



ANCIENT HISTORY

ATAR course sample examination

Marking key for Greece

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

Section One: Short answer

50% (48 Marks)

Part A: Unit 3

25% (24 marks)

Athens: The rise of Athens

Question 17

(6 marks)

(a) Describe the political concept of ostracism.

(2 marks)

Description	Marks
Describes the political concept of ostracism	2
Simple identification and/or generalised or incomplete description of the concept of ostracism	1
Total	2
Answers could include: <ul style="list-style-type: none"> Ostracism was a political tool to resolve <i>stasis</i> in Athens by allowing the assembly to vote to remove a citizen for 10 years from Attica it existed to remove individuals who were a threat to the demos gave citizens the ability to protect themselves against tyranny and may have been introduced by Cleisthenes later used by influential individuals to remove rivals. In this regard use of ostracism did facilitate some direction and uniformity in policy at times. 	

(b) Explain the importance of ostracism using **one** example from the period of study.

(4 marks)

Description	Marks
Explains the importance of ostracism, using one relevant example to support the answer	4
Describes the importance of ostracism, referring to one example	3
Makes some statements about the importance of ostracism	2
Makes limited statements about ostracism. May include errors	1
Total	4
Answers could include: <ul style="list-style-type: none"> Ostracism was a powerful democratic tool and became more frequent in its use to protect the demos. However, powerful exiled citizens could return in safety without further punishment, e.g. Cimon returned from exile and reoccupied his position as one of the most powerful men in Athens. So exile did not preclude involvement in further office or public/political life. Because a successful return was possible (sometimes before the ten years was up) – exiles did not tend to build up opposition in exile, so ostracism did not necessarily foment vengeful responses from the exiled. Nonetheless, the threat of ostracism effectively shaped the behaviour of influential figures who sought to avoid it examples of ostracism include Themistocles, Cimon and Thucydides (son of Melesias). For the chosen example candidates should identify why each individual was ostracised including their chief opponent and the points of difference. Accept other relevant answers.	

Question 18

(6 marks)

Explain **two** significant contributions of Themistocles during the Persian Wars, 480–478 BCE.

Description	Marks
For each significant contribution of Themistocles (2 x 3 marks)	
Explains one significant contribution of Themistocles during the Persian War	3
Describes one significant contribution of Themistocles during the Persian War	2
Describes one contribution of Themistocles during the Persian War in generalised terms. May include errors	1
Total	6
<p>Note: As Athenian <i>strategos</i> in the Persian Wars, Themistocles exerted considerable influence on the policy of the Hellenic League (though ultimate hegemony was in the hands of the Spartans). Candidates might relate some relevant background information from the 480s.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> Themistocles' interpretation of the Oracle to 'prepare the wooden walls' – he argued this referred to building the fleet he conceded leadership of the navy to Sparta for the sake of Greek unity led a Greek force to Tempe 480 BCE convinced the Athenians to quit Attica pre-Thermopylae (Themistocles Decree) convinced the Greeks to continue the sea defence after the destruction of Athens was key in forcing an engagement in the straits of Salamis (i.e. shaping the ultimate Greek victory) De facto leadership in the battles of Artemisium (significant) and Salamis (crucial). <p>Accept other relevant answers.</p>	

Question 19

(6 marks)

Identify and explain **two** alliances that helped Athens gain a Land Empire.

Description	Marks
For each of the two alliances (2 x 3 marks)	
Identifies an alliance and explains how it helped Athens to gain a Land Empire	3
Identifies an alliance and describes in general terms how it helped Athens to gain a Land Empire	2
Identifies an alliance that helped Athens gain a Land Empire	1
Total	6
<p>Answers could include:</p> <ul style="list-style-type: none"> alliance with Thessaly provided cavalry as well as a counter to Boeotia, which is where the Land Empire was situated alliance with Argos provided additional hoplites for land-based campaigns and was strategically placed on the Peloponnese alliance with Megara ensured Athens gained control over the Isthmus controlling access into mainland Greece, with minimal use of resources due to its narrowness. <p>Accept other relevant answers.</p>	

Question 20**(6 marks)**Describe **three** examples of Athens' growing influence over her allies.

Description	Marks
For each of the three examples of influence (3 x 2 marks)	
Describes an example of Athens' growing influence over her allies	2
Simple identification and/or generalised or incomplete description of Athens' growing influence over her allies	1
Total	6
<p>Answers could include:</p> <p>Any three of the following methods could be chosen:</p> <ul style="list-style-type: none"> the economic autonomy of the allied states was limited, and Athens was able to restrict and direct movement and communication in the region, both of which made her very powerful Athenian judicial control stripped the allies of their capacity for autonomy, i.e. Athens imposed rules that Athenian courts be used to try some cases, and restricted Athenian citizenship to those whose parents were both Athenian cultural and military control over the allies was very effective in shaping pro-Athenian policy in allied states forcing cultural adherence to the Athenian Calendar indicates Athens' power to oversee and dictate daily life in allied states. (i.e. the Panathenaea) military control, and settling cleruchs and colonies in allied areas provided Athens with direct oversight direct political interference and cultural control was achieved through setting up democratic governments with pro-Athenian sympathies in allied states. <p>Strong responses will provide reference to specific examples.</p> <p>Accept other relevant answers.</p>	

Question 21**(6 marks)**

Identify and outline the key terms of the Thirty Years' Peace.

Description	Marks
Identifies accurately and outlines the key terms of the Thirty Years' Peace between Athens and Sparta	6
Identifies accurately and outlines most of the key terms of the Thirty Years' Peace between Athens and Sparta	5
Identifies and outlines some of the key terms of the Thirty Years' Peace between Athens and Sparta, may be generalised	4
Identifies and outlines some aspects of the terms of the Thirty Years' Peace between Athens and Sparta	3
Limited identification of the terms of the Thirty Years' Peace between Athens and Sparta	2
Makes minimal reference to the terms of the Thirty Years' Peace between Athens and Sparta	1
Total	6
<p>Answers could include:</p> <p>The terms of the Thirty Years' Peace includes the following terms:</p> <ul style="list-style-type: none"> the peace was to last 30 years Athens to give up control of Nisaea, Pagae, Troezen, Achaea a list of allies of each side created, if an ally revolted they cannot be accepted by the other side any state not listed is neutral and can join either alliance neither side can make an armed attack on the other if arbitration is requested Argos is unlisted, Athens cannot have a military alliance with Argos possibly Aegina's independence was guaranteed. <p>Candidates should show awareness of some of the more questionable aspects of the peace (i.e., Aegina/Argos, the autonomy of the allies).</p> <p>Accept other relevant answers.</p>	

Part B: Unit 4

25% (24 marks)

The Peloponnesian War

Question 22

(6 marks)

Summarise the resources, aims and strategy of the Athenians at the start of the Peloponnesian War.

Description	Marks
Summarises clearly and accurately the resources, aims and strategy of the Athenians in 431 BC	6
Summarises accurately the resources, aims and strategy of the Athenians in 431 BC	5
Outlines some of the resources, aims and strategies, with generalisations	4
Identifies some specific points about the resources, aims and/or strategies	3
Makes limited identification of aspects of the resources, aims or strategies	2
Makes general statements about the resources, aims or strategies	1
Total	6
Answers could include: <ul style="list-style-type: none"> • Athens' aims, resources and strategy are articulated in Pericles' speech included by Thucydides which emphasises Athens' superior position compared to that of Sparta and the Peloponnesians. • Aim: the 'win through' or <i>periesesthai</i> which is linked to the abundant resources coming in via the empire. • Resources: reserve fund of 6000 talents plus an annual tribute of 600 talents, superior naval capacity plus an emergency reserve fund of 1000 talents and 100 ships. • Strategy: retreat behind the long walls but also the use of raids of the Peloponnesian coast; maintaining the empire and not expanding were also identified by Pericles as important. 	
Accept other relevant answers.	

Question 23

(6 marks)

Describe **two** examples of changes in strategy resulting from Athens' victory at Pylos and Sphacteria.

Description	Marks
For each of the two changes in strategy (2 x 3 marks)	
Describes a change in strategy and how it links to Athens' victory at Pylos and Sphacteria	3
Describes a change in strategy and how it links to Athens' victory at Pylos and Sphacteria in general terms	2
Identifies a change in strategy in general terms	1
Total	6
Answers could include: <p>Candidates may consider changes in strategy of Athens and/or Sparta resulting from the events of Pylos and Sphacteria. These may include any two of:</p> <ul style="list-style-type: none"> • Athens' attempts to revive a Land Empire breaking from Pericles' strategy of not expanding the empire • Athens' attacks on the Peloponnesian coastline (though it is disputed whether this was a change) • Sparta no longer invading Attica (due to the possibility of the hostages being executed) • Brasidas' Northern Campaign to gain leverage by gaining control over a key Athenian ally. 	
Accept other relevant answers.	

Question 24

(6 marks)

Explain the Athenians' and Alcibiades' key aims for the Sicilian Expedition. Support your answer with evidence from Thucydides.

Description	Marks
Explains a range of the key aims of the Athenians and Alcibiades for the Sicilian Expedition. Supports the answer with relevant evidence from Thucydides	6
Explains some of the key aims of the Athenians and Alcibiades for the Sicilian Expedition. Supports the answer with evidence from Thucydides	5
Describes some of the key aims of the Athenians and Alcibiades for the Sicilian Expedition. Refers to evidence from Thucydides	4
Describes some aims of the Athenians and/or Alcibiades for the Sicilian Expedition. Provides examples/evidence that may be generalised	3
Identifies an aim of the Athenians and/or Alcibiades for the Sicilian Expedition	2
Makes minimal identification of an aim of the Sicilian Expedition	1
Total	6
<p>Answers could include:</p> <p>The speeches in the Athenian Assembly prior to the Sicilian Expedition reveal some of the aims.</p> <ul style="list-style-type: none"> • Thucydides identifies three clear aims: <ul style="list-style-type: none"> ▪ assisting Segesta ▪ assisting Leontini ▪ and Thucydides claims that Athens' true desire was the conquest of Sicily. • The possibility of Syracuse supporting the Peloponnese if the war in Greece resumed could be another factor in favour of the Sicilian Expedition considered by the Assembly. • Nicias accuses Alcibiades of desiring the command for personal gain. <p>Candidates must support their answer with evidence from Thucydides.</p> <p>Accept other relevant answers.</p>	

Question 25

(6 marks)

Describe **three** consequences of the defeat of Athens in the Sicilian Expedition.

Description	Marks
For each of the three consequences of the defeat of Athens in the Sicilian Expedition (3 x 2 marks)	
Describes a consequence of Athens' defeat in the Sicilian Expedition	2
Provides a simple identification and/or generalised statement about the consequences of Athens' defeat in the Sicilian Expedition	1
Total	6
<p>Answers could include:</p> <p>Consequences include:</p> <ul style="list-style-type: none"> • the significant loss of resources (ships, men and generals such as Nicias, Lamachus, Demosthenes, Alcibiades) • Athenian allies appeal to Sparta to assist with their proposed revolts (Euboea, Lesbos, Erythrae, Chios) • faith in democracy was shaken with a creation of the Council of 10 probuli to make decisions rather than the Boule • the emergency reserve fund (1000 talents) was utilised to rebuild the fleet. <p>Candidates should be able to reference Thucydides' account.</p> <p>Accept other relevant answers.</p>	

Question 26

(6 marks)

Explain the significance of the Battle of Arginusae for Athens and Sparta.

Description	Marks
Explains accurately the significance of the Battles of Arginusae for Athens and Sparta	6
Explains the significance of the Battle of Arginusae for Athens and Sparta	5
Describes the significance of the Battle of Arginusae for Athens and Sparta	4
Describes one significant aspect of the Battle of Arginusae for Athens and/or Sparta	3
Makes generalised statements about the significance of the Battle of Arginusae for Athens and/or Sparta	2
Makes a statement/s about the Battle of Arginusae. May include errors	1
Total	6
<p>Answers could include:</p> <ul style="list-style-type: none"> • the Battle of Arginusae was a significant victory for Athens with the near destruction of the Spartan fleet • the failure to collect survivors resulted in the trial of the Athenian generals involved • the trial resulted in the generals being executed or exiled which significantly affected the Athenian leadership at the final battle of Aegospotami • this trial was condemned by Socrates and others • for Sparta the destruction of the fleet led them to seek peace initially • however, the Spartans then rebuilt the fleet once Lysander had returned to the command. <p>Accept other relevant answers.</p>	

Section Two: Extended answer

50% (50 Marks)

Part A: Unit 3

25% (25 marks)

Athens: The rise of Athens

Marking key for Questions 27–28

Description	Mark
Understanding of historical narrative/context	
Constructs a relevant, accurate and detailed historical narrative/context that demonstrates an understanding of the relationships between events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence Addresses the question	9
Constructs a relevant and detailed historical narrative/context that demonstrates an understanding of the relationships between events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence Addresses the question	8
Constructs a relevant, historical narrative/context that demonstrates an understanding of some connections across events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence Addresses the question	7
Constructs a historical narrative/context that identifies some connections across events, people and ideas, and/or continuity and change, and/or shows some understanding of the reliability of the ancient evidence Addresses most aspects of the question	6
Constructs a historical narrative/context which is mainly chronological and makes some reference to events, people and ideas, and/or continuity and change, and/or shows some understanding of the ancient evidence Attempts to address the question	5
Constructs a simple historical narrative/context which is often incorrect and makes limited reference to events, people and ideas and/or continuity and change Attempts to address the question	4
Presents some points/information in relation to the historical narrative/context and/or the question/topic Attempts to address the question	3
Makes generalisations in relation to the historical narrative/context or the question/topic	2
Makes general, disjointed statements in relation to the historical narrative/context or the topic/question	1
Subtotal	9
Use of evidence/sources	
Uses evidence effectively to provide support for the argument/viewpoint Makes reference to relevant ancient and/or modern sources with accuracy and detail throughout the response	7
Uses evidence effectively to provide some support for the argument/viewpoint Makes reference to relevant ancient and/or modern sources with accuracy and some detail throughout the response	6
Uses evidence to provide some support for the argument/viewpoint Makes some reference to ancient and/or modern sources in the response	5
Uses evidence in an attempt to provide some support for the argument/viewpoint Makes some reference to ancient or modern sources in the response	4
Presents some evidence. Makes an attempt to refer to some of this evidence with inaccuracies	3
Presents some limited evidence with inaccuracies	2
Presents minimal evidence which is often irrelevant or inaccurate	1
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
Argument/discussion and structure	
Constructs a sustained, logical analytical argument/discussion in relation to the topic/question. Presents a proposition that articulates the direction of the response in terms of line of argument/viewpoint and summarises the argument at the conclusion of the response	7
Constructs a logical analytical argument/discussion in relation to the topic/question. Presents a proposition that articulates the direction of the response in terms of line of argument/viewpoint and summarises the argument at the conclusion of the response	6
Constructs an analytical argument/discussion in relation to the topic/question Presents a proposition that articulates the direction of the response and provides a summary at the conclusion	5
Constructs a structured argument/discussion that shows some assessment in relation to the topic/question. Presents a proposition that articulates the direction of the response and provides some concluding statements	4
Presents some relevant points/information in relation to topic/question Presents a simple proposition and a concluding statement and individual paragraphs have a logical structure	3
Makes generalisations and some relevant statements in relation to the topic/question Or Presents a statement about the topic and some points/information in relation to the topic/question	2
Makes general, disjointed statements in relation to the topic/question	1
Subtotal	7
Total	25

Question 27**(25 marks)**

Evaluate Thucydides' explanation for Sparta relinquishing leadership of the Greek offensive against Persia.

Note: Thucydides' account (1.95 ff) is hostile to Pausanias, despite identifying Pausanias and Themistocles later as being two of the foremost individuals of the time (1.138). A good response will go beyond simple narrative of the events, and, offer some analysis of Thucydides' account, some of which forms part of his *Pentecontaetia*. Thucydides' knowledge and recount of the end of Pausanias' career has been doubted and debated by the secondary sources, and stronger candidates may indicate that it is wise to be wary of accepting the account as is.

Answers could include:

- Pausanias' behaviour was arrogant and caused the Ionians to seek an alternative hegemon and Sparta to send out Dorcis as a replacement
- the Ionians approached Athens due to their kinship
- Sparta wished to be rid of the burden of war and were concerned over the potential corruption of the commanders
- Sparta considered Athens to be on friendly terms and perfectly capable of taking over hegemony.

Other ancient sources contest the idea of Pausanias' significance and claim this was a pretext for Athens to take over the hegemony they had long desired.

Accept other relevant answers.

Question 28

(25 marks)

Describe Ephialtes' and Pericles' reforms to the legal and political institutions of Athens and assess their impact on the development of radical democracy.

Note: Candidates should be able to give a detailed description of the reforms. However, description of the reforms is only part of the requirement of the question. A good answer will develop clear links between the reforms and the development of radical democracy, and be able to offer examples to support any links that are made.

Answers could include:

- religious powers were left with the Areopagus. (The nine Archons were elected by sortition but only from pentacosiomedimnoi and hippeis - therefore still shaping the Areopagus)
- Dokimasia for archons went to the Boule. Other officials underwent their Dokimasia in the people's court – the Heliaea. Members of the Boule were examined by the outgoing Boule
- ongoing supervision of officials was undertaken by the Boule for matters that were punishable by fines of 500 drachmas or less – more serious matters were dealt with by the Heliaea
- all officials were also subjected to euthuna by new boards of the Boule – the 10 euthunoi (auditors) and 30 logistae (accountants)
- the key impact on Athens and its people is that all officials were now regularly accountable for the actions to elected bodies of Athenian citizens
- the Areopagus had also had extensive judicial powers over the behaviour of Athenian citizens, who could be fined with no reason needed to be given for their punishment. Ephialtes' reforms made Athenians individually responsible for bringing actions before the Heliaea, making the process more open and democratic
- the Areopagus had also exercised the first right to consider eisangelia (charges of activity against the state), the process of impeachment – deciding if a prosecution was warranted to be heard by the Heliaea or the Ecclesia. This power was moved to the Boule. Eisangelia had always been a significant power, moving it to the Boule meant the people were now better protected against it
- Pericles introduced payment for Jurors making it accessible to most (the Zeugetia notably)
- choosing Archons and other minor officials was done by lot (thereby affecting the make-up of the now isolated Areopagus)
- to protect all the benefits of democracy, Pericles also introduced a decree introducing citizenship restrictions
- the demos became very powerful and the possibility of demagoguery arose. In this way influential individuals from across social classes could harness the power of the demos. Pericles himself has been argued to have been the greatest of the demagogues, despite his noble background. This mould shaped others i.e. Alcibiades, Demosthenes. Leaders with lower class background feature prominently in the ancient sources (i.e. Cleon).

Accept other relevant answers.

Question 29

(25 marks)

- (a) Discuss the initial campaigns of the Delian League of Cimon, identified by Thucydides. (10 marks)

Description	Marks
Understanding of historical narrative/context/terminology and concepts	
Constructs a logical and detailed historical narrative/context that demonstrates an understanding of the initial campaigns of the Delian League of Cimon, identified by Thucydides. Uses relevant ancient and modern evidence, historical terminology and concepts to develop their discussion	9–10
Constructs a logical historical narrative/context that demonstrates an understanding of the initial campaigns of the Delian League of Cimon, identified by Thucydides. Uses relevant ancient and modern evidence, historical terminology and concepts to develop their discussion	7–8
Constructs a coherent historical narrative/context that identifies some of the initial campaigns of the Delian League of Cimon, identified by Thucydides. Uses mostly relevant ancient and modern evidence, historical terminology and concepts in their discussion	6
Constructs a historical narrative/context which is mainly chronological and makes some reference to the initial campaigns of the Delian League of Cimon, identified by Thucydides. Uses some ancient and/or modern evidence, historical terminology and concepts in their discussion	5
Constructs a simple historical narrative/context which is often incorrect and makes limited reference to the initial campaigns of the Delian League of Cimon, identified by Thucydides. Uses limited source evidence, historical terminology and concepts in their discussion	4
Presents some points/information in relation to the historical narrative/context and/or the question/topic. May use limited evidence, historical terminology and concepts in their discussion	3
Makes generalisations in relation to the historical narrative/context or the question/topic. May use limited evidence and historical terminology	2
Makes general, disjointed statements in relation to the historical narrative/context or the topic/question	1
Total	10
<p>Note: Candidates may take a chronological or thematic approach to Thucydides' account of the initial campaigns. Additional information from Plutarch's <i>Life of Cimon</i> can be referenced.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • the campaigns at Eion and Eurymedon were against the Persians • the campaigns against Carystus and Scyros were against Greeks • the campaigns against Naxos and Thasos were against Delian League allies • answer should highlight the importance of Eurymedon, Naxos and Thasos. <p>Accept other relevant answers.</p>	

Question 29 (continued)

- (b) Evaluate the significance of Cimon's campaigns for Athenian power and her allies.

(15 marks)

Description	Marks
Argument/discussion and structure	
Constructs a sustained, logical and analytical argument/evaluation in relation to the significance of Cimon's campaigns for Athenian power and her allies. Presents a proposition that articulates the direction of the response in terms of line of argument/viewpoint and summarises the argument at the conclusion of the response	7
Constructs a logical and analytical argument/evaluation in relation to the significance of Cimon's campaigns for Athenian power and her allies. Presents a proposition that articulates the direction of the response in terms of line of argument/viewpoint and summarises the argument at the conclusion of the response	6
Constructs a coherent argument/evaluation that shows some analytical thinking in relation to the significance of Cimon's campaigns for Athenian power and her allies. Presents a proposition that articulates the direction of the response and provides a summary at the conclusion	5
Constructs a structured argument/assessment in relation to the significance of Cimon's campaigns for Athenian power and her allies. Presents a proposition that articulates the direction of the response and provides some concluding statements	4
Presents some relevant but simple argument/assessment in relation to significance of Cimon's campaigns for Athenian power and her allies. Presents a simple proposition and a concluding statement and individual paragraphs have a logical structure	3
Makes generalisations and some relevant statements in relation to the significance of Cimon's campaigns for Athenian power and her allies Or Presents a statement about the topic and some points/information in relation to the significance of Cimon's campaigns for Athenian power and her allies	2
Makes general, disjointed statements in relation to the topic/question	1
Subtotal	7
Use of historical narrative, evidence/sources	
Uses relevant historical narrative, terminology and evidence with accuracy and detail throughout the response. Makes effective reference to relevant ancient and/or modern sources to provide support for the argument/viewpoint	8
Uses relevant historical narrative, terminology and evidence with accuracy and detail throughout the response. Refers to ancient and/or modern sources at points where it provides support for the argument/viewpoint	7
Uses relevant historical narrative, terminology and evidence with accuracy throughout the response. Refers to ancient and/or modern sources at points to provide some support for the argument/viewpoint	6
Uses historical narrative, terminology and evidence in the response. Makes some reference to ancient and/or modern sources in the response	5
Uses some historical narrative, terminology and/or evidence in the response. Makes some reference to ancient or modern sources in the response	4
Presents some historical narrative or evidence. Refers to this evidence but with inaccuracies	3
Presents some limited historical narrative or evidence with inaccuracies. Makes an attempt to refer to some of this evidence	2
Presents minimal historical narrative or evidence which is often irrelevant or inaccurate	1
Subtotal	8
Total	15
Answers could include:	
the campaigns of the Delian League under the command of Cimon demonstrated significant flexibility in regards to the aims of the League	
the campaigns became increasingly imperialistic in their nature which enhanced Athens' power.	
Accept other relevant answers.	

Part B: Unit 4

25% (25 marks)

The Peloponnesian War

Question 30

(25 marks)

- (a) Examine the aitiai and the points of difference between Athens and Sparta/the Peloponnesians as recorded by Thucydides. (13 marks)

Description	Marks
Understanding of historical narrative/context/terminology and concepts	
Constructs a relevant, accurate and detailed discussion that demonstrates an understanding of the aitiai and the points of difference between Athens and Sparta/the Peloponnesians as recorded by Thucydides. Uses relevant historical terminology and concepts with accuracy to develop their response	9
Constructs a relevant and detailed discussion that demonstrates an understanding of the aitiai and the points of difference between Athens and Sparta/the Peloponnesians as recorded by Thucydides. Uses relevant historical terminology and concepts to develop their response	8
Constructs a relevant discussion that demonstrates an understanding of the aitiai and the points of difference between Athens and Sparta/the Peloponnesians as recorded by Thucydides. Uses relevant historical terminology and concepts to develop their response	7
Constructs a discussion that shows some understanding of the aitiai and the points of difference between Athens and Sparta/the Peloponnesians as recorded by Thucydides. Uses mostly relevant historical terminology and concepts in their response	6
Constructs a historical account which is mainly chronological and makes some reference to the aitiai and the points of difference between Athens and Sparta/the Peloponnesians as recorded by Thucydides. Uses some historical terminology and concepts in their response	5
Constructs a simple account which is often incorrect and makes limited reference to the aitiai and the points of difference between Athens and Sparta/the Peloponnesians as recorded by Thucydides. Uses limited historical terminology and concepts in their response	4
Presents some points/information in relation to the aitiai and the points of difference between Athens and Sparta/the Peloponnesians as recorded by Thucydides. May use limited historical terminology and concepts in their response	3
Makes generalisations in relation to the historical narrative or the question/topic. May use limited historical terminology in their response	2
Makes general, disjointed statements in relation to the historical narrative or the topic/question	1
Subtotal	9
Use of evidence/sources	
Uses relevant evidence/sources throughout the response. Refers to this evidence at effective points	4
Uses relevant evidence/sources in the response. Refers to this evidence at some appropriate points	3
Presents some limited evidence with inaccuracies. Makes an attempt to refer to some of this evidence	2
Presents minimal evidence which is often irrelevant or inaccurate	1
Subtotal	4
Total	13
<p>Answers could include:</p> <p>Thucydides' aitiai include the Corcyrean Incident, the siege of Potidaea, as well as the complaints made by Aegina and the Megarian Decree. Complaints were raised by Corinth at the Spartan assembly and they made a critical comparison of the characteristics of Athenians and Spartans, such as:</p> <ul style="list-style-type: none"> • Athenians are revolutionary, while the Spartans are conservative • Athenians are bold and take risks and hope for the best in adversity, while the Spartans, though strong, act as though they are feeble and that calamity is insurmountable • Athenians are always abroad and looking to expand what they have, while the Spartans stay home in fear of losing what they already have. <p>Accept other relevant answers.</p>	

Question 30 (continued)

- (b) Assess the significance of the aitiai and the points of difference between Athens and Sparta/the Peloponnesians as recorded by Thucydides as the causes of the Peloponnesian War, 431–404 BCE. (12 marks)

Description	Marks
Argument/discussion and structure	
Constructs a sustained, logical and analytical argument/assessment in relation to the topic/question. Presents a proposition that articulates the direction of the response in terms of line of argument/viewpoint and summarises the argument at the conclusion of the response	7
Constructs a logical and analytical argument/assessment in relation to the topic/question. Presents a proposition that articulates the direction of the response in terms of line of argument/viewpoint and summarises the argument at the conclusion of the response	6
Constructs a coherent argument/assessment that shows some analytical thinking in relation to the topic/question. Presents a proposition that articulates the direction of the response and provides a summary at the conclusion	5
Constructs a structured argument/assessment in relation to the topic/question. Presents a proposition that articulates the direction of the response and provides some concluding statements	4
Presents some relevant points/information in relation to topic/question. Presents a simple proposition and a concluding statement and individual paragraphs have a logical structure	3
Makes generalisations and some relevant statements in relation to the topic/question Or Presents a statement about the topic and some points/information in relation to the topic/question	2
Makes general, disjointed statements in relation to the topic/question	1
Subtotal	7
Use of evidence/sources	
Uses relevant evidence/sources with accuracy throughout the response. Refers to this evidence at effective points to provide some support for the argument/viewpoint	5
Uses relevant evidence/sources in the response. Refers to this evidence at some appropriate points	4
Presents some relevant evidence. Refers to this evidence but with inaccuracies	3
Presents some limited evidence with inaccuracies. Makes an attempt to refer to some of this evidence	2
Presents minimal evidence which is often irrelevant or inaccurate	1
Subtotal	5
Total	12
<p>Answers could include:</p> <p>Candidates should assess the significance of the aitiai alongside Thucydides' points of difference between Athens and Sparta, and his prophasis as causes of the Peloponnesian War.</p> <p>Thucydides' prophasis states the truest but least spoken about cause was the growth of Athenian power and Sparta's fear of this. Candidates may acknowledge the evidence from within the Pentecontaetia.</p> <p>Stronger responses will acknowledge Pericles' response to the aitiai as referenced in his response to Sparta's ultimatums.</p> <ul style="list-style-type: none"> the Corcyrean Incident and siege of Potidaea can be viewed as not breaching the terms of the Thirty Years' Peace on Athens part, in contrast to Corinth's accusation there are a range of points candidates could recount from modern historians regarding the importance of the Megarian Decree as a cause of the War. <p>Accept other relevant answers.</p>	

Marking key for Questions 31–32

Description	Marks
Understanding of historical narrative/context	
Constructs a relevant, accurate and detailed historical narrative/context that demonstrates an understanding of the relationships between events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence. Addresses the question	9
Constructs a relevant and detailed historical narrative/context that demonstrates an understanding of the relationships between events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence. Addresses the question	8
Constructs a relevant, historical narrative/context that demonstrates an understanding of some connections across events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence. Addresses the question	7
Constructs a historical narrative/context that identifies some connections across events, people and ideas, and/or continuity and change, and/or shows some understanding of the reliability of the ancient evidence. Addresses most aspects of the question	
Constructs a historical narrative/context which is mainly chronological and makes some reference to events, people and ideas, and/or continuity and change, and/or shows some understanding of the ancient evidence. Attempts to address the question	5
Constructs a simple historical narrative/context which is often incorrect and makes limited reference to events, people and ideas and/or continuity and change. Attempts to address the question	4
Presents some points/information in relation to the historical narrative/context and/or the question/topic. Attempts to address the question	3
Makes generalisations in relation to the historical narrative/context or the question/topic	2
Makes general, disjointed statements in relation to the historical narrative/context or the topic/question	1
Subtotal	9
Use of evidence/sources	
Uses evidence effectively to provide support for the argument/viewpoint Makes reference to relevant ancient and/or modern sources with accuracy and detail throughout the response	7
Uses evidence effectively to provide some support for the argument/viewpoint Makes reference to relevant ancient and/or modern sources with accuracy and some detail throughout the response	6
Uses evidence to provide some support for the argument/viewpoint Makes some reference to ancient and/or modern sources in the response	5
Uses evidence in an attempt to provide some support for the argument/viewpoint Makes some reference to ancient or modern sources in the response	4
Presents some evidence. Makes an attempt to refer to some of this evidence with inaccuracies	3
Presents some limited evidence with inaccuracies	2
Presents minimal evidence which is often irrelevant or inaccurate	1
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

Argument/discussion and structure	
Constructs a sustained, logical analytical argument/discussion in relation to the topic/question. Presents a proposition that articulates the direction of the response in terms of line of argument/viewpoint and summarises the argument at the conclusion of the response	7
Constructs a logical analytical argument/discussion in relation to the topic/question. Presents a proposition that articulates the direction of the response in terms of line of argument/viewpoint and summarises the argument at the conclusion of the response	6
Constructs an analytical argument/discussion in relation to the topic/question. Presents a proposition that articulates the direction of the response and provides a summary at the conclusion	5
Constructs a structured argument/discussion that shows some assessment in relation to the topic/question. Presents a proposition that articulates the direction of the response and provides some concluding statements	4
Presents some relevant points/information in relation to topic/question. Presents a simple proposition and a concluding statement and individual paragraphs have a logical structure	3
Makes generalisations and some relevant statements in relation to the topic/question Or Presents a statement about the topic and some points/information in relation to the topic/question	2
Makes general, disjointed statements in relation to the topic/question	1
Subtotal	7
Total	25

Question 31**(25 marks)**

Examine the reasons for the failure of the Peace of Nicias. In your answer, identify the importance of key individuals and alliances.

Answers could include:

A short background to the Peace itself might be appropriate, but answers should not focus on this.

Reasons for failure of the Peace

The peace itself was problematic from the outset.

- Athens and Sparta signed the Peace on behalf of their allies. The allies themselves did not have the chance to contribute to, nor agree with the terms of the Peace.
- Alcibiades (allegedly) played a significant role in breaking the Peace of Nicias according to Thucydides and Plutarch. Answers may relate this information:
 - Plutarch claims that Alcibiades was ‘vexed’ (Alc. 14) that it had been Nicias who had brokered peace with Sparta and was ambitious to reinstate his family’s previous position as Spartan Proxenos, thus he undermined the Peace. Alcibiades apparently tricked the Spartan embassy in Athens and made an alliance between Athens, Argos, Elis and Mantinea which had the effect of setting the Peloponnesian states against one another.

Accept other relevant answers.

Question 32**(25 marks)**

Describe the role of Persia during the Deceleian War and assess the extent to which Persian intervention contributed to Athens’ defeat.

Note: Candidates must do more than present a narrative of the period. The question requires assessment of the extent to which Persian intervention contributed to Athens’ defeat in the Deceleian War.

Answers could include:

The role of Persia

- initially, the nature of assistance from Persia was very disjointed i.e., Tissaphernes was a very difficult ally. The Persians did assist the Spartans, but in their own way and in their own time. In the end, the Persians were crucial
- Pharnabazus was more helpful than Tissaphernes. Unfortunately, the Spartans were convinced that Tissaphernes could offer more and chose him over Pharnabazus which slowed and complicated progress
- it was not until Cyrus became involved on the initiation of his father, Darius, that any policy from Persia becomes clear. Cyrus made enormous funding contributions (mostly from his personal wealth) to Lysander on his return in 406/5
- Cyrus used his influence to get Lysander reinstated. Lysander’s leadership represents another key component of Spartan success
- Sparta, through Persia, now had the resources that the Athenians lacked - manpower (after the losses in Sicily), money and ships. Evidence for this should be provided.

Other factors

- Alcibiades’ victories in the Aegean after Sicily
- Athens confidence in victory, i.e. rejecting Spartan peace offers
- Athens can be viewed as the main contributors to their own downfall, examples should be offered: The defeat at Aegospotamai can be attributed more to Athenian incompetence, which may be linked back to the execution of the generals
- the loss of the Allies to Athens was crucial, i.e. Chios, Erythrae, Mytilene, Miletus.
- Athens’ inability to hold onto its grain routes cost Athens dearly.

Accept other relevant answers.

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