responses upon discussion of royal lineage. Many candidates could not present other possible reasons for Darius' choice, eg Xerxes' experience at Babylon, his being chosen of Ahura, and the first son after the start of his reign.
- (b) The best answers discussed more than revenge as a motive. They dealt with influences at court, personal ambitions and Xerxes' need to keep up with his forefathers. There was a pleasing range of secondary references.
- (c) Candidates based their responses mainly on additions to Persepolis, ignoring some of Xerxes' building projects at Sura, Ecbatana and Parsargadae. The better candidates were able to differentiate between different projects and to discuss the consequences of using so much of the Empire's wealth in this way.

PART G — GREECE

Question 20 – Women in Classical Greece

- (a) *Briefly describe the education of Athenian girls.*
- (b) *Compare the marriage customs of Athenian and Spartan women.*
- (c) *Discuss the position and status of women in Sparta.*

Many candidates were able to refer to a good range of primary and second sources.

- (a) The better answers gave a range of activities that were part of the educational process of Athenian girls. They were also able to draw a distinction between the social classes in Athenian society. Good archaeological and written evidence was used.
- (b) The better answers dealt very well with the degree of difficulty of the question, due to the lack of comparative evidence about the marriage customs of Spartan and Athenian women.
- (c) Here candidates were required to discuss the position and status of women in Sparta. The better responses were well informed, basing their responses on the available evidence. Average answers grappled with the idea of social position, were limited in scope and were confined to narrative rather than fact.

Question 21 – Pericles

- (a) *Briefly describe Pericles' political background.*
- (b) *How did Pericles use the office of strategos (general) to maintain political power?*
- (c) *Discuss Pericles' achievements in foreign policy.*

- (a) Here candidates were required to describe briefly Pericles' political background.

Many displayed a good knowledge of Pericles' upbringing and family background and referred to the influences of his political background.

- (b) Most answers obviously had difficulty in showing how Pericles, as strategos, maintained political power.

In the better answers, candidates analysed his social and political reforms as a way of maintaining political power. The better responses used a variety of both primary and secondary sources, while average responses were confined to a narrative of Pericles' achievements.

- (c) The better answers reflected a good understanding of the question and clearly distinguished between domestic and foreign policy. Average responses provided a narrative outline of the Peloponnesian War in an attempt to link these events to Pericles' personal achievements.

Question 22 – Alexander

- (a) *Briefly describe the educational influences on Alexander.*
- (b) *How did Alexander administer his empire?*
- (c) *To what extent was Alexander a military genius?*

Candidates were generally well prepared for this question.

- (a) The majority had prepared thoroughly for an 'influences' question and had no difficulty in discussing Alexander's education.
- (b) Most responses were limited to a discussion of Alexander's attempt to 'synthesise' his empire. The best candidates were able to discuss the cultural, religious and economic factors affecting his administration, and how these differed throughout the lands he conquered. These responses also used a variety of sources most effectively.
- (c) Candidates showed a thorough knowledge of a range of Alexander's battles. Average responses consisted of a description of tactics, whereas the better candidates were able to assess Alexander's 'generalship' and to question his 'genius'.

Question 23 – Cleopatra VII

- (a) *Outline Cleopatra VII's family background.*
- (b) *How did Cleopatra VII establish undisputed rule over Egypt?*
- (c) *How did the Battle of Actium contribute to Cleopatra VII's downfall?*

This question was not a popular choice, with a significant proportion of candidates choosing to respond to Question 28 instead.

- (a) Candidates experienced no difficulty in answering this question. They either discussed Cleopatra's immediate family background or gave an account of the Ptolemaic period. The better candidates gave a thorough account of both, showing an excellent understanding of Cleopatra's heritage.
- (b) Most candidates briefly described the relationship of Cleopatra VII with Caesar and Antony. The better candidates were able to discuss in detail the concept of the internal measures, both political and religious, taken by Cleopatra to consolidate her position.
- (c) The majority of candidates related fairly basic material about the Battle of Actium, and discussed, at length, the details of Cleopatra's death. The better candidates discussed the events of the period prior, during and after the battle which contributed to her downfall, such as the power struggle between Octavian and Antony and its effect on relations between Rome and Egypt.

PART H — ROME

Question 24 – Scipio Africanus

- (a) *Briefly describe the events that led to Scipio's appointment as leader of the Roman army in 210 BC.*
- (b) *What were the results of Scipio Africanus' victory at Zama both for himself and for Rome?*
- (c) *Why did the Romans regard Scipio as a 'great man'?*

Only a limited number of candidates attempted this question (much fewer than in previous years).

Those who attempted it possessed detailed knowledge of relevant source material and the majority used it very effectively.

- (a) The better answers, making a sound attempt to answer this part of the question, displayed a good knowledge of the events leading to Scipio's appointment in 210 BC as the leader of the Roman army. The weaker candidates revealed limited knowledge of either Scipio's family background or his military career.
- (b) The better answers showed a clear understanding of the issues raised by the question, namely 'results for himself and for Rome'. They argued convincingly about the role of Scipio at Zama and what the victory meant for both himself and Rome.
- (c) This question was usually answered very superficially. Few candidates were able to explain the concept of a 'great man'.

Question 25 – Caesar

- (a) *What positions did Caesar hold, up to his first consulship?*
- (b) *Discuss Caesar's military skills.*
- (c) *What were Caesar's main achievements for Rome?*

This was a popular question, with the better candidates effectively explaining, analysing and discussing all the parts.

- (a) On the whole, this part was well answered. Most candidates responded well to this part and often displayed detailed knowledge of Caesar's position up to his first consulship. Others, however, gave a chronological account of Caesar's political career.
- (b) This part elicited varying responses; the better candidates analysed and discussed Caesar's military skills by using examples of his campaigns. They also used primary sources to highlight Caesar's skills as a military leader. In weaker responses, candidates tended to adapt knowledge about Caesar's career and failed to discuss his military skills adequately. Moreover, they confined their answers to one particular campaign and simply gave a narrative account without effectively discussing his skills.
- (c) The better candidates gave a detailed description of Caesar's main achievements for Rome.

All candidates had a good knowledge of Caesar's reforms and the better answers discussed their implications for Rome. Few were able to deal adequately with the question asked ie. 'What were Caesar's main achievements for Rome?.'

Most candidates limited their answers to Caesar's reforms and showed little appreciation of their purpose.

Question 26 – Agrippina II

- (a) *Why did Agrippina II marry Claudius?*
- (b) *How powerful was Agrippina II during the reign of Claudius?*
- (c) *How and why did Nero plot against Agrippina II?*

This was a most popular question in the Personalities Section, second only to that on Hatshepsut, with Caesar a close third. It was pleasing to see so many responses demonstrating an excellent knowledge and understanding of source material, both primary and secondary, written and archaeological. These were generally used wisely and effectively, with little evidence of mere 'name-dropping', as has occurred in previous years.

- (a) The majority of candidates showed a good understanding of Agrippina's ambitions both for herself and for her son. They demonstrated a deep understanding of the role of imperial women and the means by which Agrippina sought to overcome its limitations.
- (b) Most candidates were able to define the nature of Agrippina's power, giving more than just a description of her influence over Claudius and analysing her use of patronage and other methods to promote her position and secure the succession of her son, Nero. Many also included extensive examples of her exercise of power, such as the use of the *carpentum* and other honours and titles bestowed upon her, throughout the reign of Claudius, not merely after the marriage.
- (c) Average responses were restricted to a narrative of the murder of Agrippina, the 'how' of the question, without discussing the full extent of Nero's 'plotting' against his mother. The better candidates gave a detailed analysis of the relationship between Agrippina and Nero from the outset of his rule, examining the full range of personal and political reasons for the growing rift between them.

Question 27 – The Christians in the Later Roman Empire

- (a) *Why did the Roman state persecute Christians in the Later Roman Empire?*
- (b) *How did the position of Christians change during the reign of Constantine?*
- (c) *How was the reign of Julian the Apostate a threat to the Christians?*

The responses to this question were an improvement on those of previous years.

- (a) This part presented little difficulty and most candidates were fully prepared to discuss the question.
- (b) The better candidates distinguished between religious, social and political change. Less able candidates confined their responses to a description of Constantine's conversion.
- (c) The responses to this part of the question were, on the whole, disappointingly weak. The better candidates were, however, able to question the extent to which the measures of Julian the Apostate were effective.

PART I – GENERAL

Question 28

- (a) *How important was his or her social position to the personality you have studied?*
- (b) *How successful was the personality in achieving his or her aims?*
- (c) *How has the personality you have studied been remembered in history?*

On the whole these questions were very poorly handled since candidates found it difficult to 'fit' their personality into a generic question.

In the better answers, candidates were able to identify the importance of the social position of their individual and to discuss this as a precursor to part (b).

In part (c) assessment or evaluation of the personality's legacy to history was limited to superficial narratives. Few candidates could discuss sources and evaluate the historical importance of a specific personality.

Candidates would be wise to avoid these questions.

Question 29

- (a) *What were the duties of the group you have studied within its society?*
- (b) *How did the group you have studied deal with the problems it faced within its society?*
- (c) *Evaluate the major achievements of this group.*

On the whole these questions were also very poorly handled. Candidates found it difficult to 'fit' their group into a generic question.

In the better answers, candidates were able to identify the duties of their specific group and to discuss their duties as a precursor to part (b).

In part (c) assessment or evaluation of the group's legacy was limited to superficial narratives.

Few candidates could discuss sources and evaluate the relevant information.

Candidates would be wise to avoid these questions.

Section III — Historical Periods

General Comments

The majority of candidates showed a good understanding of Syllabus requirements in this section. Some, however, based their answers on areas outside the period in question and this posed a problem, especially for the Egyptian periods, and in particular the New Kingdom periods, Questions 32 and 33.

It was felt that most answers were solid and comprehensive. An increasing number of candidates were able to use both secondary and primary sources in support of their arguments. There was an increase in the references to modern scholarship and the majority of candidates also made use of the source where it was given.

Again, the best responses this year were detailed, and analytical in their assessment of the questions asked. They were able to evaluate sources critically in order to support the arguments presented.

Average responses, even though their knowledge was comprehensive, tended to be narratives, with little or no attempt being made to grapple with the issues referred to in the question.

Weaker responses were often prepared answers that candidates tried to 'fit' to the question. Often much of the material was irrelevant, with little or no use being made of sources. Some tried to paraphrase the written evidence on the paper or to describe archaeological sources without making any link to the question asked.

PART J — EGYPT

Question 30 – Egypt to Dynasty VI

EITHER

- (a) *Use Source M and your own knowledge to answer the following. (Source M : Queen Meryre–Ankhenes and her son Pepi II)*

Discuss the status and historical importance of queens in the Old Kingdom period to Dynasty VI.

OR

- (b) *Assess the importance of trade to Old Kingdom Egypt.*

OR

- (c) *What factors contributed to the decline of Old Kingdom Egypt?*

This question was more popular this year, attracting a larger candidature than in previous years.

- (a) This part attracted only a small number of responses. The better answers discussed the development of the queen's roles throughout the Old Kingdom, giving due attention to both status and historical importance. The best answers provided a balanced argument, with comprehensive use of evidence, and referring to specific queens throughout the Old Kingdom. In these, candidates also discussed the opinions expressed in secondary sources. Average answers simply listed queens and tried to highlight their importance. The weaker responses made generalised comments, mainly about the queens' social roles. They could not distinguish between 'status' and 'historical importance' and made no reference to Source M at all.
- (b) The few responses to this question were mainly very weak. The better answers examined the reasons for trade in Old Kingdom Egypt and linked them to advantages brought to the country. Average responses listed commodities traded and the nations with which Egypt traded. No concrete evidence was cited in support of statements made. Weaker candidates listed a few commodities traded and merely stated 'Egypt needed to trade.'
- (c) This was the most popular and best answered option in this question. The better answers covered the main factors causing decline and linked such factors and the decline in their attempts to analyse and draw conclusions. The very best answers discussed the theories of various historians about the decline of the Old Kingdom and also incorporated personal responses. Average answers were limited in scope, comprising mainly a narrative with little reference to sources. Weaker responses presented a limited list of causes of decline, with little or no discussion and no reference to sources.

Question 31 – Middle Kingdom Egypt: Dynasty XI-XII

EITHER

- (a) *Use Source N and your own knowledge to answer the following. (Source N : Tomb of Khnumhotep: a Nomarch)*

To what extent did the relationship between the nobles and the pharaoh change during Middle Kingdom Egypt? What were the results of this change?

OR

- (b) *Assess the contributions made to Middle Kingdom Egypt by any TWO of the following.*

- (i) *Amenemhat I*
- (ii) *Senwosret (Senusert I)*
- (iii) *Senwosret III (Senusert III)*
- (iv) *Amenemhat III*

OR

- (c) *How important was trade during Middle Kingdom Egypt? What did the pharaohs do to encourage it?*

Only a few scripts were presented for this question.

- (a) No answers were presented for this question.
- (b) Only one or two responses were received here. Overall the question was very poorly handled, with candidates having little or no knowledge about the kings named on the paper, and presenting a general narrative on the role of the pharaoh in an attempt to answer the question.
- (c) Again only a very small number of scripts were submitted. The question was poorly answered, with generalised comments about trade that were not specific to the Middle Kingdom.

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

EITHER

- (a) *Who were the Hyksos? How significant was their influence on the establishment of the early New Kingdom?*

OR

- (b) *Use Source O and your own knowledge to answer the following. (Source O : Stele Of Thutmose III)*

I had many ships of cedar built on the mountains of the God's land, near the city of the Lady of Byblos. They were put on carts, with oxen drawing them. They went in front of My Majesty, in order to cross that great river which flows between this foreign land and Naharin ... (I) crossed the great river that flows upside down (the Euphrates) in pursuit of him who had attacked him; at the head of his armies, seeking that vile enemy over the mountains of Mitanni, while he fled through fear to another land far away.

STELE OF THUTMOSE III

What contributions did Thutmose III make to the acquisition of the New Kingdom Empire?

OR

- (c) *Use Source P and your own knowledge to answer the following. (Source P : The Fortress of Buhen in Nubia)*

How important was Nubia (Kush) to the early New Kingdom Empire? How was it administered?

Questions 32 and 33 attracted most answers for the Egyptian/Near Eastern section of the paper.

- (a) This was a very popular question, attracting the majority of responses for Question 32. The better responses began with a detailed and well supported explanation of the origin of the Hyksos, including the opinions of various historians and an extensive use of primary sources. This was followed by comprehensive discussion of their 'influence' on the early New Kingdom, including not only material and technological developments but also psychological developments in the concept of being 'Egyptian'. The important impact on religion was also

considered. Average answers briefly dealt with identifying the Hyksos and provided long accounts of the wars of liberation and the Hyksos legacy of composite bow and chariot.

Weaker answers were restricted to a few examples of the impact of contact with the Hyksos mostly wheels, horses and chariots or bows and arrows, then became confused in the legends of the speared hippopotami. Some became involved in inappropriate moralising about the 'evil Hyksos'.

- (b) This question was a popular one. The better answers linked the military and diplomatic contributions of Thutmose III and clearly treated the concept of empire, including questioning its definition in relation to the New Kingdom. They showed a clear understanding of the term 'acquisition' and provided a detailed discussion of how Thutmose III extended and consolidated the empire. Average answers tended to list the achievements of Thutmose III; these were usually the battles. These responses were limited in terms of Thutmose III's strategies in maintaining the empire and made little attempt to refer to Source O. Below average responses recounted the Battle of Megiddo or attempted to paraphrase Source O.
- (c) There were very few responses to this question and, overall, scripts were generally weak, showing little knowledge of Nubia's importance or how it was administered. Most were simply a description of Source P.

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

EITHER

- (a) *Use SOURCE Q and your own knowledge to answer the following. (Source Q : Plan of the Malkata Palace)*

To what extent was the reign of Amenhotep a 'Golden Age'?

OR

- (b) *Discuss the expansion and maintenance of the Egyptian Empire in this period. In your answer refer to at least TWO pharaohs.*

OR

- (c) *Discuss the features and purpose of the building programs of Seti I and Rameses II.*

- (a) This was the most popular option in this question. Above average scripts dealt with the building program, foreign policy and religious policy of Amenhotep, as well as the contributions of his predecessors, and supported their answers with reference to source material. Excellent answers were able to make an assessment of 'to what extent', backing their answers with extensive primary and secondary sources. Average responses dealt at length with Amenhotep's building program, with brief mention of other achievements. These candidates believed that listing Amenhotep's achievements proved that it was a 'golden age'. Weaker responses could refer only to the palace and Source Q. 'To what extent' caused problems for all but the very good candidates.

- (b) Above average responses to this question gave a balanced argument, discussing both expansion and maintenance of the empire as well as giving good examples from the reigns of at least two pharaohs. Average answers tended to give details of the campaign of Rameses at Kadesh and Akhenaten's 'neglect' of empire, with little reference to the question. In weaker answers, candidates chose inappropriate pharaohs such as Tutankhamun and Horemheb and had difficulty in fitting them to the question.

Many candidates had prepared for a question on Akhenaten and tried to fit their information to this question. While detailed and comprehensive information on the Amarna period was given, based on a wide range of sources, much of it proved irrelevant to the question asked.

- (c) This was the least popular of the options for Question 33 and was, on the whole, not very well answered. Candidates seemed well prepared to write about Rameses II but not Seti I and, as a result, responses were often not balanced between the two kings. Many candidates failed to address the purpose of either pharaoh's building program, giving, instead, descriptions of a long list of buildings.

PART K — NEAR EAST

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

EITHER

- (a) *Use Source R and your own knowledge to answer the following. (Source R : Ashurnasipal and Attendants. Relief from North-West palace at Nimrud)*

Discuss the building programs of the Assyrian kings during this period.

OR

- (b) *How did the kings of this period deal with revolt? To what extent were they effective?*

OR

- (c) *Discuss the changes that Tiglath-Pileser III introduced to the Assyrian Empire. How effective were they?*

The questions on the Assyrians were not as popular this year as in past years.

- (a) Very few candidates attempted this question.
- (b) Most candidates answered this option, but, in general, answers were not of a high standard. 'Deal with revolt' was usually answered by giving a list of atrocities committed through a 'policy of frightfulness' with little reference to the actions of individual kings. The 'effectiveness' of the kings' actions was mainly dealt with by the better candidates.
- (c) Very few candidates attempted this question.

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

EITHER

- (a) *Use SOURCE S and your own knowledge to answer the following. (Source S : King Esarhaddon holding two royal captives on leashes)*

How typical was Esarhaddon of Assyrian kings of this period?

OR

- (b) *Why was the control of Babylon important during this period? How successful were the Assyrian kings in dealing with Babylon?*

OR

- (c) *To what extent was the failure to settle the succession a factor in the collapse of the Assyrian Empire?*

This was the most popular of the questions on the Assyrian periods, but it attracted only a very small candidature.

- (a) This was the most popular of the three options for this question. In the better responses, candidates compared Esarhaddon to other kings of the period and made an assessment of his reign. Ample source material, both ancient and modern, was quoted and Source S was used well. Weaker responses were not specific in describing the rule of Esarhaddon and merely provided a narrative of the kings from 721-609 BC.
- (b) This was the least popular of the options for this question and was not very well answered, attracting average to below average responses. Generally answers were a narrative of the campaigns against Babylon, with little real analysis of the success of the Assyrian kings in dealing with it.
- (c) This was the second most popular of the options for this question. Most candidates discussed the problems of succession in detail. The better responses placed the failure to settle the succession in the context of all the other factors that led to Assyria's collapse.

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

EITHER

- (a) *Describe Solomon's achievements. Assess their importance for the subsequent religious and political development of his kingdom.*

OR

- (b) *Compare the achievements of Hezekiah and Josiah.*

OR

- (c) *How did the geographical location of Israel and Judah affect their history during this period?*

- (a) This option was attempted by very few candidates.
- (b) Here, the better responses were able to focus on the achievements of both leaders and use a wide variety of primary and secondary sources in support of their arguments.
- (c) The better candidates focused on Israel as the dominant power, both economically and politically, and also recognised the inadequacies of Judah's location and her economic limitations.

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

EITHER

- (a) *What contribution did TWO of the following make to the Persian Empire?*
 - (i) *Cyrus II (the Great)*
 - (ii) *Cambyzes*
 - (ii) *Darius I*

OR

- (b) *Use Source T and your own knowledge to answer the following. (Source T : Excerpt from Diodorus Siculus 1.46.4)*

Now the buildings of the temple survived down to rather recent times, but the silver and gold and costly works of ivory and rare stone were carried off by the Persians when Cambyzes burned the temples of Egypt; and it was at this time, they say, that the Persians, by transferring all this wealth to Asia and taking artisans along from Egypt, constructed their famous palaces in Persepolis and Susa and throughout Media.

EXCERPT FROM DIODORUS SICULUS 1.46.4

How important were Babylon and Egypt to the Persian Empire?

OR

- (c) *What problems faced the Persian Empire in the fourth century BC? To what extent were they solved?*
- (a) This was a very popular question and attracted the majority of responses. Above average responses attempted to make an historical interpretation of sources and evaluated the contributions from their own perspectives, using scholarly opinion in support of their views. Average responses listed the crucial contributions of each of the kings they chose to discuss and also included some cross-referencing to primary sources. Weaker responses gave a basic historical account of the major events or controversial issues appertaining to this period without really deciding what were the contributions that each king made to the Persian Empire as a whole.

- (b) Only a few candidates attempted this question which attracted weaker responses. Candidates tended to reword the Source T material in an attempt to construct an answer. Some better responses provided a limited, but superficial, discussion of the importance of Babylon and Egypt to the Persian Empire.
- (c) Only a few students attempted this option.

PART L — GREECE

General Comments

The majority of candidates showed a good understanding of the questions, and provided a satisfactory response. The better candidates demonstrated superior skills of analysis and were able to evaluate critically and provide sources in support of their arguments.

The information in the average responses was sound, but they tended to be more narrative, making little attempt to analyse the issues raised in the question.

Weaker or poor responses were often prepared answers that showed little relation to the question or provided significant sections of irrelevant material. Some responses in this category, although relevant, were brief, being based on insufficient information.

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

EITHER

- (a) *What were the causes of Greek colonisation? In your answer, refer to at least TWO colonies.*

OR

- (b) *What were the main causes of the rise of tyranny in the Greek world?*

OR

- (c) *Use Source U and your own knowledge to answer the following. (Source U : Plutarch, Solon, 16)*

At first, however, his policy did not please either party. The rich were very angry at being deprived of their securities, and the poor even more so, because Solon did not carry out a redistribution of the land, as they had expected.

PLUTARCH, SOLON, 16

How successful was Solon in dealing with the economic and social problems of Athens?

- (a) This straightforward question was the most popular option, but it elicited many prepared responses. The best responses were effectively structured and illustrated by numerous examples of archaeological and written evidence relating to many colonies. A number simply gave the general causes, making only passing mention of colonies. Poorer responses failed to appreciate the difference between mother-city and colony.

- (b) This question was answered well by candidates who used secondary opinions and primary sources to support their arguments.
- (c) Fewer candidates selected this option. Many wrote about Solon's political reforms without attempting to relate them to the question asked.

Question 39 – The Greek World: 500-450 BC

EITHER

- (a) *Discuss the reasons for Greek victory in any TWO of the following battles.*
 - (i) *Marathon*
 - (ii) *Salamis*
 - (iii) *Plataea*

OR

- (b) *Discuss the purpose and activities of EITHER the Peloponnesian League OR the Delian League during this period.*

OR

- (c) *Use Source V and your own knowledge to answer the following. (Source V : An ostrakon with the inscription 'Out with Themistocles')*

Outline the political changes in fifth century Athens from Themistocles to Ephialtes. What was the most significant political change in this period?

- (a) This question attracted the most responses in the Greek section of the paper.

Although the question was straightforward, the requirement to discuss the reasons for the Greek victory in only TWO battles troubled some students. The best answers displayed superior knowledge of the battles listed and provided a balanced response with comprehensive use of evidence, referring to specific reasons linked to each of the battles. Some candidates used a thematic approach in answering. Average responses listed a few basic reasons for the Greek victory, without any analysis or with little attempt to examine other issues. The weaker responses either listed few basic reasons without linking the information to specific battles or confused the details of battles.

- (b) This was also a popular question and candidates successfully examined the purpose of the Delian League and its activities. The best responses displayed superior knowledge of the Delian League and examined how some activities were contrary to the purposes of the League while others were within the original aims of the League.

Average candidates listed some of the activities of the Delian League but could not always relate these to the purpose of the League.

- (c) There were very few attempts to answer this question, and, on the whole, candidates showed poor knowledge of the period and the political changes in Athens from Themistocles to Ephialtes.

Question 40 – The Greek World: 460 – 399 BC

EITHER

(a) *What methods were used by Athens to create her empire?*

OR

(b) *Discuss the impact of any TWO of the following individuals on the course of the Peloponnesian War.*

(i) *Cleon*

(ii) *Nicias*

(iii) *Alcibiades*

(iv) *Lysander*

OR

(c) *How important was the Sicilian Expedition in the defeat of Athens in the Peloponnesian War?*

- (a) This was the least popular option in Question 40. Many students had great difficulty in focussing on the term ‘create’, often spending most of their answer in dealing with events from 488/7 BC, leaving very little time for dealing with the question’s stipulated period. The stronger answers dealt well with the Athenians’ formation of a land empire, linking it with Athens’ sea empire. They also covered well the Athenians’ increasing control of members’ internal affairs through devices such as cleruchies and garrisons.
- (b) The most popular option of Question 40, this question saw the strongest candidates dealing very successfully with the concept of the impact of an individual on the course of events. Most of these answers gave good coverage to each man chosen, although some of the weaker candidates concentrated too much on one individual while almost ignoring the other. Such answers cannot receive high marks. The weaker responses merely gave a narrative (sometimes very detailed) of events involving two of the four individuals, with no attempt at all to relate it to the concept of impact.
- (c) The strongest responses dealt excellently with the idea of the importance of a specific episode in history. They demonstrated clearly the link between the Sicilian Expedition and the problems faced concurrently and subsequently by the Athenians, distinguishing between what merely followed the expedition and what was causally linked with the events in Sicily. These candidates also discussed those reasons for the Athenians’ defeat not connected with the expedition, assessing the relative importance of each aspect, thus dealing with the ‘How....?’ of the question. The weakest responses merely provided a narrative of the events leading up to the expedition and of the expedition itself.

Question 41 – Fourth Century Greece

EITHER

- (a) *Discuss the Battle of Leuctra and its consequences for EITHER Spartan OR Theban hegemony during this period.*

OR

- (b) *What problems did Philip II face at his succession? How did he overcome these problems?*

OR

- (c) *What were Alexander's aims in attacking the Persian Empire? How successful was he in achieving these aims?*

- (a) Very few candidates chose this option from Question 41, most retelling the story of the battle and what followed, often making no clear choice between the Spartan and the Theban hegemonies. The better answers demonstrated clearly the significance of Leuctra in the whole context of the hegemonies, referring to the importance of individual leaders and shifting alliances but concentrating on their chosen polis.
- (b) This was the most popular option. The strongest candidates focused their attention on the early years of Philip's reign, demonstrating clearly both the ways in which Philip sought to solve problems and the consequences of his acts. Weaker answers followed an account of the problems that arose at his accession with a continuing narrative (sometimes with reference to further problems) right down to his assassination.
- (c) Weaker candidates provided a general account of Alexander's reign, making little direct reference to his aims at all. Stronger answers concentrated competently on his aims in attacking the Persian Empire, then followed with a clear discussion of his actions and of their varying consequences. This included appropriate reference to the problems occasioned by his aims.

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

EITHER

- (a) *Why was no single one of the Diadochi (Alexander's successors) able to control the whole of Alexander's empire?*

OR

- (b) *Why did Greece fall under Roman administration?*

OR

- (c) *How were the political structures and administration of Ptolemaic Egypt influenced by Greek rule?*

No candidates attempted this question.

PART M — ROME

General Comments

All questions were attempted. The most popular by far was 46(a) on Augustus, followed by 45(a) on the Senate. Answers were generally characterised by the use of both modern and ancient sources. The best answers blended the sources into their analysis, but many simply used sources for gratuitous assertion. Some bracketed ancient and modern historians together, for instance Tacitus and Scullard were often cited as the source for the same point. Too often undisputed events were sourced, while contentious opinions remained unsupported.

Question 43 – Early History of Roman to the End of Rome’s Wars of Expansion

EITHER

(a) *Why were the Romans successful in their conquest of Italy?*

OR

(b) *Who was responsible for the outbreak of the Second Punic War?*

OR

(c) *Discuss the main features of the Roman political system during this period.*

(a) While the better candidates analysed Rome’s successful conquest of Italy, many simply narrated events.

(b) The better responses examined the ‘responsibility’ for the Second Punic War and propounded a point of view supported with relevant information and sources. Many candidates, however, reproduced a prepared response that did not answer the question.

(c) Very few candidates attempted this question. Those who did so wrote about the ‘Struggle of the Orders’ and did not answer the question.

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

EITHER

(a) *What were the main economic, social and cultural changes that resulted from Rome’s wars of expansion?*

OR

(b) *What was Gaius Gracchus’s reform agenda? Why was he killed?*

OR

(c) *How did the career of Marius undermine the authority of the Senate?*

- (a) Few responses to this question addressed the question of ‘main’ changes. There was also a tendency to regress to the previous period and describe the wars of conquest. Some candidates attempted to adapt to this question their prepared answer on the Gracchi.
- (b) This was the most popular option in this question. There were some excellent answers which saw the possibility of interpreting the term ‘agenda’. The second part of the question was often neglected or treated as an afterthought. Again, some candidates tried to adapt this question to suit their information on Tiberius Gracchus.
- (c) There were few responses to this question. The better answers gave a balanced analysis of the impact of Marius’ career, but a number of candidates mistakenly saw the question as an opportunity to outline his career, with emphasis on his military reforms.

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

EITHER

- (a) *Discuss the extent of the authority and influence of the Senate from 78 to 49 BC.*

OR

- (b) *Why did Pompey lose the Civil War?*

OR

- (c) *Why did the Second Triumvirate fail to be an enduring alliance?*

- (a) This was the most popular option for this question. The better answers discussed the period by analysing the authority and influence of the Senate. Very few candidates attempted to differentiate between ‘authority’ and ‘influence’. The scope of the question elicited some responses which were obviously prepared answers on the early career of Pompeius, the First Triumvirate and Caesar’s career.
- (b) This question proved difficult for most candidates. The majority of answers were attempts to adapt prepared answers on the career of Pompeius, or Caesar’s role in the civil war.
- (c) This question attracted candidates who had prepared to answer a question on the First Triumvirate. Very few responses came from those who had studied and prepared this period.

Question 46 – Augustus and the Julio-Claudians

EITHER

- (a) *Use Source W and your own knowledge to answer the following. (Source W : Augustus, Res Gestae)*

After this time (28/27 BC) I excelled all in influence, although I possessed no more official power than others who were my colleagues in the several magistracies.

AUGUSTUS, RES GESTAE

How far is Augustus’ statement an adequate assessment of the basis of his rule?

OR

- (b) *Discuss TWO of the following during the reign of Tiberius.*
- (i) *Treason trials*
- (ii) *The praetorian guard*
- (iii) *The equestrian order*

OR

- (c) *What role did the army play in maintaining the rule of the Julio-Claudian emperors?*
- (a) This question was by far the most popular option in Part M. There were some outstanding responses which combined coherent argument with analysis based on pertinent sources. Many candidates failed to analyse the source provided and presented, instead, a narrative of Augustus' achievements. Too many candidates uncritically agreed with this source and displayed little knowledge or awareness of the details of the early principate.
- (b) This option was not attempted by many candidates. The most popular combination was provided by the first two alternatives. Some candidates retold 'I Claudius'. Only a small number presented an answer that showed their grasp of this period.
- (c) Very few candidates attempted this question. Few could differentiate between the army and the praetorian guard. Augustus was mistakenly included as a Julio-Claudian emperor.

Question 47 – Roman Empire: AD 68-250

EITHER

- (a) *What were the main frontier problems of the Flavian emperors? How successful were they in solving these problems?*

OR

- (b) *Compare and contrast the administration of the Roman Empire by Trajan and Hadrian.*

OR

- (c) *Discuss the relationship between the emperors and the Senate during the period of the Antonine and Severan emperors.*
- (a) Few candidates attempted this question. Of those who did, most discussed frontier problems but did not address the second part of the question.
- (b) A small number of candidates attempted to contrast and compare Trajan and Hadrian but most interpreted 'administration' to mean only 'the frontiers of the Roman Empire'.
- (c) Very few candidates attempted this question. The majority struggled with the necessity of including both Antonine and Severan emperors. Some candidates could write only about the 'good' emperors.

Question 48 – The Later Empire: AD 25 – 410

EITHER

(a) *Discuss the army reforms of Diocletian.*

OR

(b) *Discuss the frontier policies of any TWO emperors from Constantine I to Theodosius I.*

OR

(c) *Why was Alaric able to sack Rome in AD 410?*

Very few candidates attempted this question; the majority of those who did, chose (a). Their responses ranged from a thorough discussion of the army reforms of Diocletian to a basic outline of his reforms.

3 Unit (Additional)

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

Question 1

Discuss briefly TWO of the following, (a) to (f). Make particular reference to archaeological evidence and to any accompanying figures.

- (a) *Discuss the main features of the Giza pyramid complex. (Source A : The Pyramid Complex at Giza)*
- (b) *What do Old Kingdom tombs reveal about the activities of nobles and officials?*
- (c) *What do the tombs of nobles reveal about Old Kingdom funerals?*
- (d) *What do New Kingdom tombs reveal about the lives of women other than queens?*
- (e) *Describe the leisure activities of New Kingdom noblemen. (Source B : A blind harpist from the Tomb of Nakht).*
- (f) *What do the tombs of New Kingdom nobles and officials reveal about foreign contact? (Source C : Nubians. From the Tomb of Sobekhotep).*

- (a) The better responses emphasised the religious significance of the Giza pyramid complex and, in addition to the royal complex, mentioned mastabas, the solar barques and the sphinx. The poorer responses comprised a limited description, mainly of the Khufu complex. This was the most popular choice in this part.
- (b) Many candidates were able to refer to a variety of nobles' tombs, such as those of Ptah-hotep, Mereruka, Tiy and Kagemni. Their titles, activities and administrative significance were discussed in relation to those of the pharaohs in Old Kingdom society. The poorer responses made no attempt to cite specific tombs and had no real idea of the array of activities undertaken by nobles and officials. This was the second most popular choice by candidates.
- (c) Many of the better responses referred to specific tombs when discussing an Old Kingdom funeral service. The tombs of Ankhmahor, Debehni, Mereruka and In-Snefru-Ishtef were cited, as were secondary sources such as Wilson.
- (d) The very best answers referred to specific evidence in tombs such as those of Ramose, Kenamun, Menna, Nakht and Rekhmire. A discussion of women's status, activities and a general depiction of their lives was characteristic of the latter. The poorer responses tended to give a very general overview of everyday life for women and did not cite any tomb references.
- (e) The best answers went far beyond a discussion of Source B, showing a good understanding of changing leisure patterns over the 18th and 19th dynasties. These candidates cited evidence from at least three other New Kingdom tombs, whereas the poorer responses merely dwelt on Source B and resorted to fictional tomb-naming.

- (f) Most candidates were able to discuss the area of foreign contact by citing at least two other tombs, especially those of Ahmose and Rekhmire. The poorer responses had little knowledge of New Kingdom imperialism and what foreign contact entailed for Egypt. Some referred to the Amarna letters as tombs and incorrectly cited Old Kingdom tombs as belonging to the New Kingdom.

Question 2

Answer ONE of the following, (a) to (c).

- (a) *What do the tombs of the Old and New Kingdoms reveal concerning the Egyptians' use of their natural resources?*
- (b) *Discuss the differences in tomb structure in both Old and New Kingdom Egypt. How do you account for these differences?*
- (c) *Referring to specific evidence, compare Egyptian beliefs in the afterlife in both the Old and New Kingdoms.*
- (a) This was the least commonly answered question in this section and included the weakest responses. There was confusion about what the question was asking and frequent inability to distinguish between natural resources and the economy of Egypt. Very few candidates were able to give detailed answers that included a range of natural resources.
- (b) This part was the most popular and best answered of all. In this question, candidates tended to know more about the Old Kingdom than the New Kingdom. Some students struggled to include the whole range of royal, noble and common tombs from both Old and New Kingdoms. Many cited source material accurately and appropriately, obviously as the result of wide reading and knowledge of current theories. There was a significant decline in the tendency to fabricate evidence that had marred some responses in the past. Candidates seemed to understand mastabas better than rock-cut tombs. Rock-cut tombs occurred in both the Old and the New Kingdom.
- (c) There were slightly fewer answers to this question than to part (b). Candidates showed an impressive depth of understanding and referred to a wide scope of evidence. Some, however, were unable to link religious practices to religious beliefs and were prone to confuse Old and New Kingdom features.

On the whole, a rise in the knowledge level of the candidates was evident and there was a much more accurate reference to tombs. There seemed to be more attempt at sustained argument and less reliance on descriptive responses.

Section II — The Athenian Agora from Mycenaean Times to AD 267

Question 3

Discuss briefly TWO of the following, (a) to (f). Make particular reference to archeological evidence and to any accompanying figures.

- (a) *What does evidence from the Agora reveal about Peisistratid rule in Athens?*

- (b) *Discuss the functions and importance of boundary stones in the Agora.* (Source D : Agora Boundary Stones c. 500 BC)
- (c) *What was the function and importance of the Stoa Poikile (Painted Stoa)?* (Source E : The Stoa Poikile)
- (d) *Discuss commercial activity in the Agora.* (Source F : An assortment of official measures for grain and nuts, 5th to 2nd centuries BC)
- (e) *What part did the Agora play in the military life of Athens?*
- (f) *What effect did the Herulian attack on Athens in AD 267 have on the Agora and its role in Athenian life?*

Although there was a small drop in the number of candidates attempting this option this year, the quality of the answers remained high, with candidates displaying a great depth of knowledge about the Athenian Agora.

- (a) This question tested candidates' knowledge of sixth century tyrants and their reigns and contributions to the Athenian Agora. The better candidates displayed a comprehensive knowledge of the reigns of the tyrants Peisistratos, Hippias and Hipparchos and proved to be very knowledgeable about the expansion of the Agora at this time, as well as the building programs of these tyrants. The better candidates dealt with The Altar of the Twelve Gods, The South-East Fountain House, Building F and The Panathenaic Way and discussed the lawcourts. Less able candidates confined themselves to the main contribution of Peisistratos, namely the South-East Fountain House.
- (b) Here, candidates showed an excellent knowledge of the functions and purpose of the boundary stones of the Agora. Good discussion was provided on the twofold purpose of these stones, ie religious and practical. Less able candidates confined themselves to a description of the boundary stones.
- (c) This question proved to be very popular and some excellent responses were received. Candidates wrote knowledgeably about the function and purpose of the Stoa Poikile (Painted Stoa) in the Athenian Agora, including excellent detail and making good use of written sources. The better candidates distinguished the fact that, unlike other stoas in Athens at this time, the Painted Stoa was not built for any specific purpose but served the needs of the populace in a variety of ways.
- (d) This question also proved to be popular, but many candidates included too much detail for a question of this type. The source given on the paper, Source F, depicting the assortment of official measures for grain and nuts, should have been used as an indication of the sort of information required to answer the question ie. information on official weights and measures and market regulations.
- (e) Candidates wrote knowledgeably about the role the Agora played in the military life of Athens. The better answers included information on the buildings connected with the military, such as the Strategeion, and the Hipparcheion, the lists of ephebes and the many artifacts that have been excavated that were associated with military training, especially those pertaining to the cavalry.
- (f) This was a straightforward question that attracted a small number of candidates. They dealt adequately with the Herulian attack of AD 267 which changed the Athenian Agora so drastically.

Question 4

Answer ONE of the following, (a) to (c).

- (a) *What do the physical remains of the Agora reveal about Athenian social activities and everyday life?*
- (b) *To what extent was the Agora a centre for legal practice in Athens?*
- (c) *What changes to the layout and use of the Agora were made by the Romans?*

- (a) This was the second most favoured question to be attempted. The better prepared candidates dealt separately with social activities and everyday life and were able to distinguish correctly between regular everyday occurrences, eg shopping or fetching water, and less regular important social occasions, such as the Panathenaic Festival. These students linked at least one major archaeological find with each activity and supplemented each point with a wide range of ancient authors and modern historical opinion. Where there is uncertainty regarding one archaeological interpretation, eg the exact location of the main law court in the Agora, these students were able to outline the problem. Finally the better students illustrated their important points with relevant quotations from ancient writers, eg the discrepancy between the account of Thucydides and Plutarch as to the location of the Ennaekrounos.

The less well prepared candidates treated social activities and everyday life as being one and the same. They used little archaeological evidence and mostly dealt with the question as ‘a day in the life of the Agora’. These students dealt with only a limited number of social or everyday activities. Most of their answers were very short and contained a great deal of repetition to fill up space.

- (b) This was the most popular answer. In the best of these responses, candidates not only explained legal procedures in Athens but also effectively identified all the main archaeological evidence and traced the changes to legal practice in Athens. These responses were complemented with quotations from relevant ancient writers and the opinions of modern authors, eg the exact location of the Heliaea. A small number of the best candidates defined ‘extent’ by referring to the period of the Delian League when the legal system in Athens was also used by litigants from outside Attica. Evidence was wide and varied and correctly identified legal practice within the Agora.

The poorer responses did not define ‘extent’ but concentrated on the Heliaea and gave long instructions for both the operation of the klepsydra and klerateria. There was no reference to the legal functions of the Royal Stoa, prison, Metroon or Eponymous Heroes.

- (c) This question was less popular, but the majority of those who chose it addressed both parts well and supported their remarks with references to both ancient written sources and archaeological evidence. The best answers dealt not only with the physical changes made to the Agora from 50 BC onwards but also conveyed the subtle changes in use and importance of the Agora when it lost its political and economic functions and became a Roman provincial centre for education. Some candidates even differentiated between the use made of the Agora by native Athenians as opposed to that made by the Romans during the later Roman period.

At the opposite end of the scale, candidates discussed most of the architectural and boundary changes to the Agora but dealt only with the time-frame from Augustus onwards and did not mention the changes to usage or emphasise the romanisation of Athens. Few ancient authors or quotations were used in support of these candidates’ arguments.

Section III — Roman Britain AD 43 – 410

Question 5

Discuss briefly TWO of the following, (a) to (f). Make particular reference to archaeological evidence and to any accompanying sources.

- (a) Explain the main features and uses of baths in Roman Britain. In your answer, refer to specific sites. (Source G : Restoration of the Jewry Wall bath house)*
- (b) Discuss the Roman occupation of Wales.*
- (c) What does the evidence reveal about trade? (Source H : A Roman coin hoard)*
- (d) What do we know of the diet, clothes and equipment of soldiers on the frontiers of Britain? (Source I : Vindolanda tablets)*
- (e) How successful was Hadrian's Wall in achieving its purpose?*
- (f) What evidence is there for Mithraism in Roman Britain?*

There was a slight decrease in the number of candidates studying Roman Britain in 1999. The standard of answers was generally pleasing, as nearly all responses related directly to the questions. The better candidates were able to analyse the issues and referred to the available written and archaeological evidence in support of their arguments. Many candidates referred to events or provided descriptive responses whilst referring to the sources. Weaker responses were generally brief, were unable to place events in their context, showed little understanding of the relevant issues and made no reference to sources. To gain the better marks, candidates should do more than write a brief description or narrate an event.

- (a) This was a popular choice and was generally well answered. The better responses provided detailed explanations of both the features and uses of baths. These answers made reference to a variety of archaeological sites apart from Bath and also made effective use of secondary sources such as Millett and Salway. Average candidates provided a tour of a bathing complex, explaining some of the features and detailing some of the uses for baths in Britain. The weaker candidates merely provided a tour of the baths.
- (b) There were fewer responses to this question and the standard varied. It was apparent that some candidates had little knowledge of British geography as Wales was frequently confused with Scotland. The majority gave a brief description of military campaigns and involved little or no reference to the sources. Many appeared to be prepared answers on Agricola in Wales.
- (c) This was a less popular choice, but there were some excellent responses on trade. Most candidates showed that they had a sound knowledge of the topic. The better candidates examined a range of evidence relating to trade, including the coin hoards of Source H, tin, lead, glass, samian as well as other pottery. Some answers revealed excellent knowledge of trade in Britain and throughout the Empire. They were able to argue convincingly the changing patterns of trade in Roman Britain and were impressive in their use of evidence, level of argument and strong conclusions. Average candidates described items of trade and provided a few limited examples.

- (d) This was a less popular choice. Average candidates described the diet and clothes of soldiers, with some reference to Source I. The better candidates referred to the inscriptional evidence of tombstones and particular archaeological sites as well as demonstrating detailed knowledge of Vindolanda. These responses not only described the evidence but also analysed it..
- (e) This was the most popular question here and there were some excellent answers. Most candidates showed that they had a sound knowledge of the reason for the building of Hadrian's Wall; many, however, experienced difficulty in analysing the success of the Wall.

The weaker candidates described the Wall and how it was built, but were unable to explain purposes other than keeping the barbarians out. The better candidates developed a lucid argument, discussed the many reasons for its building, examined the different interpretations of its purpose, and made excellent reference to modern scholars such as Salway, Breeze and Dobson.

- (f) This was a popular choice and there were some excellent answers. The better responses included extensive and detailed knowledge of Mithraic sites in Britain, combined with a clearly expressed argument and analysis of the evidence. The weaker candidates provided some descriptions of Mithraic practices, making limited reference to archaeological sites.

Question 6

Answer ONE of the following, (a) to (c).

- (a) *How did the Britons resist invasion and occupation of their country by the Romans?*
- (b) *Discuss what controls the Roman emperor exercised over the action of governors.*
- (c) *How thoroughly did Britain become Romanised?*

Although there were fewer responses to this section of the paper than last year, most candidates presented well expressed discussions which showed a detailed knowledge and understanding of the topic. It was encouraging to note that a wide range of archaeological evidence was used to support the opinions presented. There was, however, less use of written evidence. The questions also provided an opportunity for candidates to show what they knew and understood about Roman Britain and, as a result, the standard of responses was generally much better than in past years. The better responses presented a clear analysis of the main issues, and some of these attempted to discuss the events from the Celtic perspective.

- (a) There were many attempts at answering this question. Most candidates confined their responses to the first century AD, while only a few attempted to show that Celtic resistance continued throughout the whole period of Roman Occupation.
- (b) Very few candidates answered this part.
- (c) This was a popular choice. Most candidates were able to give a detailed description of many aspects of Romanisation of Britain including towns, villas, language, religion and client kings. The better responses provided both archaeological and written evidence and made an attempt to show that Romanisation was limited mainly to the south-east of the province of Roman Britain.

Section IV — The Kingdoms of Israel and Judah

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

Discuss briefly TWO of the following, (a) to (f). Make particular reference to any given passages from Kings, Chronicles, Ezra and Nehemiah.

- (a) Assess the significance of the reign of Jeroboam I.

When he (the Lord) had torn Israel from the house of David they made Jeroboam the son of Nebat king...The people of Israel walked in all the sins which Jeroboam did; they did not depart from them, until the Lord removed Israel out of his sight, as he had spoken by all his servants the prophets...

2 KINGS 17:21–23

- (b) Explain relations between Israel and Moab during the Omrid dynasty.

- (c) What were the results of the alliance between Israel and Judah?

Jehosh'aphat the king of Judah returned in safety to his house in Jerusalem. But Jehu the son of Hana'ni the seer went out to meet him, and said to King Jehosh'aphat, 'Should you help the wicked and love those who hate the LORD? Because of this, wrath has gone out against you from the LORD...'

2 CHRONICLES 19:1–2

- (d) Explain the significance of Ahaz's actions.

In the seventeenth year of Pekah the son of Remali'ah, Ahaz the son of Jotham, king of Judah, began to reign. Ahaz was twenty years old when he began to reign, and he reigned sixteen years in Jerusalem. And he did not do what was right in the eyes of the LORD his God, as his father David had done, but he walked in the way of the kings of Israel.

2 KINGS 16:1–3

- (e) Discuss Jehoiachin's presence in Babylon.

Jehoi'achin was eight years old when he began to reign, and he reigned three months and ten days in Jerusalem. He did what was evil in the sight of the LORD. In the spring of the year King Nebuchadnezzar sent and brought him to Babylon, with the precious vessels of the house of the LORD, and made his brother Zedeki'ah king over Judah and Jerusalem.

2 CHRONICLES 36:9–10

- (f) What use did the Chronicler make of Persian documents in Ezra and Nehemiah?

The most popular choices by candidates were (a), (c) and (d). The very best candidates were able to present balanced responses by using both Biblical and modern references. Little attempt at evaluation was made in the poorer responses which focused on the set books, Kings — Chronicles, and never ventured beyond.

Question 8

Answer ONE of the following, (a) to (c).

- (a) *With reference to specific examples, compare the ways in which the kingdoms of Israel and Judah reacted to foreign influences.*
- (b) *What can be learnt from the records of the position of women in Hebrew society?*
- (c) *What were the problems involved in the re-establishment of Judah after the Exile? How were they overcome?*

In this question, the most popular choice by candidates was (a). Many were able to give detailed comparisons of the reaction of Israel and Judah to foreign influences. These reactions went beyond the political sphere to economic and religious influences. Ample reference to primary and secondary sources was also a strong feature of the better responses to this question.

Section V — The Peloponnesian War

Question 9-Set Books – Thucydides

Discuss briefly TWO of the following, (a) to (f). Make particular reference to any given passages from Thucydides' History of the Peloponnesian War.

- (a) *What was the significance of the events at Pylos?*

When the Peloponnesians in Attica heard of the capture of Pylos, they immediately withdrew and returned home.

THUCYDIDES, IV.6

- (b) *Account for Thucydides' attitude to Brasidas.*

The Athenians also feared that their allies would revolt, since Brasidas was behaving with great moderation and was constantly declaring wherever he went that his mission was the liberation of Hellas.

THUCYDIDES, IV.106

- (c) *What does the Melian Dialogue reveal about Athens' attitudes to her allies and neutral states during the Peloponnesian War?*

The Melians are a colony from Sparta. They had refused to join the Athenian empire like the other islanders, and at first had remained neutral without helping either side; but afterwards, when the Athenians had brought force to bear on them by laying waste their land, they had become open enemies of Athens.

THUCYDIDES, V.84

(d) *What is Thucydides' attitude to the oligarchic revolution in Athens in 411 BC?*

Theramenes, the son of Hagnon, was also one of the leaders of the party that put down the democracy.

THUCYDIDES, VIII.68

(e) *How important for Athens was her alliance with Argos?*

(f) *What use does Thucydides make of speeches in his account of the Peloponnesian War?*

In this option many candidates were able to display their knowledge and outstanding skills in analysis and synthesis. They demonstrated good knowledge of the set text, but candidates are advised, however, that all gobbet responses require references to Thucydides.

- (a) This was by far the most popular choice. The better candidates provided a comprehensive knowledge of the significance of the events at Pylos, including its long-term significance, eg euphoria in Athens and the Sicilian expedition. These candidates also made good use of references from Thucydides and presented a balanced argument, eg in discussing the significance of events at Pylos for both Athens (Cleon's popularity, confidence led to defeats at Delium) and Sparta (Helot revolts, ceased annual invasions, sought peace to safeguard the return of prisoners). In average responses reference to some of the implications of Pylos made limited use of Thucydides' account. Weaker candidates simply narrated events at Pylos without discussing their significance.
- (b) This was a very popular question and was very well done. The better candidates presented a high level argument on Thucydides' attitude to Brasidas and were able to link a number of factors which influenced Thucydides, eg personal motives, quality of leadership, 'Periclean' features of Brasidas, contrast to Cleon. These candidates also utilised modern scholarship, eg Westlake. In average responses, candidates referred to some of the reasons for Thucydides' attitude and described Brasidas' actions. Weaker candidates failed to account for Thucydides' attitude and simply described Brasidas. Some prepared responses compared Cleon and Brasidas without any reference to the question.
- (c) This was a challenging question. The better candidates answered the question with detailed references from the Melian Dialogue and linked the main arguments in the Dialogue to the major issues such as power, might is right, justice, empire, and morality to demonstrate Athens' attitude to her allies and neutral states. These responses included an excellent understanding of the importance and purpose of the Melian Dialogue in Thucydides' work and were able to link this to events such as the Civil War in Corcyra, end of Plataea, the Mytilenean Revolt. Average responses discussed some of the issues and Athens' attitude to her allies and neutral states. Weaker candidates confused the Melian Dialogue with the Mytilenean debate or simply referred to Athens' attitude to other allies, eg Mytilene, without referring to the Melian Dialogue; some even repeated the quotation given without attempting to make any deduction about the Melian Dialogue.
- (d) Few candidates attempted this question. Of those who did so, the better candidates referred to passages in Thucydides that demonstrated his attitude to the Oligarchic Revolution in Athens in 411 BC. They also linked these to Thucydides' background, ideology, and outlook. Weaker candidates simply narrated some of the events in the Oligarchic Revolution. The majority of responses to this question were below standard.

- (e) This was the least popular question. Responses were generally below average and failed to show an understanding of the importance of Athens' alliance with Argos.
- (f) This was a popular question and was very well done. The better candidates made excellent use of Thucydides by referring to a number of speeches (including the Funeral Oration, Archidemus' speech, Corinthian speech) and how Thucydides uses them in his account of the Peloponnesian War. These candidates also utilised modern scholarship such as Usher, Adcock and Finley. Average responses referred to only two examples of speeches, giving limited analysis and interpretation. Weaker responses briefly narrated or described one or two examples of speeches without making any reference to the question.

Question 10

Answer ONE of the following, (a) to (c).

- (a) *What role did Corinth play in the outbreak of hostilities in 431 BC?*
- (b) *Why did Spartan strategy change during the course of the Peloponnesian War?*
- (c) *Did Sparta win, or Athens lose, the Peloponnesian War?*

There were a large number of excellent responses to this question and the standard was, on the whole, very high. The candidates demonstrated a sound knowledge not only of the text but of the whole period. They were also able to evaluate and analyse a wide variety of secondary sources. Weaker responses, of which there were not a great number, were lacking in knowledge of the whole period and presented broad generalisations, without analysing their significance.

- (a) This was by far the most popular question. The best candidates were able to discuss Corinthian/Athenian relations in the decades before the war, eg the incidents of Naupactus, Megarian defection and Samos. Use of argument from secondary sources was well presented and used to analyse how enmity developed before the war between Corinth and Athens over issues such as: Western trade, land trade through the Isthmus, distribution of pottery, the development of the navy and merchant shipping. Some candidates provided excellent arguments by also being able to link Corinth's role with that of both Athens and Sparta. A wide range of secondary sources was used in the better responses, eg de Ste Croix; Grundy; Connor; Ehrenberg; Cornford; de Romilly; Badian; Adcock.

Average responses tended to focus on the immediate involvement of Corinth, eg the incidents at Epidamnus, Corcyra and Potidaea, with some reference to the Megarian Decree, and the Assemblies held at Sparta. These responses also had a tendency to provide more narrative than analysis, although a range of secondary sources were used.

Below average responses generally provided little argument and provided a narrative account. Some responses limited their discussion to the Corinthian speeches and used these as their sole argument for Corinth's role in the outbreak of the war. Very few sources, other than Thucydides, were used.

- (b) This was the least popular question. The better candidates were able to define what Spartan strategy was at the beginning of the war and to examine those issues which forced changes in this strategy. They were able to sustain an argument by analysing the effect on Spartan strategy of the Plague, the Pylos/Sphacteria incident, the purpose of Brasidas' expedition, the death of Brasidas, the interlude after the Peace of Nicias, the influence of Alcibiades, Spartan/Persian relations and the role of Lysander. These better responses were also able to evaluate the arguments presented by a number of secondary sources, eg Westlake; Cawkerwell; Brunt; Kagan; Hornblower.

Average candidates did not treat the whole course of the war and some failed to discuss Sparta's strategy at the beginning of the war. Some tended to narrate the key strategic changes (eg Pylos, Thrace, Sicily, Decelea, Ionian War) but did not identify the reasons why these changes occurred.

Some below average responses read the question as 'Athenian strategy' not 'Spartan strategy' whereas others focussed on only one part of the war, eg Brasidas' activities. Either no reference was made to sources or sometimes irrelevant quotations from Thucydides were used.

- (c) This question gave the candidates an opportunity to argue either way. Excellent responses were able to support their choice of argument with evidence from Thucydides and secondary sources. A popular argument adopted in these responses was that Athens lost the war as a result of her mistakes (departure from Periclean policy, role of the demagogues, fickleness of the demagogues, relationship with her allies) and, thus, Sparta won by default. Some candidates provided the argument that Athens lost the war as a result of poor leadership and growing political instability. They successfully concluded this argument by analysing issues that occurred throughout the course of the war. Some of the best responses also argued a strong positive case in favour of the Spartans. They did this by focussing on Thucydides' themes and ideas. A wide range of both primary and secondary sources were used, indicating that the candidates had a broad knowledge of the whole period, eg Plutarch; Xenophon; Diodorus Siculus; Philistus; Kagan; Bury; Woodhead; Hammond; Powell; Sealey; Finley; Gomme.

Average responses concentrated on relating the results of the Sicilian Expedition, the role of Alcibiades up to Decelea and Sparta's alliance with Persia. Their conclusion, namely that Sparta won the war, was not achieved through any attempt at argument. A range of secondary sources was referred to but little evaluation was given.

The below average responses to this question were few. In these, candidates provided brief narratives without reference to either Thucydides or to any other sources.

Section VI — The Julio-Claudians

Question 11-Set Books – Tacitus, The Annals

Discuss briefly TWO of the following, (a) to (f). Make particular reference to any given passages from Tacitus' Annals.

(a) What problems did Augustus face in finding a successor?

To safeguard his domination Augustus made his sister's son Marcellus a priest and a curule aedile – in spite of his extreme youth – and singled out Marcus Agrippa, a commoner but a first-rate soldier who had helped to win his victories, by the award of two consecutive consulships; after the death of Marcellus, Agrippa was chosen by Augustus as his son-in-law.

TACITUS, Annals, I.3

(b) How does Tacitus view the character of Tiberius?

His (Augustus') appointment of Tiberius as his successor was due neither to personal affection nor to regard for the national interests. Thoroughly aware of Tiberius' cruelty and arrogance, he intended to heighten his own glory by the contrast with one so inferior.

TACITUS, Annals, I.11

(c) How does Tacitus judge Sejanus' influence on Tiberius?

(d) Discuss Tacitus' account of Claudius' invasion of Britain.

The war in Britain was in its ninth year. The reputation of Caratacus had spread beyond the islands and through the neighbouring provinces to Italy itself. These people were curious to see the man who had defied our power for so many years.

TACITUS, Annals, XII.36

(e) To what extent does Tacitus approve of Nero's attitude to the Christians?

First, Nero had self-acknowledged Christians arrested. Then, on their information, large numbers of others were condemned – not so much for incendiarism as for their anti-social tendencies.

TACITUS, Annals, XV.44

(f) What can be learnt from the Annals about Tacitus' opinion of the principate?

There was a slight increase in the number of candidates studying Tacitus in 1999.

The majority demonstrated that they had a solid understanding of Tacitus' text and were impressive in their attempts to use both the ancient and modern sources in arguing the issues.

The better candidates were able to place the extracts in their correct textual and historical location as well as substantiating their arguments by specific reference to modern scholars such as Shotter, Levick, Bauman, Weidemann, Griffin, Martin and Mellor. These candidates also demonstrated an ability to deal with complex political issues and were aware that criticism and analysis are integral to the successful answering of quotations. Candidates should be instructed not to 'name drop' ancient and modern sources, which should be used only to support or refute an argument. There were also a number of candidates who disadvantaged themselves by having almost illegible handwriting.

There were too many lengthy answers that attempted to be essays rather than comments on the extract or issue. Candidates should be reminded of the time constraints in this examination and that they need to give equal time to the quotation and to the period question. There are still too many candidates who are doing one quotation instead of two. There were also some candidates who wrote an essay that incorporated information on both quotations. Candidates need to be instructed that they are to label clearly and answer two separate quotations.

Less well-prepared candidates narrated the story rather than examining the issues.

- (a) This was a popular question. Generally, there was little analysis of the concept of succession or of the problems that Augustus faced. Most answers merely provided a narrative of the possible heirs and what happened to each of them. These responses showed a reasonable knowledge of the text of Tacitus, but no awareness of his views on this issue.

The better candidates were able to place the extract in context and explain the problems that Augustus faced. Some were able to argue that Tiberius really made the best candidate for the succession, despite Tacitus' attempts to discredit his capabilities. There were some excellent responses that made effective reference to Tacitus, other ancient sources and modern scholars.

- (b) This was clearly the most popular choice. Most of the candidates referred to issues such as Tiberius' accession, his jealousy of Germanicus, the treason trials, his relationship with Sejanus and the Senate. Many showed some awareness of Tacitus' 'agenda' in blackening Tiberius' character. The better candidates were able to examine the positive aspects of Tiberius' character such as his financial management, and gave a balanced assessment of the treason trials. The use of other primary sources and modern scholars to question the Tacitean interpretation of Tiberius was well done.

A large percentage of candidates did (b) and (c) as their combination of quotations.

- (c) This was a popular question and attracted a considerable amount of storytelling. Most answers provided a narrative of Sejanus' career rather than a discussion of his influence and Tacitus' use of Sejanus' influence to blacken Tiberius. The negative influence of Sejanus was frequently mentioned. Average and weaker candidates were unable to provide a balanced assessment of Sejanus' influence. The better candidates analysed how Sejanus influenced Tiberius as in the treatment of Agrippina and her family, Tiberius' retirement to Capri, and the growing power of the Guard. These answers did more than relate the story and made effective use of Tacitus' *Annals* and other sources to argue that Tiberius was not completely controlled by Sejanus.
- (d) There were only a few responses to this question and they were solid, detailed accounts of Claudius' invasion of Britain.

- (e) Average responses provided a lengthy narrative about the Christians and why they were blamed for incendiarism. They attempted to use Tacitus and to explain his view of Christians and his attitude to Nero. The weaker candidates made little attempt to explain his view of the Christians or of Nero. Instead, they gave an account of the Fire of AD 64 and concentrated on the Christians as scapegoats. The better candidates related the facts of this particular event to the wider picture that Tacitus paints of Nero. In their answers they examined and argued in detail Tacitus' portrait of Nero and his view of the Christians.
- (f) Many candidates were obviously hoping for a question on Tacitus' bias and tried to answer this question in that way. The better candidates provided a sophisticated argument, using examples and themes from the whole text to show that Tacitus did not approve of the Principate. They demonstrated their understanding of Tacitus' style, providing examples of the techniques used, such as damning asides, innuendo, contrast, substantial negatives that convey his opinions. The better candidates also contrasted their analysis of Tacitus with an examination of secondary sources such as Mellor, Martin and Syme. The average to weaker candidates used examples only from Tiberius' reign and provided limited reference to the text in support of their points.

Question 12

Answer ONE of the following, (a) to (c).

- (a) *How far did the policies of the emperor Claudius differ from those of the emperor Tiberius?*
- (b) *Did Nero's reign live up to the promise of its early years?*
- (c) *How influential over their husbands were the wives of the Julio-Claudian emperors? Refer to AT LEAST TWO wives.*

Although most responses to this question showed a competent use of ancient and modern sources, too many merely quoted Scullard rather than Barrett, Levick and Shotter whose analyses and opinions were valuable in all questions. Weaker candidates wrote narrative accounts limited in both length and analysis.

- (a) This was a popular question. The responses of the better candidates showed a detailed knowledge of both domestic and foreign policies, supported with good use of primary sources and relevant modern scholarship.
- (b) There were fewer responses to this question. The better candidates examined Nero's early promise, but many ignored this aspect and gave a general coverage of his reign.
- (c) This was a popular question. Too many candidates did not read the question carefully and wrote about Livia and women who were not wives of Julio-Claudian emperors. The majority wrote effectively about Agrippina, but few made use of the analysis of Messalina found in Bauman, Levick, Major and Leadbetter.