



SAMPLE ASSESSMENT TASKS

ANCIENT HISTORY (GREECE)

ATAR YEAR 11

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Sample assessment task

Ancient History (Greece) – ATAR Year 11

Task 1 – Unit 1

Assessment type: Historical inquiry

Conditions **Part A: Inquiry notes** (12 marks)

To be prepared over two weeks leading up to the in-class validation. Students undertake an inquiry and create summary notes. Students must submit summary notes as part of the complete inquiry task at the conclusion of the in-class validation

Part B: In-class validation – Extended answer (25 marks)

To be written in 50 minutes, in class, under test conditions. The question is unseen, but students can access their inquiry notes

Task weighting 10% of the school mark for this pair of units (inclusive of Part A: Inquiry notes)

Part A: Inquiry notes (12 marks)

Conduct an inquiry on weapons and warfare in the Persian Wars, taking summary notes. These notes may be used when writing the in-class validation. Summary notes are to be submitted with the in-class extended answer as a complete inquiry task.

Sample assessment task
Ancient History (Greece) – ATAR Year 11
Unit 1 – Task 1

Assessment type: Historical inquiry

Part B: In-class validation – Extended answer

Instructions

Write a structured response to **all** parts of the question below.

Question 1

(25 marks)

- (a) Outline the differences between the Spartan and Athenian military forces during the Persian Wars. (4 marks)
- (b) Describe **three** actions undertaken by the Greeks in c. 490–481 BCE to prepare for war, using evidence in your response. (8 marks)
- (c) Discuss the reasons for the increased prestige of Athens during the Second Persian War of 480–478 BCE. (13 marks)

Marking key for Sample Assessment Task 1 – Unit 1

Part A: Inquiry notes

(12 marks)

Description	Marks
Explanation and communication	
Develops a framework that:	
<ul style="list-style-type: none"> uses headings and sub-headings to categorise summary points appropriately organises notes in a clear, ordered and coherent fashion provides a breadth of content applies appropriate referencing techniques accurately and consistently. 	4
<ul style="list-style-type: none"> uses headings and sub-headings to order content into some relevant categories organises notes in a clear fashion provides some breadth of content applies referencing techniques, may include some inaccuracies. 	3
<ul style="list-style-type: none"> uses some headings and sub-headings to order content into a few categories organises notes in a clear fashion provides limited breadth of content lists references. 	2
<ul style="list-style-type: none"> uses some headings and sub-headings to order content provides limited content lists references. 	1
Subtotal	/4
Analysis and use of sources	
<ul style="list-style-type: none"> analyses, interprets and synthesises evidence from ancient and modern sources to support the development of a historical argument evaluates the reliability and usefulness of sources to develop informed judgements that support a historical argument identifies a range of perspectives and/or interpretations annotates ancient sources clearly 	4
<ul style="list-style-type: none"> attempts to analyse, interpret and/or synthesise evidence from ancient and modern sources attempts to assess the reliability and usefulness of sources identifies different perspectives and/or interpretations annotates ancient sources, may include some inaccuracies 	3
<ul style="list-style-type: none"> identifies some evidence from ancient and modern sources attempts to make some assessment of the reliability or usefulness of sources identifies a different perspective or interpretation attempts to annotate sources, includes inaccuracies 	2
<ul style="list-style-type: none"> annotates ancient or modern sources, includes inaccuracies or <ul style="list-style-type: none"> identifies some evidence or different perspectives 	1
Subtotal	/4
Chronology terms and concepts	
Demonstrates an understanding of the historical narrative (the key features of the military at the time of the Persian War and the increasing prestige of Athens through the Persian Wars) by:	
<ul style="list-style-type: none"> selecting the most significant events for the inquiry focus and accurately sequencing events identifying specific people, places and ideas relevant to the inquiry focus using specific terminology relevant to the historical society 	4

Description	Marks
<ul style="list-style-type: none">selecting some key significant events for the inquiry focus and sequencing most of the eventsidentifying some of the specific people, places and ideas relevant to the inquiry focususing some terminology relevant to the historical society	3
<ul style="list-style-type: none">selecting some significant events for the inquiry focus and sequencing the events with inaccuraciesidentifying some people, places and/or ideas relevant to the inquiry focususing limited terminology relevant to the historical society	2
<ul style="list-style-type: none">identifying some of the events, people, places or ideas linked to the inquiry	1
Subtotal	/4
Total	/12

Marking key for Sample Assessment Task 1 – Unit 1

Part B: Extended answer – In-class validation

(25 marks)

Question 1

- (a) Outline the differences between the Spartan and Athenian military forces during the Persian Wars.

(4 marks)

Description	Marks
Outlines the differences between the Spartan and Athenian military forces during the Persian Wars by: <ul style="list-style-type: none"> identifying the key features of the military (especially army) in Sparta identifying the key features of the military (especially navy) in Athens outlining the differences between the two with reference to specific detail using relevant historical terminology. 	4
Outlines some differences between the Spartan and Athenian military forces during the Persian Wars by: <ul style="list-style-type: none"> identifying most features of the military (especially army) in Sparta identifying most features of the military (especially navy) in Athens identifying the differences between the two with reference to some specific detail using some relevant historical terminology. 	3
Identifies a few differences between the Spartan and Athenian military forces during the Persian Wars by: <ul style="list-style-type: none"> identifying a feature/s of the military (especially army) in Sparta and identifying a feature/s of the military (especially navy) in Athens or <ul style="list-style-type: none"> identifying a difference between the two with reference to some specific detail. 	2
Makes general comments about the differences between the Spartan and Athenian military forces during the Persian Wars	1
Total	/4

Answers may include

- Sparta's embedded custom of military training in the agoge and regular war with the helots made their hoplite phalanxes an unmatched offensive force.
- Athens' investment in triremes and training of thetes as sailors under Themistocles' leadership ensured they were ready for offensive action.
- Sparta and Athens were similarly strong but had opposite areas of strength and capacity. Sparta leading a land army bound to the Peloponnese and central Greece, and Athens a sea power with allies around the Aegean.

- (b) Describe **three** actions undertaken by the Greeks in c. 490–481 BCE to prepare for war, using evidence in your response. (8 marks)

Description	Marks
For each action undertaken by the Greeks: 3 x 2 marks	
Describes an action undertaken taken by the Greeks in c. 490–481 BCE to prepare for war, referring to the relevant historical narrative in their response	2
Lists a step taken by the Greeks in c. 490–481 BCE to prepare for war	1
Subtotal	/6
Use of evidence or examples	
Uses relevant evidence in their response	2
Uses an example in their response	1
Subtotal	/2
Total	/8
Answers may include	
<ul style="list-style-type: none"> • Herodotus claims Athens consulted the oracle at Delphi, who advised the Athenians to build a wooden wall. • In Athens, Themistocles defeated his political rival Aristides, who was then ostracised, and Themistocles became the leading voice in Athens. He insisted on using the funds from the silver mine in Laurium to build a fleet of approximately 200 ships. • There was a need to respond to Xerxes' ambassadors who encouraged the Greeks to give 'earth and water' (medise). • The Congress at the Isthmus of Corinth in 481 BCE led to the Hellenic League, a defensive alliance of 31 mainland Greek states under Spartan leadership. • The existing alliance of the Peloponnesian League was continued and the temporary truce of mainland Greek rivals was implemented. 	

- (c) Discuss the reasons for the increased prestige of Athens during the Second Persian War of 480–478 BCE. (13 marks)

Description	Marks
Development of argument/historical narrative	
Constructs a coherent and analytical argument/discussion that shows analysis of the historical narrative and/or the reliability of the ancient evidence Addresses the question	7
Constructs an argument/discussion that shows some assessment of the historical narrative and/or the reliability of the ancient evidence Addresses the question	6
Presents relevant points/information in relation to the historical narrative and/or reliability of the ancient evidence Presents the response/discussion within a logical structure Addresses most aspects of the question	5
Presents some relevant points/information in relation to the historical narrative and/or reliability of the ancient evidence Indicates direction for argument/discussion Attempts to address the question	4
Presents some points/information in relation to the historical narrative Attempts to address the question	3
Makes generalisations and a few relevant statements in relation to the historical narrative and/or the question/topic	2
Makes general, disjointed statements in relation to the historical narrative or the topic/question	1

Description	Marks
Subtotal	/7
Historical terminology/concepts	
Uses appropriate historical terms and concepts to support the answer	2
Uses some historical terms in the answer	1
Subtotal	/2
Use of evidence/sources	
Uses evidence effectively to provide some support for the argument/discussion Makes reference to relevant ancient and/or modern sources with accuracy and detail throughout their response	4
Uses evidence to provide some support for the argument/discussion Makes some reference to relevant ancient and/or modern sources with accuracy throughout their response	3
Uses some evidence in their response Makes limited reference to this evidence	2
Presents some limited evidence with inaccuracies	1
Subtotal	/4
Total	/13
Answers may include	
<ul style="list-style-type: none"> • The significance of Athens' victory at Salamis – this was a turning point in the war • The evidence of the superiority of Athens' triremes and strategoi, and Themistocles' leadership • The comparison of victorious and proudly democratic Athens, backed by the demos (thetes) versus the defeated autocratic Persia which had been imposing taxes on the Ionian Greeks across the Aegean • Athens' willingness to extend their commitment beyond mainland Greece (Mycalae and Sestos) • The relative reluctance of Sparta to lead the Greeks or extend their interests beyond the Peloponnese • The issues of source material for Themistocles' leadership: Herodotus, Thucydides and Plutarch • The context of Ionian vs Dorian kinship among the Greeks • The creation of the Delian League was evidence of Athens' increased prestige 	

Sample assessment task
Ancient History (Greece) – ATAR Year 11
Unit 2 – Task 6

Assessment type:	Extended answer
Conditions	Total marks: 25 marks Time for the task: 50 minutes In class under test conditions
Task weighting	10% of the school mark for this pair of units

Instructions

Write a structured response to **both** parts of the question below.

- Question 1** **(25 marks)**
- (a) Explain the changes in Athenian strategy during the Archidamian War with reference to the leadership of Pericles and Cleon. (12 marks)
- (b) Assess the reliability of Thucydides' perspective on Athenian leadership during the Archidamian War. (13 marks)

Marking key for Sample Assessment Task 6 – Unit 2

Question 1

(25 marks)

- (a) Explain the changes in Athenian strategy during the Archidamian War with reference to the leadership of Pericles and Cleon. (12 marks)

Description	Marks
Development of argument/historical narrative	
Constructs a coherent argument that shows analysis of the historical narrative to explain fully the changes to Athenian strategy during the Archidamian War and the role of the leadership of Pericles and Cleon in the changes Addresses the question	6
Constructs an argument that shows some assessment of the historical narrative to explain the changes to Athenian strategy during the Archidamian War and the role of the leadership of Pericles and Cleon in the changes	5
Presents relevant points/information in relation to the historical narrative and the changes to Athenian strategy during the Archidamian War Makes some reference to the leadership of Pericles and Cleon Presents the response/discussion within a logical structure Addresses most aspects of the question	4
Presents some points/information in relation to the historical narrative or the changes to strategy during the Archidamian War, or the leadership of Pericles and Cleon Attempts to address the question	3
Makes generalisations and a few relevant statements in relation to the historical narrative and/or the question	2
Makes general, disjointed statements in relation to the historical narrative or the question	1
Subtotal	/6
Historical terminology/concepts	
Uses appropriate historical terms and concepts to support their answer	2
Uses some historical terms in their answer	1
Subtotal	/2
Use of evidence/sources	
Uses evidence effectively to provide some support for the argument/explanation Makes reference to relevant ancient and/or modern sources with accuracy and detail throughout their response	4
Uses evidence to provide some support for the argument/explanation Makes some reference to relevant ancient and/or modern sources with accuracy in the response	3
Uses some evidence in their response Makes limited reference to this evidence	2
Presents some limited evidence with inaccuracies	1
Subtotal	/4
Total	/12
Answers may include	
Pericles' defensive strategy: <ul style="list-style-type: none"> Pericles' strategy was Periesesthai – to win through. Pericles aimed to conduct a mostly defensive war in an attempt to convince the Spartans that they could not break Athens' position. Later strategies included more of the offensive elements of his strategy. 	

- Pericles' strategy may also have been an acknowledgement that attempts to defeat Sparta on the battlefield were unlikely to succeed, partly due to the greater number of Peloponnesian land forces.
- Pericles believed that Sparta would sue for peace within a few years, accepting the power and greatness that Athens had built over several decades.

Pericles' offensive strategy was only to be used as a means of retaliation:

- Raids on Attica were met by raids on the Peloponnese.
- Megara was invaded bi-annually.
- Establishment of forts in Attica would be met by similar actions in the Peloponnese.
- Cavalry raids would occur if the Spartans came too close to the Athenian walls.

After Pericles' death under Cleon and the demagogues, the strategy changed:

- Cleon and Demosthenes used the increased tribute from allies to fund more adventurous campaigns (e.g. Pylos and Sphacteria)
- Cleon was much more offensive in his approach to winning the war. The defeat of Sparta was his political goal. He became the most influential leader of the people.
- New generals such as Demosthenes and Hippocrates were also more aggressive. They wanted to take the initiative and win the war.

Military success:

- Pylos/Sphacteria was highly successful and began a series of campaigns at Boeotia, Corinth, Megara and possibly Cythera that were not following Periclean strategy.
- The Athenian demos became more radical and adventurous with each success, so the change in strategy gained a momentum of its own.
- The death of Cleon at Amphipolis led to more conservative Athenian leadership under Nicias and thus a move towards peace with Sparta.

(b) Assess the reliability of Thucydides' perspective on Athenian leadership during the Archidamian War.

(13 marks)

Description	Marks
Development of argument/historical narrative	
Constructs a coherent and analytical argument that shows assessment of the reliability of Thucydides' perspective on Athenian leadership during the Archidamian war, including examination of his biases and relevant features of the historical narrative Addresses the question	7
Constructs an argument that shows some assessment of the reliability of Thucydides' perspective on Athenian leadership during the Archidamian war, including examination of his biases and some relevant features of the historical narrative Addresses the question	6
Presents relevant points/information in relation to the reliability of Thucydides' perspective on Athenian leadership during the Archidamian war, including identification of some of his biases and some features of the historical narrative Presents the response/discussion within a logical structure Addresses most aspects of the question	5
Presents some relevant points/information in relation to the reliability of Thucydides' perspective on Athenian leadership during the Archidamian war and/or on his biases and/or some features of the historical narrative Indicates direction for argument Attempts to address the question	4
Presents some points/information in relation to the reliability of Thucydides' perspective on Athenian leadership during the Archidamian war or on his biases and/or some features of the historical narrative Attempts to address the question	3
Makes generalisations and a few relevant statements in relation to Thucydides' perspective or his biases or the historical narrative	2

Description	Marks
Makes general, disjointed statements in relation to the historical narrative or the question	1
Subtotal	/7
Historical terminology/concepts	
Uses appropriate historical terms and concepts to support their answer	2
Uses some historical terms in their answer	1
Subtotal	/2
Use of evidence/sources	
Uses evidence effectively to provide some support for the argument/assessment of the reliability of Thucydides perspective against alternative perspectives Makes reference to relevant ancient and/or modern sources with accuracy and detail throughout their response	4
Uses evidence in an attempt to provide some support for the argument/assessment of the reliability of Thucydides perspective against alternative perspectives Makes some reference to relevant ancient and/or modern sources with accuracy in their response	3
Uses some evidence in their response Makes limited reference to this evidence	2
Presents some limited evidence with inaccuracies	1
Subtotal	/4
Total	/13
Answers may include	
<p>Assessment of the reliability of Thucydides' perspective on Athenian leadership during the Archidamian War by:</p> <ul style="list-style-type: none"> • summarising Thucydides' perspective with specific reference to his views on Pericles and Cleon • identifying evidence of Thucydides' biases, especially in relation to Pericles and Cleon • examining the significance of Thucydides' own military role in the Archidamian War • analysing alternative perspectives and/or sources (ancient or modern) to Thucydides • drawing conclusions about the reliability of Thucydides' perspective. <p>For example:</p> <ul style="list-style-type: none"> • Thucydides showed evident praise for Pericles and disdain for Cleon throughout his work. • Thucydides attributes Athens' defeat in the Peloponnesian War to the failed leadership of demagogues in Athens and characterises Cleon as an example of this failure. • Thucydides was an eyewitness to the Archidamian War, he was strategos in Thasos, and was exiled when he failed to prevent the loss of Amphipolis in 424 BCE. • Thucydides nonetheless attempts a factual account, assuring readers of his methods (I.22). • Thucydides' characterisation of Cleon is supported by Aristophanes (e.g. in his plays, The Knights, The Wasps). • Thucydides presents Pericles' war strategy as the ideal; however, he fails to acknowledge the plague as an outcome of periesesthai, or to consider the long-term consequences of a stalemate if Pericles had survived to see it through. 	

Sample assessment task

Ancient History (Greece) – ATAR Year 11

Unit 2 – Task 7

Assessment type:	Short answer
Conditions	Total marks: 24 marks
	Time for the task: 50 minutes
	In class under test conditions
Task weighting	10% of the school mark for this pair of units

There are **five** questions. You must answer **four** questions. Write your answers in the spaces provided.

Question 1

(6 marks)

Answer both parts of the question.

- (a) Outline the arguments for and against an expedition to Sicily made by Alcibiades and Nicias to the Athenian Assembly. **(4 marks)**

(b) Identify the reasons for the decisions made by the Athenian Assembly after the debate between Nicias and Alcibiades. (2 marks)

Question 2 (6 marks)

Answer both parts of the question.

(a) Outline two strategic actions taken by the Athenians in Sicily. (4 marks)

(b) Identify the outcomes of these two strategic actions during the campaign in Sicily. (2 marks)

Question 3

(6 marks)

Answer both parts of the question.

(a) Describe in detail Alcibiades' actions in the Oligarchic Coup of 411 BCE.

(3 marks)

(b) Describe in detail the actions of the fleet at Samos in the Oligarchic Coup of 411 BCE. **(3 marks)**

Question 5

(6 marks)

Explain in detail the role of Persian intervention in the defeat of Athens during the Decelean/Ionian War. Draw links between Persian interventions and the declining strength/advantage of the Athenians to support your answer.

Marking key for Sample Assessment Task 7 – Unit 2

(24 marks)

Question 1

(6 marks)

- (a) Outline the arguments for and against an expedition to Sicily made by Alcibiades and Nicias to the Athenian Assembly. (4 marks)

Description	Marks
Outline of arguments for an expedition to Sicily made by Alcibiades	
Outlines the arguments for the expedition made by Alcibiades to the Athenian Assembly	2
Identifies an argument for the expedition made by Alcibiades to the Athenian Assembly	1
Subtotal	/2
Outline of arguments against an expedition to Sicily made by Nicias	
Outlines the arguments against the expedition made by Nicias to the Athenian Assembly	2
Identifies an argument against the expedition made by Nicias to the Athenian Assembly	1
Subtotal	/2
Total	/4
Answers may include	
<p>Alcibiades defended the expedition and his character (Thucydides 6.16–18) with the following arguments:</p> <ul style="list-style-type: none"> • Sicilian disunity would facilitate conquest. • Enemies in Greece were demoralised and no threat. • The superiority of the Athenian fleet would guarantee victory. <p>Nicias argued against the Sicilian Expedition as too great a risk to Athens (Thucydides 6.9–14):</p> <ul style="list-style-type: none"> • Sparta, Corinth, Boeotia and others would attack. • Athenian allies in Thrace were still in revolt. • Sicily would be impossible to control if conquered. • Alcibiades was ambitious and just wanted glory and advancement. 	

- (b) Outline the arguments for and against an expedition to Sicily made by Alcibiades and Nicias to the Athenian Assembly. (2 marks)

Description	Marks
Identification of reasons for the decisions made by the Athenian Assembly	
Identifies the reasons for the decisions made by the Athenian Assembly	2
Identifies a reason for the decisions made by the Athenian Assembly or Makes general statements about the decision of the Athenian Assembly	1
Total	/2
Answers may include	
<ul style="list-style-type: none"> • Nicias' second speech exaggerated the forces needed; however, this boosted Athenian confidence and the Assembly decided in favour of the expedition. The Assembly agreed to send 134 triremes, 5100 hoplites and over 1000 troops. • Thucydides' perspective is that the Athenians were greedy for the potential riches to be gained in Sicily and overconfident in their navy. • Thucydides also presents the failure of the demagogues to lead the people as a reason for the Athenian Assembly's decision. 	

Question 2**(6 marks)**

(a) Outline two strategic actions taken by the Athenians in Sicily.

(4 marks)

Description	Marks
Outline of two strategic actions taken by the Athenians in Sicily: 2 x 2 marks	
Outlines two strategic actions taken by the Athenians in Sicily	2
Outlines one strategic action taken by the Athenians in Sicily	1
Total	/4
Answers may include	
Any two of the following with some detail: <ul style="list-style-type: none"> • initial attack on Syracuse 415 BCE • wintering in Catana • circumvallation (i.e. the use of wall-building) and occupations of Syracuse 414 BCE • Demosthenes' attack on the Syracusan counter-wall 413 BCE. 	

(b) Identify the outcomes of these two strategic actions during the campaign in Sicily.

(2 marks)

Description	Marks
Identification of the outcomes of these two strategic actions: 2 x 1 mark	
Identifies an outcome of a particular strategic action	1
Total	/2
Answers may include	
Outcomes: <ul style="list-style-type: none"> • Answers can identify any outcomes relevant to the chosen strategic action, which might include later events listed above or longer-term outcomes such as the loss of the war. 	

Question 3**(6 marks)**

(a) Describe in detail Alcibiades' actions in the Oligarchic Coup of 411 BCE.

(3 marks)

Description	Marks
Description of Alcibiades' actions in the Oligarchic Coup of 411 BCE	
Describes in detail and with accuracy the actions taken by Alcibiades in the Oligarchic Coup	3
Describes some of actions taken by Alcibiades in the Oligarchic Coup	2
Identifies an action/s taken by Alcibiades in the Oligarchic Coup	1
Total	/3
Answers may include	
<ul style="list-style-type: none"> • Once exiled, Alcibiades cooperated with Tissaphernes and wrote to influential Athenian leaders and generals, promising Persian support against Sparta if democracy was overthrown (and if he was recalled). • The Oligarchic factions agitated in Athens independent of Alcibiades. Alcibiades sought the support of a delegation (including Peisander, Phrynichus and Thrasybulus). • The delegation returned to Samos, leaders and soldiers swore an oath of conspiracy, and announced their support for Alcibiades and Tissaphernes, who promised funds. 	

(b) Describe in detail the actions of the fleet at Samos in the Oligarchic Coup of 411 BCE. (3 marks)

Description	Marks
Description of the actions of the fleet at Samos in the Oligarchic Coup of 411 BCE	
Describes in detail and with accuracy the actions taken by the fleet at Samos in the Oligarchic Coup	3
Describes some of the actions taken by the fleet at Samos in the Oligarchic Coup	2
Identifies an action/s taken by the fleet at Samos in the Oligarchic Coup	1
Total	/3
Answers may include	
<ul style="list-style-type: none"> The fleet at Samos were initially supportive of the Oligarchic Coup; however, democrats on Samos heard of the intended rebellion and sought the support of Thrasybulus. Thrasybulus agreed and called on Athenian sailors at Samos to defend Samian democracy. The fleet swore to protect democracy and elected new generals (democrats). Thrasybulus led the fleet to grant immunity for Alcibiades, who became a general. 	

Question 4

(6 marks)

Describe **three** outcomes of the battle at Arginusae in 406 BCE, making links between cause and effect in the response.

Description	Marks
Description of outcomes of the battle at Arginusae in 406 BCE: 3 x 2 marks	
Describes an outcome of the battle at Arginusae, making links between cause and effect	2
Identifies an outcome of the battle at Arginusae	1
Total	/6
Answers may include	
<ul style="list-style-type: none"> The Athenians were victorious, and the Spartans suffered heavy losses of about 70 ships and 14 000 troops in the battle. These losses at Arginusae led the Spartans to offer peace to Athens. Athens refused the peace offer. The Athenian generals, who were unable to rescue Athenian sailors drowned in stormy seas as ships were wrecked in the battle of Arginusae, were put on trial and executed or exiled. Due to this, Athens was left without skilled generals. Of their ten generals, eight were held responsible for the drowned sailors, two of whom went into exile while the remaining six were executed. War continued and battle resumed at Aegospotami in the following year, where the Spartans, funded by Cyrus – who ensured Lysander was present, were victorious, finally ensuring Athens' defeat and surrender. 	

Question 5**(6 marks)**

Explain in detail the role of Persian intervention in the defeat of Athens during the Decelean/Ionian War. Draw links between Persian interventions and the declining strength/advantage of the Athenians to support your answer.

Description	Marks
Explains in detail and with accuracy the role of Persian intervention in the defeat of Athens during the Decelean/Ionian War Draws causal links between specific interventions by the Persians and the declining strength/advantage of the Athenians, including reference to the relevant specific individuals, groups and events	6
Explains in detail the role of Persian intervention in the defeat of Athens during the Decelean/Ionian War Draws links between interventions by the Persians and the declining strength/advantage of the Athenians, including reference to some of the relevant specific individuals, groups and events	5
Explains the role of Persian intervention in the defeat of Athens during the Decelean/Ionian War Draws some links between interventions by the Persians and the declining strength/advantage of the Athenians, including reference to some of the individuals, groups and/or events	4
Outlines the role of Persian intervention in the defeat of Athens during the Decelean/Ionian War Makes a link between interventions by the Persians and the declining strength/advantage of the Athenians	3
Identifies the role of Persian intervention in the defeat of Athens during the Decelean/Ionian War, including a few details	2
Makes general comments on the role of Persian intervention in the defeat of Athens during the Decelean/Ionian War	1
Total	/6

Answers may include

Explanations should emphasise causal links between specific interventions by the Persians and the declining strength/advantage of the Athenians. Persian interventions to be considered include:

- the importance of the Treaty of Miletus in 412 BCE between Sparta and Persia
 - Sparta agreed to carry on the war with Athens in conjunction with Persia. Sparta acted to prevent Athens from gaining money or any other assistance from the Greek cities that Persia claimed as their own.
- the role of Persian leaders, including Tissaphernes, Pharnabazus and Cyrus, for example:
 - Pharnabazus was more helpful than Tissaphernes – the Spartans were more convinced that Tissaphernes could offer them more and chose him over Pharnabazus (a poor decision).
 - Even though the contributions were infrequent, they still kept the Spartans in the Aegean year after year.
 - It was not until Cyrus became involved on the initiation of his father, Darius, that any policy from Persia became clear.
 - Cyrus' decision to fund the Spartans and his support for Lysander were crucial. The Persians provided money to pay crews of naval vessels and built and re-equipped two navies for the Spartans – the first after the battle of Cyzicus (Pharnabazus) and the second after Arginusae. Cyrus contributed a massive amount of money to Lysander on his return in 406/5, mostly from his own pocket.
- Sparta, through Persia, now had the resources that the Athenians lacked (money and ships). They also had manpower that the Athenians lacked after the losses in Sicily.

Description	Marks
<p>While there were other reasons for the defeat of Athens during the Decelean/Ionian war, this question asks that students confine their answer to interventions by Persia, and answers should emphasise the significance of Persian funding and support of the Spartan fleet as a factor.</p>	