



EXAMINERS' REPORT ON 2001 TERTIARY ENTRANCE EXAMINATION

SUBJECT: ANCIENT HISTORY

STATISTICS

Year	Number Who Sat	Non-Examination Candidates	Did Not Sit
2001	285	4	29
2000	303	3	27
1999	254	10	30

The Examiners' Report is written by the Chief Examiner (or another Examiner on their behalf) to comment on matters relating to the Tertiary Entrance Examination in their subject. The opinions and recommendations expressed in this report are those of the Chief Examiner and not necessarily representative of or endorsed by the Curriculum Council.

The Marking Guide provided at the end of this report was prepared for markers and may have been substantially amplified by discussions held in the pre-marking meeting. It is not intended as a set of model answers, and is not exhaustive as regards alternative answers. Some of the answers are less than perfect, but represent a standard of response that the examiners deemed sufficient to earn full marks. Teachers who use this guide should do so with its original purpose in mind.

SUMMARY/ABSTRACT

The paper was generally well done. Candidates found the examination straightforward and there was no evident difficulty in either comprehending or interpreting the questions asked. They had evidently been well-taught and, for the most part were well able to present a clear narrative of historical events in Greece during the fifth century. The clear control of narrative that candidates displayed was also a weakness. There were far more responses this year which simply reverted to a narrative approach. Candidates were, in general, not well aware of historical issues. References to contemporary historiography were conspicuous by their absence. This led to a suspicion among examiners that candidates had prepared for the examination by the rote-learning of narrative in the hope that telling a story would be a sufficient substitute for a more focused and analytical approach. It is worth re-iterating that the syllabus does require revision, at the very least to clarify and emphasise the higher level skills outcomes which a subject of this nature can, and does, produce. Less urgently, but as importantly, a greater range of options within the syllabus needs to be provided for candidates. This both gives them the opportunity to be exposed to a wider range of ancient historical issues and sources, and also gives examiners the opportunity to devise a greater selection of questions. The current narrow syllabus lends itself to predictability,

GENERAL COMMENTS

The examiners responsible for the 2001 examination were Dr Bill Leadbetter (Edith Cowan University – Chief Examiner), Professor David Kennedy (University of Western Australia) and Mr Phil White (Padbury SHS/Ballajura Community College). The independent reviewer was A/Prof. John Melville-Jones (University of Western Australia) and the Final Checker was Mrs Nicole Fermanis. The examination consisted of a three-hour paper, comprising twelve questions of which candidates were asked to respond to four. All questions were either of essay or structured essay type. It was agreed by the Examiners to vary the paper slightly this year by the inclusion of a greater amount of stimulus material.

The questions reflected the syllabus in a clear and balanced way. This is indicated both in the Marker's Guide and in the following table:

Question	Syllabus Reference
1	2.1
2	2.2
3	2.4
4	2.4
5	2.5
6	2.9
7	2.10
8	2.11
9	2.13
10	2.24
11	3.1
12	2.15; 4.1

All questions were attempted and the highest mark awarded for all questions was in the range 20 – 25. The lowest mark awarded was in the range 0 – 6 (with one exception). These indicate both a good range of candidates and what was generally perceived as the fairness of the paper.

As in every examination, some questions proved more popular with candidates than others. The most popular question was Question 2 with 214 responses and the least popular was Question 12 with 24 responses. Question 9 was also very popular (161 responses). Other popular questions were 4 (149 responses) and 8 (132 responses).

The level of responses was generally felt by markers to be quite high, of much the same general standard as those of 2000, and an overall improvement on the 1999 candidature, which was the last occasion on which this syllabus was examined. As was noted in the 2000 report, candidates were well-prepared for the examination, and displayed no especial preference for the essay questions over the structured, sectionalised, essay type questions.

Overall, the standard of responses was very high this year. Candidates were well-prepared and displayed no overall preference for the single essay question over the sectionalised style of question, or vice versa. On the whole, candidates displayed a clear familiarity with historical narratives of fifth century Greece. It would also be fair to say, however, that many candidates tended uncritically to reflect the language and terminology of older (and now somewhat dated) scholarship on the period. It was, moreover, also evident that many candidates still content themselves with the reproduction of bare narrative, hoping that this will suffice. All of the questions, however, ask for some measure of analysis. For many candidates, the degree of analysis, or indeed, the presence of any analytical material proved the most significant discriminator in the awarding of marks.

This preference for narrative over analysis has been noted consistently in Examiner's Reports over the years. While it might be argued that the syllabus does not lend itself to analytical skills because of the way it is expressed, a careful reading of the document shows that it does lend itself to the kinds of skills required at this level. Moreover, candidates need to be more directly acquainted with the nature of historical discourse and the requirement at TEE level to develop and display of a number of higher level skills. Certainly, candidates must always be encouraged to respond to questions by arguing from evidence rather than simply (as is too often the case) regurgitating a summary from a textbook.

COMMENTS ON SPECIFIC QUESTIONS

Question One

For fame and gallantry, pride of place belongs to the Athenians, whose reputation spread over almost the entire inhabited world. So far did they assert their domination that, without the aid of Sparta or the Peloponnesians, they overcame single-handed the great Persian forces on land and sea. They brought the famed authority of Persia so low that they compelled her to liberate by treaty all cities of Asia. (Diodorus, xii 1)

Explain the extent to which you agree or disagree with this account by Diodorus, writing in the first century BC, on the role of Athens in the wars against Persia (480 – 478 BC). (25 marks)

Number of responses: 67

This attracted fewer responses than expected. Most candidates dealt satisfactorily with this question, although many found the chronological limits imposed something of a problem. Some candidates went as far back as the Ionian Revolts in endeavours to be comprehensive. Candidates seemed unaware that the bulk of primary source material is Athenian or, in the case of Herodotus, very pro-Athenian.

Question Two

- (a) Outline the aims of the so-called Delian League established in 478BC. (5 marks)
- (b) Discuss the organisation of the Delian League and distinguish between the obligations of various member states. (8 marks)
- (c) Analyse the reasons for the Athenian leadership of the Delian League. (12 marks)

Number of responses: 214

This was always going to be a popular question with candidates. The first two parts are relatively straightforward exercises in recall and listing. The third part, however, called on candidates to do a little more than tell the story of Pausanias' recall or reproduce a list of reasons from a text. Here, however, candidates tended to adopt a "shopping list" approach. There were few serious attempts to interrogate any of the items on the shopping list.

Question Three

Cimon, on the other hand put Sparta's interests before his own country's aggrandisement and persuaded the Athenians to send a large force of hoplites to her aid. Ion actually records the phrase used by Cimon which did the most to sway the people: he appealed to them 'not to allow Greece to go lame, or to their own city to be deprived of its yoke-fellow'.

Plutarch, *Life of Cimon*, 16.3

In what ways did Cimon put these views into effect between 471 and 461? (25 marks)

Number of responses: 38

This was a challenging question and, perhaps because of that, was handled moderately well by candidates. Some preferred instead to discuss the growth of Athenian authority in a way which would have been better suited to a response to Question Four. Candidates needed to look for reasons here and not merely relate events. What, for example, was the significance of Cimon bringing to Athens the bones of Theseus from Scyros? Did Sparta really promise Thasos help and then renege, or is that the claim of Cimon's enemies? To what extent was Cimon always going to fail because Sparta simply didn't care?

Question Four

The chief reasons for these revolts were failures to produce the right amount of tribute or the right numbers of ships, and sometimes a refusal to produce any ships at all. (Thucydides, 1.98)

Explain the extent to which the Delian League became an Athenian Empire over the period 478 – 461 BC. (25 marks)

Number of responses: 149

If any question produced a shopping list of responses, it was this. This question was most obviously pre-prepared and rote-learned by candidates. The most significant problem encountered by candidates was the chronological limit of 461. Many found it difficult to stop there and added, often paragraphs of, entirely irrelevant material. Few candidates made any attempt to address the source given in the quotation. There were nevertheless some excellent responses in which candidates were prepared to argue relatively sophisticated positions (eg: there was no transition; it had been an Empire from the beginning) and do so from evidence.

Question Five

(a) Explain the reforms made by Ephialtes and Pericles to the government of Athens after 462BC. (12 marks)

(b) Discuss the apparent paradox between the ‘democracy of Pericles’ and his imperialistic policies. (13 marks)

Number of responses: 80

There were a surprisingly large number of responses to this question that was perhaps the most probing on the paper. By and large, candidates had little difficulty with the first part, but the second proved more of a challenge. Many picked up on the point that the Empire actually financed Periclean democracy; others argued for an imperial democracy that imposed democracies upon its conquests. Here, candidates would have benefited greatly from more recent studies of Athenian imperialism, particularly those of Geoffrey de Ste Croix and Josiah Ober.

Question Six

Identify and evaluate the four major causes scholars have seen behind the outbreak of the Peloponnesian War. (25 marks)

Number of responses: 98

This was another popular question that lent itself to a narrative, shopping-list approach. While the question itself was clumsily phrased, it did reflect the approach of the syllabus document. Candidates, in general, found it quite straightforward to identify causes, but much more problematic to evaluate them. Evaluation here required them to think about how plausible each “cause” is, and whether the causes were genuine, or merely excuses for one side or the other to precipitate the conflict at an appropriate time.

Question Seven

Syllabus reference: 2.10

Nothing in their designs was on a small scale or mean scale: both sides put everything into their war effort. (Thucydides 2.8).

(a) Describe the military resources of the two sides at the beginning of the Peloponnesian War (431 – 404 BC). (10 marks)

(b) What were the strategies devised by the protagonists? (10 marks)

(c) How were these strategies designed to achieve victory in the war? (5 marks)

Number of responses: 75

This question was generally answered very well by candidates who understood the issues here quite clearly. Part (c) proved the most problematic with few candidates really understanding the implications of the strategies and the fundamental differences between them (a war of attrition versus a war of a few decisive infantry battles). Few candidates really comprehended how novel and untraditional Athenian strategy was. Here was a good opportunity

to mount an argument contrasting Athenian innovation with Spartan conservatism. Few candidates, however, reached this far.

Question Eight

Describe and discuss the significance of each of the following events during the Archidamian War.

- (a) The plague at Athens (7 marks)
- (b) The death of Pericles (10 marks)
- (c) The Athenian success at Pylos/Sphacteria (8 marks)

Number of responses: 132

Candidates were much more comfortable here describing than discussing. Some very detailed narratives were provided, especially of Plague symptoms and the Athenian victory at Pylos. “Significance” is always difficult to discuss if there is no attempt to establish to whom and why any such events might have been significant. Candidates, however, tended to treat the word as a kind of absolute, rather than establishing a clear context for it. Candidates here, when confronted with such a question, need to identify exactly from whose perspective the significance is being discussed.

Question Nine

What I fear is not the enemy's strategy, but our own mistakes.

(Thucydides I.144)

Analyze the reasons for the failure of the Athenian expedition to Sicily (415 – 413 BC). To what extent were the Athenians themselves to blame for their own defeat? (25 marks)

Number of responses: 161

The second-most popular question on the paper, this also attracted a large number of responses that almost entirely concentrated on retelling the story in Thucydides. The weaker responses simply repeated the narrative. Stronger responses preferred to look at other factors as well as Athenian error, and give the Spartans, the Corinthians, and the Syracusans some credit for winning. They did not ignore the vacillations of Nicias or the role of Alcibiades. Few, however, thought to question Thucydides’ critique of the Athenian demos preferring instead to unconsciously parrot his view that the post-Periclean democracy was an unfit commander in the war with Sparta.

Question Ten

Describe and discuss the significance of each of the following events in the final defeat of Athens.

- (a) the career of Lysander; (7 marks)
- (b) the Athenian defeat at Aegospotami; (8 marks)
- (c) the involvement of Persia. (10 marks)

Number of responses: 16

This question was the least popular which might indicate either that few candidates had finished the syllabus, or that once Thucydides stops, the narrative is of less interest to candidates. Again, narrative was preferred over analysis, particularly in question (b) where candidates, by and large, showed little understanding of either the significance of losing control of the corn route to the Black Sea or just how bankrupt Athens was. It seems, both from the number of candidates attempting this question and from the general quality of the answers, that not nearly as much attention is paid in the classroom to the end of the Peloponnesian War as its beginning. That seems a great pity to this writer since the first part of the syllabus is about the expulsion of the Persians from Greece, and the second is about how they were able to return.

Question Eleven

Syllabus reference: 3.1

If you choose Question 11, answer **ONE** of the following options (i) to (vii).

EITHER

- (i) In what different ways were Athenian infantry troops equipped for battle? How important were foot soldiers in fifth-century Athens? (25 marks)

OR

- (ii) (a) Discuss Greek theatrical conventions. (7 marks)
- (b) Explain the importance (social, educational, political and/or social) of theatre to life in Athens during the fifth century BC. (8 marks)
- (c) Examine the significance of Greek tragedy and/or comedy as historical evidence of life in Athens during the fifth century BC. (10 marks)

OR

- (iii) Discuss the role of slavery in Athenian life during the fifth century BC. What different kinds of slaves were there and under what conditions did they labour? How important was slavery to the Athenian economy and society? Describe the origins, ownership, work and treatment of slaves in Athens during the fifth century BC. (25 marks)

OR

- (iv) Describe and discuss the development of black and red figure vases. (25 marks)

OR

- (v) (a) Outline the role of elementary and higher education in Athens during the fifth century BC. (10 marks)
- (b) Discuss the nature of Sophistic thought and writing in Greece during the fifth century BC. In your answer, ensure you discuss some of the more eminent teachers and the specific impact on their training on Athenian youth. (15 marks)

OR

- (vi) Discuss the principal features of the following festivals and the roles which they played in Athenian society:
- (a) Athletic festivals (7 marks)
- (b) the Dionysia (8 marks)
- (c) the Panathenaea (10 marks)

OR

- (vii) Ψ'you will have to stay indoors and send out the servants who have outdoor jobs, and oversee those with indoor jobs. You must receive the produce that is brought in from outside and distribute as much of it as needs dispensing; but as for the proportion of it which needs putting on one side, you must look ahead and make sure that the outgoings assigned for the year are not dispensed in a month. When wool is brought in to you, you must try and make certain that those who needs clothes get them. And you must try to ensure that the grain is made into edible provisions'...

(Xenophon, *Oeconomicus*, 7. 35 ff.)

- (a) What things were expected of wives in the households of wealthy Athenians? (5 marks)

- (b) How were aristocratic Athenian girls prepared for this role? (8 marks)
(c) In what circumstances could women act independently of men? (12 marks)

Number of responses: 71

This question is always relatively popular, although it did have fewer takers than expected this year. The overwhelming majority of candidates responded to options (ii), (iii) or (vii). There were some answers to (i) and (vi) and none to (iv) and (v). In many ways, this is the most descriptive and least analytical question on the paper. However, it does ask candidates both to interact with Athenian society as a whole rather than as a narrative character in a text, and it also demands a depth of knowledge that set the excellent responses apart from the merely good. Some candidates had done excellent work and knew their subjects thoroughly being able, for example, to distinguish aristocratic from non-aristocratic women in (vii) c, or set out the careers of manumitted slaves in (iii). Nevertheless, with this question, most candidates still work with reproducing as much learned information as possible in the hope that some, if not most, will be relevant. It would be good to see some of the substantial work done by classical scholars on these issues referred to: eg Roger Just on women, Moses Finley on slavery or Walter Burkert of festivals and religion. By looking at some of this scholarship, candidates might be able to engage a little more with the sociology and anthropology of ancient Athens rather than simply describing customs.

Question Twelve

If you choose Question 12, answer **ONE** of the options (i) or (ii).

EITHER

- (i) Outline what Thucydides tells us in relation to any **two** of the following. Describe and evaluate their significance in the history of the period.
- (a) Themistocles
 - (b) Cimon
 - (c) Alcibiades
 - (d) Brasidas
 - (e) Cleon

OR

- (ii) To what extent does Plutarch's intention of writing moralizing biography affect his portrayals of his subjects. Discuss with reference to **at least two** of the following.
- (a) Themistocles
 - (b) Aristides
 - (c) Cimon
 - (d) Pericles
 - (e) Nicias
 - (f) Alcibiades
 - (g) Lysander

(25 marks)

Number of responses: 24

The vast majority of the small number of candidates who responded to this question preferred option (i) and, having done so, struggled to remain relevant. The best of these (and the best were very good indeed) examined issues arising from Thucydides' portrayals of Cleon and Brasidas. They emphasised Thucydides' animus and "artfulness" (to use Virginia Hunter's term). Weaker responses, strangely, preferred to examine Thucydides' portrayals of Themistocles and Cimon, neither of whom are given much space by Thucydides and whom, it might be perceived are peripheral to his narrative. Of these candidates none, ironically, picked up on the likelihood that Cimon and Thucydides were related. They preferred instead to discuss generalities about their lives that were neither well-sourced nor relevant to the question asked.

POINTS FOR CONSIDERATION BY THE SYLLABUS COMMITTEE

The problems with the Ancient History syllabus have been well recognised for some years now. Its narrowness determines that only a small range of questions can be asked of candidates. This ensures an unhealthy degree of predictability in the paper. In addition, the formulation of the syllabus that stresses the development and application of lower level skills (learning, listing, enumerating) rather than higher level skills which directly relate to the historical process (researching, inquiring, assessing, communicating). Should the Ancient History Syllabus Committee determine to revise the syllabus even before any implementation of the Post-Compulsory Review, it must look firstly to expand the range of options within the syllabus so that teachers and students alike will have the opportunity to be exposed to a much vaster kind of antiquity (there is so much more antiquity to choose from than modernity, yet there is far more choice in the History syllabus), and also that the issue of skills development is specifically addressed in order to clarify the generic and specific skills outcomes which can be attained through the study of ancient history.

William Leadbetter
December 2001

2001 Examining Panel

Chief Examiner: Dr William Leadbetter
Deputy: Mr Phillip White
Third Member: Prof David Kennedy

Chief Marker: Dr William Leadbetter

GENERAL INSTRUCTIONS FOR MARKERS

- The following is intended as a guide only. Matters of doubt or further interpretation should be referred to the Supervising Examiner.
- With all multi-part questions, candidates ought not be penalised for including material relevant to one part in another. While the paper requires that each section of a question be marked out of the nominated total, markers are required to record a mark out of 25. Markers should, therefore, record marks for each part separately and then consider the total before they record the mark out of 25. That mark ought to reflect the quality of the answer to the question as a whole and not merely the arithmetic total of the marks for each part. It should be as possible for a candidate to receive full marks for a multi-part question as for a single part question.
- it should be possible for candidates to score full marks for a response. The general criterion for the allocation of full marks should be that the response is the best answer possible for a candidate to compose given the conditions of an unseen public examination.
- in general, it is expected that superior answers will display a level of analysis which goes beyond lists and narratives. In particular, superior responses should refer to primary sources, particularly Cicero and Sallust; they should also demonstrate awareness of significant secondary literature and, where relevant, historical debates.
- it is not necessary for candidates to reproduce lengthy quotations. This is not an exercise in line-learning but historical analysis. Credit should be given to candidates who can correctly refer to the views of scholars and the testimony of the primary source material.

GUIDE FOR GRADE ALLOCATION

20 – 25 (A)

- Answers the question thoroughly with relevant reference to primary source material;
- Displays critical familiarity with relevant historiography on the issue;
- Response is clearly structured with a logically developed argument.

15 – 19 (B)

- Has a clear structure with a good understanding of the question;
- Deals well, although not thoroughly, with all of the issues arising from the question;
- Displays some knowledge of broader historical issues;
- Refers to sources.

10 – 14 (C)

- Is broadly responsive to the question;
- Shows a good basic knowledge of relevant historical narratives;
- Displays a proper sense of chronology and, where relevant, change over time.

1 – 9 (D - E)

- A brief and insubstantial response;
- Displays little or no substantive knowledge of either directly relevant issues or historical narratives;
- Is, in the judgement of the marker, a serious attempt at the question (nb; any non-serious attempts must be drawn to the attention of the Chief Marker).

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- No response or, in the judgement of the marker, no serious attempt made.

QUESTION SPECIFIC NOTES

Question One

For fame and gallantry, pride of place belongs to the Athenians, whose reputation spread over almost the entire inhabited world. So far did they assert their domination that, without the aid of Sparta or the Peloponnesians, they overcame single-handed the great Persian forces on land and sea. They brought the famed authority of Persia so low that they compelled her to liberate by treaty all cities of Asia. (Diodorus, xii 1)

Explain the extent to which you agree or disagree with this account by Diodorus, writing in the first century BC, on the role of Athens in the wars against Persia (480 – 478 BC). (25 marks)

Syllabus Reference: 2.1

This question asks candidates to assess the relative contributions of the member states of the Greek League against Persia, and in particular that of Athens. Strictly speaking, the chronological compass of the question is restricted to the period of Xerxes' invasion. That ought not prevent candidates from discussing Athens' previous confrontations with Persia, although such discussion needs to be relevant to the response and not just added on because the candidate happens to know about it.

It is expected that candidates will give particular attention to Athens' role in the formation of the Greek League, and also in the Battle of Salamis and its preamble. Superior candidates might be cautious of the Themistoclean propaganda line taken by Herodotus and Plutarch. Good candidates will certainly refer to them as the relevant primary sources. Certainly this question also lends itself to the version of history which is reproduced in Aeschylus' play *The Persians*.

This question makes explicit a requirement to formulate a view on the question. As such, it requires the construction of argument. In this context, synthesis is less important than evaluation. Both, however, are superior to the anticipated vast majority of responses to this question which will be narrative in structure with a feeble attempt at analysis in a final paragraph.

Question Two

- (a) Outline the aims of the so-called Delian League established in 478BC. (5 marks)
- (b) Discuss the organisation of the Delian League and distinguish between the obligations of various member states. (8 marks)
- (c) Analyse the reasons for the Athenian leadership of the Delian League. (12 marks)

Syllabus reference: 2.2

This question is a straightforward representation of the syllabus. It asks candidates to outline and discuss the purpose and structure (insofar as it can be known) of the so-called "Delian League". As such it needs to take into account the lack of interest in Sparta in continuing the war against Persia, which might be contrasted with Athens' greater belligerence in this respect. Candidates should specifically refer to the account of Thucydides here. In addition, candidates should show familiarity with operations in northern Greece after the formal Persian withdrawal, particularly the siege of Byzantium undertaken by Pausanias.

Candidates might also make specific reference to the fact that the majority of the League members had recently been freed from Persian rule and were eager for the war of revenge promised by Athens. Superior candidates might note that the regimes of these states governed with the approval, in particular of Athens, and so at the first they were packed with Athenian partisans.

Candidates should explain in their response to (b) that the League had a bicameral structure, and was based at Delos, where the treasury was located in or near the shrine of Apollo. They should be able to distinguish between those states which provided ships, those which provided ships and money, and those which provided money. They might also note the means by which treasurers were appointed.

Candidates might also note that the League was intended from the beginning to be a permanent arrangement, with iron bars dropped into the sea to symbolise its eternity. Aristides' role here in the negotiations ought to be noted.

The analytical part asks them to think over Athens' historic role in opposing Persia, and the tremendous moral capital which it had accumulated in the Greek world by fighting on after the destruction of the city. Here again, candidates need to argue a case, either mounting a positive case for Athenian leadership, or a negative one with the

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Athenians assuming the leadership after the Spartans had recalled Pausanias and declined adventurism outside the safe and trusted turf of the Peloponnese.

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Question Three

Cimon, on the other hand put Sparta's interests before his own country's aggrandisement and persuaded the Athenians to send a large force of hoplites to her aid. Ion actually records the phrase used by Cimon which did the most to sway the people: he appealed to them 'not to allow Greece to go lame, or to their own city to be deprived of its yoke-fellow'.

Plutarch, *Life of Cimon*, 16.3

In what ways did Cimon put these views into effect between 471 and 461? (25 marks)

Syllabus Reference: 2.4

This is a relatively straightforward question. The syllabus lists a series of dot points here about what candidates should know about this period. The question in particular calls for a recognition of Cimon's attempt to pursue a policy of dual hegemony in Greece, and war against Persia abroad. Candidates in particular should refer to Cimon's campaigns at Eion and the Eurymedon in terms of the pursuit of war against Persia. They should also note Cimon's apparent imperialism in the conquest of Scyros, and his reductions of Carystus and Naxos after the latter's attempt to leave the Confederacy. Good candidates should not only note the return of Theseus' bones from Scyros, but also the implications of this in terms of Athenian pride.

Responses ought to note the attempted secession from the League by Thasos which extracted from the Spartans secret promises of help. Any kind of analysis of this story (which is a critical reflection of the success or failure of Cimon's policy) should be given especial credit. Most candidates should, in any event, mention it since it is the preamble to Cimon's expedition to the Peloponnese to help the Spartans against the rebellious helots of Mt Ithome. Finally, candidates ought to examine the reasons for Cimon's failure. Was it merely because the Spartans sent him home with a flea in his ear about excessive democracy at home, or was there a real reformist movement in Athens upon which he had been keeping a lid through his successes? Some appreciation here of the reasons for Cimon's ostracism would be an effective way of concluding this essay.

Question Four

The chief reasons for these revolts were failures to produce the right amount of tribute or the right numbers of ships, and sometimes a refusal to produce any ships at all. (Thucydides, 1.98)

Explain the extent to which the Delian League became an Athenian Empire over the period 478 – 461 BC. (25 marks)

Syllabus reference: 2.3

This question asks candidates to assess the nature of Athenian hegemony in the Aegean as it developed after the Persian Wars. It asks quite a difficult thing which is to evaluate the imperial nature of Athenian dominance of the Aegean and its coasts before the dominance of Periclean policy emerged in the 450's. It is not necessary for candidates to conclude that the League was already an Empire, but good candidates should note Thucydides' own view that the imperial nature of the Athenian alliance was already being made apparent at this time.

Candidates might also note that the apparatus for the reduction of free allies to effective vassalage was being invented in this period. Athens sent cleruchs to defeated territories; previously free allies who had only been required to provide ships for the League fleet were now required to provide only the money equivalent.

Markers should take care to note that the chronological compass of this question does not stretch as far as the 450's and the decrees which moved the League treasury to Athens, enforced Athenian weights and measures throughout the League, centralised authorised minting in Athens, or the Periclean building program. Candidates should not be given credit for mentioning these.

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Question Five

- (a) Explain the reforms made by Ephialtes and Pericles to the government of Athens after 462BC. (12 marks)
- (b) Discuss the apparent paradox between the ‘democracy of Pericles’ and his imperialistic policies. (13 marks)

Syllabus reference: 2.5

This question brings together both the Ephialtic reforms to the Athenian constitution and the long period of dominance in Athens exercised by Pericles. In the first part of the question, candidates should demonstrate some familiarity with the Athenian constitution and the functioning of the democracy. Candidates should at least know that ancient commentators, at the very least, construed Ephialtes’ reform as an attack upon the Areopagus. But they should also be careful to go beyond this. It is important to note that the question asks for details of the reforms accomplished by both Ephialtes and Pericles. That means both whatever Ephialtes inflicted upon the Areopagus and also such Periclean reforms as the citizenship law and state pay for assembly and jury attendance.

The significance of these latter can be seen in the response to the second part of this question since here, candidates can draw links between the need for a constant income in order to pay citizens and the predatory nature of Athenian policies. Candidates may well assume that Pericles was dominant for the entire period, as the question would seem to imply, but they are just as free to argue that he was not: prosecution of war against Persia, most particularly in Cyprus, was a continuation of the policy of Cimon and in its latter stages was led by him after his return from ostracism. The victories which underpinned the land empire in Central Greece and the Peloponnese were won by Tolmides and Myronides and are not directly associated with Periclean policy.

There is, moreover, the ideological argument which asserts that Periclean policy was to set up and maintain democracies in the constituent states of the League. Under this argument, what appears to be an imposed and unpopular regime is actually a popular one except amongst the landowning aristocrats who had traditionally dominated such *poleis*. It has been largely their view that Athens was imperialistic, whereas it was simply the champion in an extended class struggle across the Aegean world. Candidates who mention, or even take, this quite sophisticated position, which was in its essence wet out by Geoffrey de Ste Croix 25 years ago, ought to be given much credit.

Question Six

Identify and evaluate the four major causes scholars have seen behind the outbreak of the Peloponnesian War. (25 marks)

Syllabus reference: 2.9

This question provides a clear opportunity for the candidate to respond to this question on one of two levels. The syllabus lists two sets of four causes: the “inciting incidents” (Epidamnus/Corcyra; Potidaea; the Megarian Decrees; complaints from the Aeginitians) as well as four “underlying causes” (Thucydides’ thesis that it was Spartan fear of Athenian power; economic rivalry between Athens and Corinth; ethnic divisions between the Dorian Peloponnesians and the Ionian Athenians; a wider ideological conflict between democracy and oligarchy).

Candidates should be free here to discuss either the proximate or the underlying causes, and markers should not penalize candidates for their choice of list of causes. It is analytically preferable for candidates to discuss the underlying causes, they might conceivably make an equally good fist of the proximate ones.

Question Seven

Syllabus reference: 2.10

Nothing in their designs was on a small scale or mean scale: both sides put everything into their war effort. (Thucydides 2.8).

- (a) Describe the military resources of the two sides at the beginning of the Peloponnesian War (431 – 404 BC). (10 marks)
- (b) What were the strategies devised by the protagonists? (10 marks)
- (c) How were these strategies designed to achieve victory in the war? (5 marks)

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This question is again very syllabus specific. Thucydides 2. 8 – 13 is specifically referred to in the syllabus as the source for this information, hence the employment of the gobbet. This outlines the strength of both the Spartan and Athenian alliances and their respective strategies. This question is also designed to allow candidates to set out the basic initial strategies of the Archidamian War. More to the point, they are asked in (c) to assess the thinking behind those strategies. Good candidates will work out very quickly that this was always going to be a war of attrition with each alliance playing to its strength, and seeking to exploit the political contradictions in the fabric of the other. Both Brasidas and Cleon took these strategies as far as they could go in Thrace and at Sphacteria. Was this, however, ever going to be a war-winning strategy or just a way of eroding the enemy into submission?

Question Eight

Syllabus reference: 2.11

Describe and discuss the significance of each of the following events during the Archidamian War.

- (a) The plague at Athens (7 marks)
- (b) The death of Pericles (10 marks)
- (c) The Athenian success at Pylos/Sphacteria (8 marks)

The question on the Archidamian War asks candidates to focus their thoughts on three significant events. Many will merely tell the stories, which is not the intention of this question. The plague in Athens both sapped Athenian fighting strength and also displayed the profound disadvantage of the Periclean policy of concentrating the population behind the Long Walls every year and allowing the Spartans free reign in the countryside. It also led to the death of Pericles, whose moral authority might be said to have been sufficient to stay the course in terms of the implementation of this strategy. His death meant that there was now a political vacuum that no-one could really fill. The emergence of the “demagogues” and Cleon in particular ought to be noted, as well as the prominence of the more cautious and philo-Laconian Nicias.

Responses to (c) need to note the effects of this event in both Athens and Sparta. For the Spartans, it was catastrophic since Spartan troops had never surrendered before in such numbers. The myth of Spartan invincibility was challenged – and in the Peloponnesian heartland to which many helots might be persuaded to flee, and from which a permanent anti-Spartan operation could be set up. In Athens, it was a profound morale boost and also a major plank in the platform of Cleon’s popularity and pro-war policy. It was followed by the capture of Cythera, the ravaging of the Peloponnesian coast and a new expedition into Boeotia which was defeated at Delium.

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Question Nine

What I fear is not the enemy's strategy, but our own mistakes.

(Thucydides I.144)

Analyze the reasons for the failure of the Athenian expedition to Sicily (415 – 413 BC). To what extent were the Athenians themselves to blame for their own defeat? (25 marks)

Syllabus reference: 2.13

Most candidates will give a simple narrative of the Sicilian Expedition, or perhaps just its final months, expecting that the narrative will stand in the place of analysis. Good candidates will eschew this approach and prefer to examine factors. Factors supporting the suggestions that the Athenians were to blame for their own defeat might include a divided and uncommitted leadership. Here candidates are free to consider the degree to which the expedition was the brainchild of Alcibiades and the negative consequences of his removal; the personalities of Nicias, Lamachus and Demosthenes. Candidates might also consider the conduct of the expedition and consider the degree to which the failure to win a swift victory permitted opposition to Athens to concentrate and also to gain help from Athens' enemies on the Greek mainland. On the other side of the ledger, candidates might choose to give the Syracusans a little credit for their own victory. After all, it was the Syracusans who defeated the Athenians (the Corinthians and Spartans did not send them a lot of men after all), although according to Thucydides, they could not have done it without Gylippus. Nor, arguably, could they have done it without the Corinthian general Gongylus, who persuaded them, when at the point of surrender, to keep fighting. Nevertheless, the Syracusans should be given credit for the naval war against Athens which they prosecuted effectively, destroying the myth of Athenian maritime invincibility, seriously weakening the strength of the Athenian contingent, and cutting off their line of retreat.

Question Ten

Describe and discuss the significance of each of the following events in the final defeat of Athens.

- (a) the career of Lysander; (7 marks)
- (b) the Athenian defeat at Aegospotami; (8 marks)
- (c) the involvement of Persia. (10 marks)

Syllabus reference: 2.14

Lysander is the only non-regal Spartan to have his biography written by Plutarch. He was, without doubt, a major figure in the final days of the Peloponnesian War. In particular, as the sources note, he was the finest admiral that Sparta produced and therefore the tactician best suited to carry the war to Athens on the water. He was also an able diplomat, able to negotiate successfully with the Persians. This was, in many respects, his most enduring contribution to the defeat of Athens, since he set up a fleet and arranged for the Persians to pay for it, paying free rowers at higher rates of pay than the cash-strapped Athenians did. His naval victories, arguably, were of less significance. Notium was undone by Arginusae. Aegospotami was Athenian incompetence. Lysander's fundamental success, however, was in creating an economic base for the Spartan fleet, so that every time a dope like Mindarus lost one, they could build a new one.

Responses to (a) should then lead naturally to (b) and (c), since the fleet destroyed at Aegospotami was the only one that Athens had left, so its destruction really was the end of Athenian military capability (and incidentally illustrates the degree to which the initial strategists were correct in their prediction that it would be a war of attrition). The role of Persia was critical in this because it provided the resources to enable this to occur. These questions are, then all inter-related and candidates, ideally, should treat these three parts as three aspects of the same question.

Question Eleven

Syllabus reference: 3.1

If you choose Question 11, answer **ONE** of the following options (i) to (vii).

EITHER

- (i) In what different ways were Athenian infantry troops equipped for battle? How important were footsoldiers in fifth-century Athens? (25 marks)

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This question relates to the second of the points listed under “military service” in Section 3.1 of the syllabus. The obvious and uncontroversial points to be made here are about the equipment of hoplites and the nature of hoplite warfare. Candidates should mention the basic equipment of the hoplite: helmet, body armour, greaves, and give some emphasis to the shield, the design of the shield which necessitated fighting in close order, the thrusting spear and slashing sword. It is expected that candidates will discuss the nature of phalanx warfare, and should illustrate with examples which pertain directly to Athenian experience, for example Marathon, Plataea, Tanagra or Delium (or any other which might be relevant).

It is also important to note that, while not every Athenian footsoldier was a hoplite, the vast majority were. Unlike Thebes, Athens rarely fielded armies which were composed of large numbers of footsoldiers who were not infantry. This is simply because the vast majority of Athenians who might otherwise have been slingers or javelin-throwers, or even peltasts, were rowing in the fleet. This made Athens different from most other Greek states which could field armies, where necessary, which had a significant non-hoplite infantry component. At Delium, for example, Thucydides notes that the Athenians had no light-armed troops at all. That does not mean that Athens never had them: it was a force of Athenian peltasts which captured Sphacteria and, after the Peloponnesian War, a force of peltasts under Athenian command destroyed a Spartan column at Lechaemum. In describing peltasts, candidates should note that they wore little, if any, armour and protected themselves in battle with a light shield. Like peltasts, other light-armed troops (psiloi) were deployed, either in hoplite warfare to harass an opposing phalanx with javelins, arrows and sling-stones, Demosthenes used psiloi to good effect in his operations in Central Greece during the Archidamian War.

The second part of this question asks for an assessment of the importance of infantry in Athenian military activity. Candidates here are free to make their own assessment. Some might argue that they were unimportant because it was the navy which was the principal means of military assertion in Athens. Others might look to Athenian military adventurism and point to hoplite victories against Persia or in central Greece in the middle of the century. Astute candidates should make the link between social status and service as a hoplite, since hoplites paid for their own panoplies.

OR

- (ii) (a) Discuss Greek theatrical conventions. (7 marks)
- (b) Explain the importance (social, educational, political and/or social) of theatre to life in Athens during the fifth century BC. (8 marks)
- (c) Examine the significance of Greek tragedy and/or comedy as historical evidence of life in Athens during the fifth century BC. (10 marks)

This question brings together a number of strands under the headings in the syllabus. It invites candidates to display a wide range of skills, both lower and higher order. The Greek theatrical conventions are fairly straightforward. Candidates are free to discuss anything that might seem to them to be a Greek custom relating to performance, whether that means outdoor performances, plays as religious expressions in the context of a festival like the Great Dionysia (or simply in the fact that many great Greek theatres are also associated with cult centres like Delphi, Epidaurus and Dodona), or the number of actors employed, the use of masks, the importance of the chorus, the three genres of theatre.

The second part of this question invites a slightly more analytical approach. Here candidates might point to the importance of the theatre as an expression of Athenian identity, as perceived through patriotic plays like *The Persians*. They might also note the importance of the theatre as a means of social criticism, whether through the comedies of Aristophanes or the bitter tragedies of Euripedes.

The final section invites candidates to think about what plays tell us about Athenian life, and how they do so. Again, candidates might refer to the specific kinds of information which might be drawn out of the Aristophanic corpus, or “historical” plays like *The Persians*. Candidates might also note that plays can provide clear political messages: the role of the Areopagus in Aeschylus’ *Eumenides*; the tyranny of legitimate rule in Sophocles’ *Antigone*; the glorification of Athens in Sophocles’ *Oedipus at Colonus*; the reminders of the harsh cost of military defeat in Euripedes’ *Hecuba* and *The Trojan Women*.

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- (iii) Discuss the role of slavery in Athenian life during the fifth century BC. What different kinds of slaves were there and under what conditions did they labour? How important was slavery to the Athenian economy and society? Describe the origins, ownership, work and treatment of slaves in Athens during the fifth century BC. (25 marks)

It is anticipated that this will be a popular choice. Candidates here are asked to respond to a range of inter-related questions. These questions are designed to clarify the first question which simply requires candidates to discuss slavery. The questions which follow on give that rather vague invitation clearer focus and direction. Respondents should not merely be listing here. There is a temptation simply to treat this question as a shopping-list which invites candidates to list different kinds of slaves and the sorts of things which they did. However, at the heart of this question lies its invitation to assess the importance of slavery to the Athenian economy. Here candidates need might give particular attention to the significance for the Athenian economy of the slave-worked silver mines at Laurium. They might also look at the importance of slaves as manufacturers and skilled labour. Some might even be aware of the career of Pasion, the slave who was freed and took over the largest finance house in Athens (although not until the beginning of the fourth century).

OR

- (iv) Describe and discuss the development of black and red figure vases. (25 marks)

This question relates to one of the specific sub-headings under the general dot point headed “art“ in this section of the syllabus. Candidates need to show that they are aware of the development of the pottery style of black-figure during the late archaic period. They ought to be able to describe the process whereby black glaze is applied to a terracotta base in order to create the design. Candidates ought then be able to contextualize red-figure as a development of black, locate its development in Athens and outline its significance for the Athenian economy.

Candidates might also note famous potters like the Andokides Painter, Exekias, or the Amasis painter. They might also note the existence of the so-called “bilinguals” – pots which are half of each.

For good measure, candidates should note that these styles of pottery both feature representations of mythology and daily life. As such, both red and black figure designs provide significant visual evidence of Athenian life and even jokes (like the vomiting ephebe on the inside design of a kylix held in the Louvre).

OR

- (v) (a) Outline the role of elementary and higher education in Athens during the fifth century BC. (10 marks)
- (b) Discuss the nature of Sophistic thought and writing in Greece during the fifth century BC. In your answer, ensure you discuss some of the more eminent teachers and the specific impact on their training on Athenian youth. (15 marks)

This question emerges specifically from the dot-point “education” listed in the syllabus. It asks candidates to tackle the “role” of education, rather than, for example, the nature of education. A narrative therefore about the role of the pedagogue or the nature of the Athenian agoge, the concentration upon literacy, music and physical development, will not be particularly responsive. What candidates are encouraged to think about here is the role of education: who was educated and what for. Athenian education as it is described to us in the sources is an entirely private affair, and paid for by the family of the boy (nb!) being educated. The role of the *ephebeia* ought to be discussed in this context as the final rite of passage and educational experience for young men on the cusp of adult participation in the life of the city.

This leads into the second part of the question which asks candidates to address what might loosely be called “higher education”. Candidates might identify the “sophists” as itinerant scholars who taught the sons of the rich for pay. Stopping there would, of course, sell the sophists short. They were responsible for most of the education in rhetoric which a young Athenian received. They claimed to be educating young men to be virtuous, and to be able to identify what excellence (*arete*) was. The most famous of the sophists whom candidates might cite is clearly (despite Plato’s denials) Socrates, and his trial is useful evidence for

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the contemporary views about the kinds of authority which sophists possessed. Another is, of course, Aristophanes' play *The Clouds*.

OR

- (vi) Discuss the the principal features of the following festivals and the roles which they played in Athenian society:
- (a) Athletic festivals (7 marks)
 - (b) the Dionysia (8 marks)
 - (c) the Panathenaea (10 marks)

This question is a straightforward invitation for candidates to set out what they know about some of the festivals listed or implied under the heading "Religion and great festivals" in the syllabus. The reference to "athletic festivals" can be taken to refer to games like the Olympic Games, the Isthmian Games or the Pythian Games. It can also refer to the athletic competitions which occurred in the context of other festivals like the Panathenaea. In both cases, candidates might refer to the religious status of the struggle itself – the *agon* – by which competitors vied to honour the god through display of superior *arete*.

The Great Dionysia should be noted as the initial point at which new plays might be premiered – again in the context of a struggle, this time between playwrights (represented by their producers, the *choregoi*). Candidates should note that rather more happened at this festival than the drama contest. The statue of Dionysus was ceremonially brought into the city from its home in the Academy, and ensconced in temple on the southern slope of the Acropolis. Phallus were waved in its honour and, once it had arrived, it not only presided over the competition, but also the proclamation of Athenian greatness by the parading of League treasures through the theatre and the honouring of the sons of the fallen by the presentation to them of sets of armour. Thus, the festival had a role that was both creative and civic.

The most civic of all the festivals was, of course, the Panthenaea. Here, candidates should distinguish between the "little" Panathenaeas celebrated most years and the "Great Panathenaea" celebrated every fourth year. Regular features included athletic contests, and, at the Great Panathenaea, the procession to the heart of the Acropolis to provide the statue of Athene Polias with anew robe. What is, of course, particularly significant in the cases of both the Dionysia and the Panathenaea is the focus which they provided for Athenians to identify themselves as Athenians and to celebrate that through a variety of "patriotic" activities.

OR

- (vii)'you will have to stay indoors and send out the servants who have outdoor jobs, and oversee those with indoor jobs. You must receive the produce that is brought in from outside and distribute as much of it as needs dispensing; but as for the proportion of it which needs putting on one side, you must look ahead and make sure that the outgoings assigned for the year are not dispensed in a month. When wool is brought in to you, you must try and make certain that those who needs clothes get them. And you must try to ensure that the grain is made into edible provisions' ...

(Xenophon, *Oeconomicus*, 7. 35 ff.)

- (a) What things were expected of wives in the households of wealthy Athenians? (5 marks)
- (b) How were aristocratic Athenian girls prepared for this role? (8 marks)
- (c) In what circumstances could women act independently of men? (12 marks)

This is another question which may attract a significant number of responses. It emerges from the dot point "women" in the syllabus and requires candidates (because of the nature of the evidence cited) to concentrate upon elite women. Here, candidates are expected to note their fundamentally subservient and housebound role: their status as mother of legitimate children; their function as domestic managers. Candidates might note the milky skin on pottery representations of respectable women, as opposed to the suntans of those women who spent time outside in the predatory world of men. Young aristocratic girls, naturally, were trained by their mothers, who probably needed the extra pair of hands around the house anyway. Other than that, they had no formal education and were certainly not expected to have one (beyond functional literacy and numeracy for the running of the household).

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The third part of this question does not necessarily imply “aristocratic” women. Indeed, that was the class least likely to act independently. *Hetairai*, on the other hand, the most frequent kind of woman of independent means, substantially controlled their own destinies. This is a brutal enough contrast with the citizen woman who could not own property in her own right but, as best, be the vehicle for its transfer within the *oikos* of her family as an *epikleros*.

Question Twelve

If you choose Question 12, answer **ONE** of the options (i) or (ii).

EITHER

- (i) Outline what Thucydides tells us in relation to any **two** of the following. Describe and evaluate their significance in the history of the period.
- (a) Themistocles
 - (b) Cimon
 - (c) Alcibiades
 - (d) Brasidas
 - (e) Cleon

OR

- (ii) To what extent does Plutarch’s intention of writing moralizing biography affect his portrayals of his subjects. Discuss with reference to **at least two** of the following.
- (a) Themistocles
 - (b) Aristides
 - (c) Cimon
 - (d) Pericles
 - (e) Nicias
 - (f) Alcibiades
 - (g) Lysander

(25 marks)

Syllabus references: 2.15: 4.1

Discussing both of these questions together, it is worth noting here that candidates are asked to deal in the first case with the vexed question of Thucydides and author bias, and in the second with the consequences of genre in any reading of Plutarch’s lives. Good candidates should display familiarity with the texts from which they are working. They should cite instances from the texts, although extensive quotation is neither desired nor encouraged. These are the most challenging questions on the paper, requiring high level skills and candidates who may a halfway good fist of one of these questions ought be given due credit.

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