



SAMPLE ASSESSMENT TASKS

ANCIENT HISTORY ATAR YEAR 12

UNIT 3 – ELECTIVE 2: ATHENS 481–440 BC

UNIT 4 – ELECTIVE 2: ATHENS, SPARTA AND THE
PELOPONNESIAN WAR 440–404 BC

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Sample assessment task

Ancient History – ATAR Year 12

Task 8 – Unit 4

Assessment type: Historical inquiry

Conditions

Period allowed for completion of the task: four weeks, including one week of class time and homework
The validation essay will be written in class at the end of the research period

Task weighting

7.5% of the school mark for this pair of units

Investigate a key event of the Archidamian War

Part A

Select **one** of the following key events of the Archidamian War to investigate:

- the Plataean incident
- the Plague, the death of Pericles and change of Athenian leadership
- the Mytilenean revolt
- Pylos and Sphacteria
- Brasidas' Thracian campaign and Amphipolis.

1. Devise a proposition. (2 marks)
2. Devise a set of focus questions to test your proposition. (3 marks)
3. Use an appropriate note-making framework to take notes from the sources. (The source of information for your research notes must be recorded, following the school protocols.)
The inquiry notes must:
 - support the proposition or present an alternate view (2 marks)
 - address the focus questions (2 marks)
 - cover the key areas of your inquiry (2 marks)
 - contain correct citation of evidence. (2 marks)
4. Select a range of sources which provide different perspectives, including **at least three** ancient sources. (2 marks)
5. Analyse, evaluate and annotate your selected sources to show:
 - the different perspectives represented in the sources (2 marks)
 - the reliability and usefulness of the source. (6 marks)
6. Construct a bibliography, according to school protocols. (2 marks)

Notes, annotated sources and the bibliography are to be submitted at the same time as the validation essay.

Total = 25 marks (4%)

Part B

The validation essay will be written in class.

Notes, annotated sources and the bibliography will be submitted with your essay at the end of class.

Sample validation essay

Discuss the extent of impact of your selected key event on the course of the Archidamian War.

Total = 25 marks (3.5%)

Marking key for sample assessment task 8 – Unit 4

Part A: Historical inquiry process (4%)

Description	Marks
Proposition	
Devises a clear proposition to be tested	2
Devises a simple proposition to be tested	1
Subtotal	2
Historical questions and research	
Devises a set of questions which clearly identifies the key areas of the topic and relates directly to the proposition, or a part of it	3
Devises a set of questions which identifies some areas of the topic and links to the proposition, or part of it	2
Uses simple questions that may or may not link to the proposition, or part of it	1
Subtotal	3
Inquiry notes	
Makes notes that support the proposition or present an alternate view	2
Makes notes that provide some support for the proposition	1
Subtotal	2
Makes notes that address the focus questions	2
Makes notes that contain some links to the focus questions	1
Subtotal	2
Makes notes that are relevant to key areas of the inquiry	2
Makes notes that relate to some areas of the inquiry	1
Subtotal	2
Evidence is cited correctly in notes	2
Evidence is cited but not always correctly	1
Subtotal	2
Selection of sources (at least three ancient sources)	
Selects an appropriate range of ancient and modern sources	2
Selects a limited range of ancient and modern sources	1
Subtotal	2
Analysis, evaluation and annotation of sources (at least three ancient sources)	
Accurately identifies different perspectives represented in the sources	2
Identifies some perspectives represented in the sources	1
Subtotal	2
Accurately analyses and evaluates the reliability and usefulness of the selected sources, taking into account: <ul style="list-style-type: none"> the level of agreement between the sources the extent of available evidence outside the selected sources any important aspects omitted by the sources 	5–6
Provides some assessment of the reliability and usefulness of the selected sources, taking some account of: <ul style="list-style-type: none"> the level of agreement between the sources and/or the extent of available evidence outside the selected sources and/or any important aspects omitted by the sources 	3–4
Provides a description of the reliability and usefulness of the selected sources, taking a limited account of: <ul style="list-style-type: none"> the level of agreement between the sources, or the extent of available evidence outside the selected sources, or any important aspects omitted by the sources 	1–2
Subtotal	6
Bibliography	
Follows correct format, according to school protocols	2
Follows a limited format, listing sources used	1
Subtotal	2
Total	25

Part B: Validation essay (3.5%)

Description	Marks
Introduction	
Defines the focus of the topic/question, defines key terms and provides relevant background information. Provides a proposition that articulates the direction of the essay in terms of line of argument/viewpoint.	3
States the topic/question and provides some relevant background information. Provides a simple proposition indicating direction to be taken in relation to the focus of the essay.	2
States the topic/question and provides limited background information.	1
Subtotal	3
Understanding of historical narrative	
Produces a relevant, sophisticated narrative that demonstrates an understanding of the inter-relationships between events, people and ideas, and/or continuity and change.	7
Produces a relevant, comprehensive narrative that demonstrates an understanding of the relationships between events, people and ideas, and/or continuity and change.	6
Produces a relevant, coherent narrative that demonstrates an understanding of some connections across events, people and ideas, and/or continuity and change.	5
Produces a narrative that identifies some connections across events, people and ideas, and/or continuity and change in the narrative.	4
Produces a simple narrative which is mainly chronological and makes some reference to events, people and ideas, and/or continuity and change.	3
Produces a simple narrative which is often incorrect and makes minimal reference to events, people and ideas and/or continuity and change.	2
Makes general/superficial statements about the narrative.	1
Subtotal	7
Argument	
Constructs a sustained, logical and sophisticated argument which shows a depth of analysis in relation to the topic/question.	6
Constructs a coherent, analytical argument in relation to the topic/question.	5
Produces a logically-structured argument that shows some analytical thinking in relation to the topic/question.	4
Provides relevant points/information in relation to the topic/question and indicates direction for argument.	3
Makes generalisations and some relevant statements in relation to the topic/question.	2
Makes superficial, disjointed statements in relation to the topic/question.	1
Subtotal	6
Use of evidence	
Uses relevant ancient sources with accuracy and detail throughout the essay. Cites this evidence at points where it provides support for the argument/viewpoint.	6
Uses relevant ancient sources with accuracy throughout the essay. Cites this evidence at effective points to provide some support for the argument/viewpoint.	5
Uses relevant sources in the essay. Cites this evidence at some appropriate points.	4
Provides some relevant evidence. Cites this evidence but with inaccuracies.	3
Provides some limited evidence with inaccuracies. Makes an attempt to cite some of this evidence.	2
Provides minimal evidence which is often irrelevant or inaccurate.	1
Subtotal	6
Conclusion	
Draws together the argument/viewpoint of the essay, linking evidence presented with the original proposition.	3
Summarises the argument/viewpoint of the essay, making some reference to the topic/question.	2
Makes general/superficial statements about the focus of the essay.	1
Subtotal	3
Total	25
Note: The specific points made in the response will depend on the 'key event of the Archidamian War' that was investigated and the sources selected during the inquiry.	

4. Explain the impact of Pericles' introduction of payment for office. (5 marks)

Subtotal = 15 marks

Part B: Answer **one** question from the **two** questions provided.

5. Discuss Thucydides’ explanation for Athenian leadership of the Delian League.

(10 marks)

6. Discuss the impact of Cimon’s initial campaigns as leader of the Delian League fleet to 461 BC.
(10 marks)

Subtotal = 10 marks

Total = 25 marks

Marking key for sample assessment task 2 – Unit 3

1. Explain the reasons for the formation of the Hellenic League.

Description	Marks
Explains the key reasons for the formation of the Hellenic League	4–5
Explains a reason for the formation of the Hellenic League	2–3
Briefly states a reason for the formation of the Hellenic League	1
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> the Hellenic League was a defensive alliance of 31 Greek states against the common foe, Persia, which was formed in 481 BC the Hellenic League was formed as a result of the Ionian Revolt in which the Ionian states of West Asia Minor revolted against Persian control in 499 BC and called on the aid of the Athenians and Eretrians after six years of battle, the Persians recaptured the Ionian states and turned their attention to Athens there were two Persian invasions of mainland Greece which included the Battle of Marathon in 490 BC the Hellenic League was formed to stand against the Third (also called the Second) invasion of Greece by King Xerxes I and his Persian forces in 480–79 BC. Xerxes had gathered a vast force and resources for the next invasion that had to be defended against 	

2. Outline the structure of the Delian League.

Description	Marks
Clearly and accurately outlines the structure of the Delian League	4–5
Outlines some aspects of the structure of the Delian League	2–3
Lists one aspect of the structure of the Delian League	1
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> Delos was made the headquarters of the Delian League where the treasury was located and the meetings were held the Council or Synod of the League decided policy and strategy and the Athenian officials carried these out (it is uncertain whether there were one or two chambers of the Council) a system of regular contributions of ships or money (<i>phoros</i>) by each member state was devised by Aristides at the request of the allies a bilateral oath of allegiance was taken between Athens and each member state which acknowledged Athens as the <i>hegemon</i> for as long as the League continued the allies were initially independent and retained their own governments 	

3. Explain the reasons for Ephialtes' reforms to the *Areopagus*.

Description	Marks
Explains the key reasons for Ephialtes' reforms to the <i>Areopagus</i>	4–5
Explains a reason for Ephialtes' reforms to the <i>Areopagus</i>	2–3
States a reason for Ephialtes' reforms to the <i>Areopagus</i>	1
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> the <i>Areopagus</i> was a very conservative and powerful institution in Athens before the reforms of Ephialtes and it was not compatible with the developing democracy the powers of the <i>Areopagus</i> had included the right to punish public officials who violated the laws; to supervise the administration of laws and make sure the laws were obeyed; and censorial powers over the citizens' private lives, all of which made them very powerful in the political system Ephialtes was a democrat who sought to remove the political and legal powers of the <i>Areopagus</i> the membership of the <i>Areopagus</i> was comprised of <i>ex-archons</i> who came from the two wealthiest property classes of Athens, and its powers gave rise to suspicions of corruption the <i>Areopagus</i> was the power base of Cimon who advocated a policy of dual hegemony with Sparta and conservative rule. The democrats opposed this and wanted to remove the powers of the <i>Areopagus</i> and give them to their own supporters, the <i>demos</i> 	

4. Explain the impact of Pericles' introduction of payment for office.

Description	Marks
Clearly explains the impact of Pericles' introduction of payment for office Uses examples to support the answer	4–5
Briefly explains the importance of Pericles' introduction of payment for office Uses an example to support the answer	2–3
States the impact of Pericles' introduction of payment for office	1
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> 462–61 BC judges and jurors became paid positions. This meant that even poorer citizens could put their names on the list from which judges were selected by lot, as they could now afford to stop working to hear the trials. Prior to this, only the wealthy could participate in the law courts. This move to give the poorer classes a greater say also allowed for the spread of corruption and bribery of jurors 462–61 BC <i>Archons</i> and the Council Of 500 were appointed by lot but, as these political positions were unpaid, the poorer classes were still not able to participate in the higher levels of Athenian politics, as they could not afford to leave their farms or workshops unattended for months at a time 458–57 BC <i>Archonship</i> became a paid office and this opened the highest political position to the third property class, the <i>Zeugetai</i>, as they could now afford to serve in the year-long office. The poorest citizens, the <i>Thetes</i>, became eligible to stand for <i>Archonship</i> in 430s BC. The Athenian system became democratic, rather than the timocracy it had been payment for office made the Athenian political and legal systems democratic, but it was expensive. As a way to limit the number of citizens who could gain paid positions, a new citizenship law was passed in 451–50 BC. Only the children of Athenian citizens who were legally married could now be citizens 	

5. Discuss Thucydides' explanation for Athenian leadership of the Delian League.

Description	Marks
Provides a clear and detailed discussion of the key points of Thucydides' explanation for Athenian leadership of the Delian League Supports the discussion with examples and evidence Provides evidence from at least one other source which supports Thucydides' explanation Provides evidence from at least one other source which contradicts Thucydides' explanation Uses appropriate historical terminology	9–10
Provides a clear and detailed discussion of most of the key points of Thucydides' explanation for Athenian leadership of the Delian League Supports the discussion with some examples and evidence Provides evidence from at least one other source which supports Thucydides' explanation OR Provides evidence from at least one other source which contradicts Thucydides' explanation Uses appropriate historical terminology	7–8
Provides a discussion of some of the key points of Thucydides' explanation for Athenian leadership of the Delian League Supports the discussion with limited examples and evidence Provides limited evidence from at least one other source which supports Thucydides' explanation OR Provides limited evidence from at least one other source which contradicts Thucydides' explanation Uses some appropriate historical terminology	5–6
Provides a description of Thucydides' explanation for Athenian leadership of the Delian League May support the description with limited examples Uses some historical terminology	3–4
Provides a brief description of Thucydides' explanation for Athenian leadership of the Delian League	1–2
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> • Thucydides argues that it was Pausanias' behaviour towards the Ionians and other recently liberated Greeks that led to the Athenian leadership of the Delian League. Pausanias' harsh and arrogant behaviour caused the Ionians to request that Athens take over leadership of what was then the Hellenic League. Pausanias was recalled to Sparta and a replacement officer, Dorcis, was sent out but he was also rejected by the Ionians • Thucydides argues that it was the allies who were instrumental in transferring leadership from Sparta to Athens • Other sources claim that the Athenian, Aristides, actually engineered the transfer of leadership, but this is not a widely accepted claim • Thucydides does say that the Athenians were happy with this change and had intended to deal with Pausanias and make changes to the League • Another reason given by Thucydides is that the Spartans were not interested in continuing the fight against Persia and thus were happy to relinquish their leadership. This was due to domestic problems, such as the fear that the helots were on the verge of revolt and that Sparta needed to strengthen its position as leader of the Peloponnesian states. At this point, Sparta's focus turned inwards and it withdrew from the Aegean • Thucydides claims that the Spartans did not wish to send any other officers overseas for fear they would disgrace them. Plutarch supports this view • Finally, Thucydides argues that the Athenians were best placed to take leadership of the Ionian states, as they shared a common ancestry. They had a large and experienced navy which was necessary for leading a league made up of coastal and island states. Also, Athens and Sparta were on good terms at the time (Hellenic League still existed) and Sparta believed Athens to be capable of leading the war against Persia 	

6. Discuss the impact of Cimon's initial campaigns as leader of the Delian League fleet to 461 BC.

Description	Marks
<p>Provides a comprehensive discussion of the impact of Cimon's initial campaigns as leader of the Delian League fleet to 461 BC, based on the:</p> <ul style="list-style-type: none"> motivations behind each campaign (carrying out original aims of League or carrying out Athens' wishes) effects of the campaigns on Athens and the allies of the League <p>Supports the discussion with detailed examples and evidence from the initial campaigns of Cimon</p> <p>Uses appropriate historical terminology</p>	9–10
<p>Provides a discussion of the impact of Cimon's initial campaigns as leader of the Delian League fleet to 461 BC, based on some of the:</p> <ul style="list-style-type: none"> motivations behind the campaigns (carrying out original aims of League or carrying out Athens' wishes) effects of the campaigns on Athens and the allies of the League <p>Supports the discussion with some examples and evidence from the initial campaigns of Cimon</p> <p>Uses appropriate historical terminology</p>	7–8
<p>Provides a limited discussion of the impact of Cimon's initial campaigns as leader of the Delian League fleet to 461 BC, based on a few of the:</p> <ul style="list-style-type: none"> motivations behind the campaigns (carrying out original aims of League or carrying out Athens' wishes) effects of the campaigns on Athens and the allies of the League <p>Supports the discussion with a few examples from the initial campaigns of Cimon</p> <p>Uses some appropriate historical terminology</p>	5–6
<p>Provides a description of the impact of Cimon's initial campaigns as leader of the Delian League fleet to 461 BC</p> <p>May support the description with limited examples</p> <p>Uses some historical terminology</p>	3–4
<p>Provides a brief description of the impact of Cimon's initial campaigns as leader of the Delian League fleet to 461 BC</p>	1–2
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> Cimon led the Delian League fleet up to 461 BC and several of the initial campaigns were directed at the Persians as per the initial aims of the League. These campaigns included: <ul style="list-style-type: none"> the retaking of Byzantium 479–478 BC which restored Greek trade in the Black Sea area the recapture of Eion on the Strymon River in 476–475 BC which was of great economic and strategic value the Battle of Eurymedon in 468 BC saw the defeat of both the Persian navy at the mouth of the Eurymedon River and the Persian army on the same day. This was Cimon's greatest victory and it served as justification for the Delian League up to this time, as the League had freed the Greek cities still under Persian control, secured the Aegean Sea against attack, and captured Persian resources as compensation for the losses that had occurred in the Persian Invasions the Battle of Eurymedon had another consequence as many of the allies became complacent and chose to pay their contributions to the Delian League as money, rather than maintaining their own fleets. This left them dependent on Athens for their defence and, thus, under Athenian control Some of the initial campaigns of Cimon were directed against members of the Delian League itself, rather than Persia, or the campaigns were used to coerce states that were not initially within the Delian League: <ul style="list-style-type: none"> the island of Scyrus was occupied by non-Greek pirates who had been disrupting trade. The League was used to capture Scyrus in 474–73 BC. The Athenians set up a <i>cleruchy</i> on the island; so this campaign served the purposes of Athens and not the League as a whole 	

- Carystus on the southern tip of the island of Euboea had not joined the Delian League and was seen as a potential risk if it joined Persia, due to its strategic position. Carystus was coerced into joining the League in 472 BC
- Naxos was one of the largest islands and ship contributors in the Aegean but it tried to secede from the League in 469 BC. The Delian League laid siege and Naxos lost its autonomy. This action was justified by the fact that Naxos had acted against the League's constitution as it could not choose to leave the League. Athens used Naxos as a test case to make it clear that all in the League must meet their obligations
- Thasos was the richest island in the northern Aegean and had a strong fleet and mining and trading interests in nearby Thrace. Athens claimed a share in the mines and trading interests of Thasos and a conflict arose in 465 BC. The Athenians used the Delian League fleet in this private dispute with Thasos and the siege lasted two years. Thasos lost its navy, its walls were pulled down and it became a subject state
- Athenian power and control over the Delian League grew significantly as a result of Cimon's initial campaigns as leader of the Delian League fleet to 461 BC

Sample assessment task

Ancient History – ATAR Year 12

Task 9 – Unit 4

Assessment type: Source analysis

Conditions

Time for the task: 45 minutes under standard test conditions

The task is based on **two** sources presenting different perspectives of the Peace of Nicias. **At least one** source is ancient.

Task weighting

5% of the school mark for this pair of units

1. Explain the historical context of Source 1. (4 marks)

2. Compare and contrast the messages of Sources 1 and 2.

(5 marks)

3. Identify and account for the perspectives of Sources 1 and 2.

Your answer should include specific reference to the sources and may include discussion of purpose, motive, place, time and/or contestability.

(6 marks)

4. Using your own knowledge of the Peloponnesian War to this point, evaluate the contribution of both sources to our understanding of the Peace of Nicias. (10 marks)

Total = 25 marks

Marking key for sample assessment task 9 – Unit 4

1. Explain the historical context of Source 1.

Description	Marks
Identifies the focus of the source and provides specific details of dates/events/people	4
Identifies the focus of the source and outlines the dates/events/people	3
Identifies the focus of the source and outlines some of the dates/events/people	2
Identifies the focus of the source	1
Note: <ul style="list-style-type: none"> The broader historical context for Source 1 is the peace treaty signed between the Athenians and their allied states and the Spartans and their allies which was meant to last for fifty years. The Peace of Nicias marked the end of the first half of the Peloponnesian War. The Peace was an uneasy one and many of the conditions set out in the Peace were not met. The specific points made in the response will depend on the sources selected and what has been taught in the classroom. 	

2. Compare and contrast the messages of Sources 1 and 2.

Description	Marks
Identifies accurately the messages of both sources and compares and contrasts these messages in an effective, detailed manner. Justifies the response by making specific, supporting reference to the sources.	5
Provides relevant comments about the messages of both sources and makes some key comparisons and contrasts but these are often lacking in justification. Makes relevant reference to the sources.	4
Provides some relevant points about the messages of both sources and makes some broad comparative comments. Makes some relevant reference to the sources.	3
Makes very general and often unsubstantiated comments about the messages of both sources. Makes some reference to the sources.	2
Recounts the source/s or makes superficial comments that often include significant errors or omissions about the message of one or both sources. Makes limited or no reference to the sources.	1
Total	5
Note: The specific points made in the response will depend on the sources selected and what has been taught in the classroom.	

3. Identify and account for the perspectives of Sources 1 and 2.

Your answer should include specific reference to the sources and may include discussion of purpose, motive, place, time and/or contestability.

Description	Marks
Accurately identifies the perspective of Source 1	1
Accurately identifies the perspective of Source 2	1
Subtotal	2
Account for the perspectives of Source 1 and Source 2	
Provides a clear and detailed account for the perspectives of Source 1 and Source 2 Account includes a discussion of the following factors, as appropriate to each source: <ul style="list-style-type: none"> purpose and/or motive and/or place and/or time and/or contestability 	4

<p>Provides a clear and detailed account for the perspective of one source Account includes a discussion of the following factors, as appropriate to the source:</p> <ul style="list-style-type: none"> • purpose and/or motive and/or • place and/or time and/or • contestability <p>AND</p> <p>Provides a limited account for the perspective of the other source Account includes a limited discussion of some of the following factors, as appropriate to the source:</p> <ul style="list-style-type: none"> • purpose and/or motive and/or • place and/or time and/or • contestability 	3
<p>Provides a limited account for the perspectives of Source 1 and Source 2 Account includes a limited discussion of some of the following factors, as appropriate to each source:</p> <ul style="list-style-type: none"> • purpose and/or motive and/or • place and/or time and/or • contestability <p>OR</p> <p>Makes statements about the perspectives of each source</p>	2
Makes statements about the perspectives of one source	1
Subtotal	4
Total	6
Note: The specific points made in the response will depend on the sources selected and what has been taught in the classroom.	

4. Using your own knowledge of the Peloponnesian War to this point, evaluate the contribution of both sources to our understanding of the Peace of Nicias.

Description	Marks
Evaluates how the sources contribute to an understanding of the Peace of Nicias. Justifies the response by drawing on the sources, their knowledge of the period of study and wider evidence.	9–10
Provides a detailed account of how the sources contribute to an understanding of the Peace of Nicias. Supports the response with specific references to the sources and applies knowledge of the period of study.	7–8
Describes some relevant ways in which the sources contribute to an understanding of the Peace of Nicias. Makes relevant reference to the sources. Shows some knowledge of the period of study.	5–6
Provides some relevant points about how the sources may contribute to an understanding of the Peace of Nicias. Makes some relevant reference to the sources. Shows limited knowledge of the period of study.	3–4
Identifies in a limited manner a relevant way or ways in which one or both sources may contribute to an understanding of the Peace of Nicias. Makes minimal or no reference to the source/s or recounts the source/s. Shows minimal knowledge of the period of study.	1–2
Total	10
Note: The specific points made in the response will depend on the sources selected and what has been taught in the classroom.	

Sample assessment task

Ancient History – ATAR Year 12

Task 3 – Unit 3

Assessment type: Essay

Conditions

Time for the task: 45 minutes under standard test conditions

Task weighting

7.5% of the school mark for this pair of units

Outline how the Athenians lost their land empire. Assess the effect of this loss on foreign policy up to the creation/signing of the Thirty Years' Peace of 446 BC.

The task will be marked as follows:

- introduction 3 marks
- synthesised narrative: outline of how the Athenians lost their land empire 7 marks
- argument: assessment of the effect of the loss of the land empire on foreign policy up to the creation/signing of the Thirty Years' Peace of 446 BC 6 marks
- supporting evidence 6 marks
- conclusion 3 marks

Total = 25 marks

Marking key for sample assessment task 3 – Unit 3

Description	Marks
Introduction	
Defines the focus of the topic/question, defines key terms and provides relevant background information. Provides a proposition that articulates the direction of the essay in terms of line of argument/viewpoint.	3
States the topic/question and provides some relevant background information. Provides a simple proposition indicating direction to be taken in relation to the focus of the essay.	2
States the topic/question and provides limited background information.	1
Subtotal	3
Understanding of historical narrative	
Produces a relevant, sophisticated narrative that demonstrates an understanding of the inter-relationships between events, people and ideas, and/or continuity and change.	7
Produces a relevant, comprehensive narrative that demonstrates an understanding of the relationships between events, people and ideas, and/or continuity and change.	6
Produces a relevant, coherent narrative that demonstrates an understanding of some connections across events, people and ideas, and/or continuity and change.	5
Produces a narrative that identifies some connections across events, people and ideas, and/or continuity and change in the narrative.	4
Produces a simple narrative which is mainly chronological and makes some reference to events, people and ideas, and/or continuity and change.	3
Produces a simple narrative which is often incorrect and makes minimal reference to events, people and ideas and/or continuity and change.	2
Makes general/superficial statements about the narrative.	1
Subtotal	7
Argument	
Constructs a sustained, logical and sophisticated argument which shows a depth of analysis in relation to the topic/question.	6
Constructs a coherent, analytical argument in relation to the topic/question.	5
Produces a logically-structured argument that shows some analytical thinking in relation to the topic/question.	4
Provides relevant points/information in relation to the topic/question and indicates direction for argument.	3
Makes generalisations and some relevant statements in relation to the topic/question.	2
Makes superficial, disjointed statements in relation to the topic/question.	1
Subtotal	6
Use of evidence	
Uses relevant ancient sources with accuracy and detail throughout the essay. Cites this evidence at points where it provides support for the argument/viewpoint.	6
Uses relevant ancient sources with accuracy throughout the essay. Cites this evidence at effective points to provide some support for the argument/viewpoint.	5
Uses relevant sources in the essay. Cites this evidence at some appropriate points.	4
Provides some relevant evidence. Cites this evidence but with inaccuracies.	3
Provides some limited evidence with inaccuracies. Makes an attempt to cite some of this evidence.	2
Provides minimal evidence which is often irrelevant or inaccurate.	1
Subtotal	6
Conclusion	
Draws together the argument/viewpoint of the essay, linking evidence presented with the original proposition.	3
Summarises the argument/viewpoint of the essay, making some reference to the topic/question.	2
Makes general/superficial statements about the focus of the essay.	1
Subtotal	3
Total	25

Answer could include but is not limited to:

How the Athenians lost their land empire:

- the helot revolt ended. Date is uncertain but it allowed Sparta to send its forces out of the Peloponnese
- 457 BC Battle of Tanagra. Spartan battle with Athens in central Greece. Some sources suggest that this was the point at which Cimon returned and arranged a truce but this is not certain
- 454 BC Athenian losses in Egypt
- 451 BC the Five Year Truce with the involvement of Cimon
- 449 BC Peace of Callias
- 446 BC revolts of Boeotia, Megara and Euboea
- 446 BC Chalcis Decree
- 446 BC Thirty Years' Peace

The effect of the loss of the land empire on foreign policy up to the signing of the Thirty Years' Peace of 446 BC:

- collapse of the Land Empire demonstrated Athens' inability to conduct a war on two fronts and to effectively maintain control of its maritime empire. As a consequence, Athens negotiated a formal end to the war with Persia with the Peace of Callias in 449 BC and then negotiated a peace treaty with Sparta
- one view is that this peace reflects Athens' change in foreign policy with respect to Greece. The effect of the Thirty Years' Peace was the recognition by the parties of a balance of power in Greece. Athens' new policy recognised Sparta's alliance and agreed to respect Sparta's rights within that alliance. At the same time, Sparta recognised the Athenian empire and Athens' right to control the empire
- the Thirty Years' Peace enabled Athens to concentrate on control of its allies. The evidence provided by the decrees is critical to demonstrating Athens' increasing control over the empire; however, the dating of the decrees is controversial. Some accounts say the decrees date from this time period, but other modern commentators put them much later
- Plutarch suggests that the Congress Decree calls for (among other things) a new alliance to ensure security in the Aegean. Meiggs argues that there is other evidence, such as Tribute List analysis that supports such a decree in 450/449 BC. Other writers view the Congress Decree as being a ploy by Pericles to justify extending Athenian control over the empire once peace with Persia was formalised
- other perspectives hold that there was little or no change in Athenian foreign policy following the collapse of the Land Empire. This perspective holds that the war with Persia actually ended with Eurymedon in 468 BC. As such, Athenian imperialism was still expansionist and containment and possible war with Sparta remained a key aspect of Athens' policy.