



SAMPLE ASSESSMENT TASKS

ANCIENT HISTORY (GREECE)

ATAR YEAR 12

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Sample assessment task
Ancient History (Greece) – ATAR Year 12
Task 6 – Unit 4

Assessment type: Short answer

Conditions: Answer **four** out of **five** questions. Each question is worth 6 marks.
Total marks: 24 marks
Time for the task: 45 minutes with 5 minutes reading time
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)**

Identify and describe in detail the key terms of the Peace of Nicias 421 BCE.

Question 2

(6 marks)

Outline **three** reasons for the signing of the Peace of Nicias as described by Thucydides.

Question 3

(6 marks)

Answer **both** parts of the question.

(a) Identify **two** actions of Alcibiades that undermined the Peace of Nicias.

(2 marks)

(b) Outline **two** reasons why Alcibiades sought to undermine the Peace of Nicias. (4 marks)

Question 4 (6 marks)

Answer **both** parts of the question.

(a) Identify **two** alliances made between mainland Greek poleis (city-states) that were formed during the Peace of Nicias. (2 marks)

(b) Explain the impact of the **two** identified alliances on the Peace of Nicias. (4 marks)

Question 5 (6 marks)

Outline **three** key reasons for the breakdown of the Peace of Nicias, not including the role of Alcibiades.

Marking key for sample assessment task 6 – Unit 4

Question 1

(6 marks)

Identify and describe in detail the key terms of the Peace of Nicias 421 BCE.

Description	Marks
Identifies the key terms of the Peace of Nicias and describes the terms clearly and in detail	6
Identifies the key terms of the Peace of Nicias and describes the terms with some detail	5
Identifies the key terms of the Peace of Nicias and describes the terms with some omissions	4
Identifies most of the terms of the Peace of Nicias and provides a brief description of the terms identified	3
Identifies a few of the terms of the Peace of Nicias	2
Makes general statements about the terms of the Peace of Nicias	1
Total	/6
Answers may include	
<ul style="list-style-type: none"> • the duration of the Peace and the parties to the Peace • territories to be returned and the conditions placed on these territories • territories to be retained by either side • return of prisoners • the oath to be taken • how disputes were to be dealt with and which side was to carry out the terms first. 	

Question 2

(6 marks)

Outline **three** reasons for the signing of the Peace of Nicias as described by Thucydides.

Description	Marks
Outline of reason for the signing of the Peace of Nicias (3 x 2 marks)	
Outlines a reason for the signing of the Peace as described by Thucydides	2
Identifies a reason for the signing of the Peace as described by Thucydides	1
Total	/6
Answers may include	
Information from Thucydides in V:14-16, such as: <ul style="list-style-type: none"> • deaths of leaders on both sides • influential figures on both sides who wanted peace • the reasons why Sparta wanted the Peace more than Athens • the reasons why Athens wanted the Peace after recent losses and events. 	

Question 3**(2 marks)**Answer **both** parts of the question.(a) Identify **two** actions of Alcibiades that undermined the Peace of Nicias. **(2 marks)**

Description	Marks
Identifies two actions of Alcibiades that undermined the Peace of Nicias	2
Identifies one action of Alcibiades that undermined the Peace of Nicias	1
Total	/2
Answers may include	
The actions of Alcibiades identified in the answer must be ones that served to undermine the Peace of Nicias.	

(b) Outline **two** reasons why Alcibiades sought to undermine the Peace of Nicias. **(4 marks)**

Description	Marks
Outline of reason why Alcibiades sought to undermine the Peace of Nicias (2 x 2 marks)	
Outlines a reason why Alcibiades sought to undermine the Peace of Nicias	2
Identifies a reason why Alcibiades sought to undermine the Peace of Nicias	1
Total	/4
Answers may include	
<ul style="list-style-type: none"> the rivalry between Alcibiades and Nicias wartime provided more opportunities for Alcibiades. Detail needs to be included in the response.	

Question 4**(6 marks)**(a) Identify **two** alliances made between mainland Greek poleis (city-states) that were formed during the Peace of Nicias. **(2 marks)**

Description	Marks
Identifies two alliances made between mainland Greek poleis (city-states) that were formed during the Peace of Nicias	2
Identifies an alliance made between mainland Greek poleis (city-states) that was formed during the Peace of Nicias	1
Total	/2
Answers may include	
The alliances formed during the Peace must be between two mainland Greek city-states.	

(b) Explain the impact of the **two** identified alliances on the Peace of Nicias. (4 marks)

Description	Marks
Explanation of the impact of the identified alliance on the Peace of Nicias (2 x 2 marks)	
Explains the impact of the identified alliance on the Peace of Nicias Draws a link between cause and effect	2
Identifies an impact of an alliance formed during the Peace of Nicias	1
Total	/4
Explanation must demonstrate how the alliances formed during the Peace of Nicias period had an impact on the Peace.	

Question 5 (6 marks)

Outline **three** key reasons for the breakdown of the Peace of Nicias, not including the role of Alcibiades.

Description	Marks
Outline of key reason for the breakdown of the Peace of Nicias (3 x 2 marks)	
Outlines a key reason for the breakdown of the peace of Nicias, not including the role of Alcibiades	2
Identifies a reason for the breakdown of the peace of Nicias, not including the role of Alcibiades	1
Total	/6
Answers may include	
<ul style="list-style-type: none"> the grievances of Spartan allies with the treaty discontent amongst different groups leading to new alliances important parts of the treaty not being carried out the role of Argos dissatisfaction with Nicias and the re-emergence of the war party in Athens. 	

Sample assessment task

Ancient History (Greece) – ATAR Year 12

Task 5 – Unit 4

Assessment type:	Historical inquiry	
Conditions:	Part A – Historical inquiry	(12 marks)
	Three weeks	
	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	
	An unseen question, in class, under test conditions	
Task weighting:	10% of the school mark for this pair of units	

Part A: Historical inquiry **(12 marks)**

Conduct an inquiry on the conflict between Athens and Sparta during the Archidamian War at Pylos/Sphacteria, taking summary notes. The summary notes must be submitted with the in-class validation extended answer as a complete inquiry task.

Inquiry notes

Investigate the events at Pylos/Sphacteria during the Archidamian War.

Background

The political and military background to the event, including:

- the initial war strategy of Athens and Sparta
- the impact of the Plague in Athens
- the emergence of new leaders after Pericles
- military activity of Athens 427–425 BCE
- the reasons why Athens came to be involved at Pylos.

The course of events involving Pylos/Sphacteria, including:

- conflicts
- Spartan and Athenian tactics
- the role of individuals
- Thucydides' account of the debate at Athens in the assembly.

Impact – the consequences for both Athens and Sparta, including:

- losses for both Athens and Sparta
- military, political and economic impact for Athens
- military, political and identity/reputation impact for Sparta
- the increase in authority and influence of Cleon in Athens
- Spartan response revolving around Brasidas, including

- the reasons for this campaign in the Chalcidice/Thraceward region
- Brasidas' activities there
- the level of success
- the reaction of Athens
- consequences of this campaign for both Athens and Sparta.

Format

- Summarise findings in a clear, organised framework, which must be confined to four sides of A4 or two sides of A3 paper.
- Sample frameworks include mind maps, timelines, retrieval charts, tables and graphic organisers.
- Summary notes must include main points organised succinctly in an appropriate format.
- Summary notes must include source excerpts appropriately referenced in a bibliography.

Specific assessment criteria to guide preparation of inquiry notes are found in the marking key on the following pages.

Marking key for sample assessment task 5 – Unit 4

Part A: Historical inquiry

(12 marks)

Description	Marks
Explanation and communication	
Develops a framework that contains:	
<ul style="list-style-type: none"> appropriate headings and sub-headings to categorise summary points notes organised in a clear, ordered and coherent format breadth of content appropriate referencing techniques used accurately and consistently 	4
<ul style="list-style-type: none"> headings and sub-headings to order content into some relevant categories notes organised in a clear format some breadth of content referencing techniques that may include some inaccuracies 	3
<ul style="list-style-type: none"> some headings and sub-headings to order content into a few categories some notes organised in a clear way limited breadth of content listed references 	2
<ul style="list-style-type: none"> some headings and sub-headings to order content limited content some listed 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 at least one ancient source clearly 	4
<ul style="list-style-type: none"> attempts to analyse, interpret and/or synthesises evidence from ancient and modern sources attempts to assess the reliability and usefulness of sources identifies different perspectives and/or interpretations annotates ancient sources with 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 with inaccuracies 	2
<ul style="list-style-type: none"> annotates ancient or modern sources or <ul style="list-style-type: none"> identifies some evidence or different perspectives 	1
Subtotal	/4

Description	Marks
Chronology terms and concepts	
Demonstrates an understanding of the historical narrative (the background, events and aftermath of the conflict at Pylos/Sphacteria):	
<ul style="list-style-type: none"> selects the most significant events for the inquiry focus; accurately sequences events identifies specific people, places and ideas relevant to the inquiry focus uses specific terminology relevant to the historical society 	4
<ul style="list-style-type: none"> selects some key significant events for the inquiry focus; sequences most of the events accurately identifies some of the specific people, places and ideas relevant to the inquiry focus uses some terminology relevant to the historical society 	3
<ul style="list-style-type: none"> selects some significant events for the inquiry focus; sequences the events with inaccuracies identifies some people, places and/or ideas relevant to the inquiry focus uses limited terminology relevant to the historical society 	2
<ul style="list-style-type: none"> identifies some of the events, people, places or ideas linked to the inquiry 	1
Subtotal	/4
Total	/12

Sample assessment task

Ancient History (Greece) – ATAR Year 12

Task 5 – Unit 4

Assessment type:	Historical inquiry	
Conditions:	Part A – Historical inquiry	(12 marks)
	Three weeks	
	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	
	An unseen question, in class, under test conditions	
Task weighting:	10% of the school mark for this pair of units	

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

Instructions

Write a structured response to all parts of the following question.

Question 1

- (a) Describe in detail the historical context of the Athenian landing at Pylos/Sphacteria. (4 marks)
- (b) Explain in detail how Cleon came to be involved in the events at Pylos/Sphacteria. (5 marks)
- (c) Describe Cleon’s achievements while he was at Pylos/Sphacteria. (3 marks)
- (d) Discuss the impact of the events and outcomes of Pylos/Sphacteria on the course of the Archidamian War. (13 marks)

Marking key for sample assessment task 5 – Unit 4

Part B: In-class validation extended answer

(25 marks)

Question 1

(a) Describe in detail the historical context of the Athenian landing at Pylos/Sphacteria. (4 marks)

Description	Marks
Describes in detail the historical context of the Athenian landing at Pylos/Sphacteria, including: <ul style="list-style-type: none"> key events leading up to it the role of key individuals involved significant key ideas of the time 	4
Describes in some detail the historical context of the Athenian landing at Pylos/Sphacteria, including: <ul style="list-style-type: none"> identifying most of the key events leading up to it the role of some individuals involved some key ideas of the time 	3
Describes with limited detail the historical context of the Athenian landing at Pylos/Sphacteria, including: <ul style="list-style-type: none"> identifying a few of the key events leading up to it demonstrating limited knowledge of individuals involved or the key ideas of the time 	2
Makes general comments about the Athenian landing at Pylos/Sphacteria	1
Subtotal	/4
Answers may include	
<ul style="list-style-type: none"> the Plague; death of Pericles; emergence of new political leaders in Athens Athenian expedition of c. 425 BCE explanation of how Demosthenes' came to be at Pylos and his determination to build a fort there identification of the role of key individuals outline of Athenian strategy at the outset of war 	

(b) Explain in detail how Cleon came to be involved in the events at Pylos/Sphacteria. (5 marks)

Description	Marks
Explanation of how Cleon became involved in the events at Pylos/Sphacteria	
Explains in detail how Cleon came to be involved in the events at Pylos/Sphacteria, including: <ul style="list-style-type: none"> the events of the Assembly meeting the arguments presented by Nicias the arguments presented by Cleon 	5
Explains how Cleon came to be involved in the events at Pylos/Sphacteria, including: <ul style="list-style-type: none"> the events of the Assembly meeting some of the arguments presented by Nicias some of the arguments presented by Cleon 	4

Description	Marks
Describes how Cleon came to be involved in the events at Pylos/Sphacteria, including some information on: <ul style="list-style-type: none"> the events of the Assembly meeting the arguments presented by Nicias and/or the arguments presented by Cleon 	3
Identifies how Cleon came to be involved in the events at Pylos/Sphacteria, including limited information on: <ul style="list-style-type: none"> the events of the Assembly meeting or the arguments presented by Nicias or the arguments presented by Cleon 	2
Makes general statements about how Cleon came to be involved in the events at Pylos/Sphacteria	1
Subtotal	/5
Answers may include	
<ul style="list-style-type: none"> the current political status of Cleon in Athens discussion in the Assembly in Athens relating to the lack of progress at Pylos/Sphacteria debate between Nicias and Cleon over leadership reaction of the Athenian demos representation of individuals involved (Thucydides) 	

(c) Describe Cleon's achievements while he was at Pylos/Sphacteria. (3 marks)

Description	Marks
Describes Cleon's achievements while he was at Pylos/Sphacteria	3
Identifies some of Cleon's achievements while he was at Pylos/Sphacteria	2
Makes general statements about Cleon's achievements at Pylos/Sphacteria	1
Subtotal	/3
Answers may include	
<ul style="list-style-type: none"> Cleon's arrival with fresh troops to support Demosthenes Cleon's involvement in tactics used the offer of the opportunity to surrender the capture of Spartan prisoners in 20 days which led to Cleon's increased status in Athens 	

- (d) Discuss the impact of the events and outcomes of Pylos/Sphacteria on the course of the Archidamian War. (13 marks)

Description	Marks
Development of argument/historical narrative/context	
Constructs a coherent, analytical argument/discussion which shows analysis of the historical narrative/context and/or reliability of the ancient evidence Presents the response/discussion within a clear, logical structure Addresses the question	7
Constructs an argument/discussion that shows some assessment of the historical narrative/context and/or reliability of the ancient evidence Presents the response/discussion within a logical structure Addresses the question	6
Presents relevant points/information in relation to the historical narrative/context 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/context 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/context Attempts to address the question	3
Makes generalisations and a few relevant statements in relation to the historical narrative/context and/or the question/topic	2
Makes general, disjointed statements in relation to the historical narrative or the topic/question	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
Use of evidence/sources	
Uses relevant ancient and/or modern sources throughout the answer Refers to this evidence at effective points to provide support for the argument/discussion	4
Uses relevant ancient and/or modern sources throughout the answer Refers to this evidence at effective points to provide some support for the argument/discussion	3
Uses sources in the response Makes limited reference to this evidence	2
Presents some limited evidence with inaccuracies Makes an attempt to refer to some of this evidence	1
Subtotal	/4
Total	/25

Description	Marks
Answers may include	
<ul style="list-style-type: none">• the impact of the events and outcomes of Pylos/Sphacteria on Sparta, including:<ul style="list-style-type: none">▪ desire for peace in Sparta, which was rejected by Athens▪ boost to pro-war politicians▪ forced changes to Spartan strategy▪ the campaigns of Brasidas.• the impact of the events and outcomes of Pylos/Sphacteria on Athens, including:<ul style="list-style-type: none">▪ gain in confidence▪ demand for huge increase in tribute from Delian League▪ more aggressive campaigns▪ may have encouraged the allies in the Chalcidice to revolt▪ Nicias took a more active role in the war in reaction to Cleon's growing status.	

Sample assessment task

Ancient History (Greece) – ATAR Year 12

Task 7 – Unit 4

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

Instructions

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

These were the nations, Greeks and barbarians, that inhabited Sicily. And though it were thus great, yet the Athenians longed very much to send an army against it, out of a desire to bring it all under their subjection.

Thucydides Book VI: 6, 1

Question 1 (25 marks)

- (a) Outline **two** reasons for Athens undertaking the Sicilian Expedition in 415 BCE as described by Thucydides. (4 marks)
- (b) Describe **two** military errors made by Nicias during the campaign and explain the significance of each. (8 marks)
- (c) Assess the reasons for the failure of the Sicilian Expedition. (13 marks)

Marking key for sample assessment task 7 – Unit 4

Question 1

(25 marks)

- (a) Outline **two** reasons for Athens undertaking the Sicilian Expedition in c. 415 BCE as described by Thucydides. (4 marks)

Description	Marks
Outline of reason as described by Thucydides. (2 x 2 marks)	
Outlines accurately a reason for Athens undertaking the Sicilian Expedition in c. 415 BCE as described by Thucydides	2
Identifies a reason for Athens undertaking the Sicilian Expedition in c. 415 BCE as described by Thucydides	1
Subtotal	/4
Answers may include	
Thucydides Book VI: 1, 6–8: <ul style="list-style-type: none"> • desire to conquer the island – real reason • to provide help to allies and kinsmen – pretext (i.e. reason given by Athenians) <ul style="list-style-type: none"> ▪ help Egesteans ▪ re-establish Leontini. Response should include reference to Thucydides.	

- (b) Describe **two** military errors made by Nicias during the campaign and explain the significance of each. (8 marks)

Description	Marks
Description of military error and explanation of the significance (2 x 4 marks)	
Describes accurately a military error made by Nicias during the campaign Explains the significance of the error, effectively demonstrating cause and effect	4
Describes a military error made by Nicias during the campaign Describes the significance of the error	3
Identifies a military error made by Nicias during the campaign Makes limited attempt to identify the significance of the error	2
Identifies a military error made by Nicias during the campaign	1
Subtotal	/8
Answers may include	
The loss of Alcibiades and Lamachus left Nicias in control of the whole expedition. He was cautious, he had opposed the expedition and made a number of military errors. Any two of the following errors need to be described and their significance explained: <ul style="list-style-type: none"> • Nicias did not follow up on the initial defeat of Syracuse giving the Syracusans time to prepare for the next encounter. • Nicias did not recognise the importance of Gylippus as a leader. • Nicias did not finish the fortifications at Epipolae. • Nicias was taken by surprise when Gylippus captured the headland at Plemmyrion and the supply forts. • Nicias refused to leave Sicily after his defeat. 	

(c) Assess the reasons for the failure of the Sicilian Expedition.

(13 marks)

Description	Marks
Development of argument/historical narrative/context	
Constructs a coherent argument/discussion that shows a comprehensive assessment of the reasons for the failure of the expedition and includes relevant features of the historical narrative/context and/or reliability of the ancient evidence Addresses the question	7
Constructs a coherent argument/discussion that shows an assessment of the reasons for the failure of the expedition and includes features of the historical narrative/context and/or reliability of the ancient evidence Addresses the question	6
Presents relevant points/information in relation to an assessment of the reasons for the failure of the expedition and some features of the historical narrative/context 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 an assessment of the reasons for the failure of the expedition and some features of the historical narrative/context Presents a structured response/discussion Addresses most aspects of the question	4
Presents some points/information in relation to the reasons for the failure of the expedition and/or some features of the historical narrative/context Makes an attempt to address the question	3
Makes generalisations and a few relevant statements in relation to the reasons for the failure of the expedition and/or historical narrative/context and/or the question	2
Makes general, disjointed statements in relation to the historical narrative/context or the question	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
Use of evidence/sources	
Uses relevant ancient and/or modern sources to support their argument/discussion Refers to this evidence at effective points to provide support for the argument	4
Uses some ancient and/or modern sources to support their argument/discussion Refers to this evidence at effective points to provide some support for the argument	3
Uses some evidence in the response Makes limited reference to this evidence	2
Presents some limited evidence with inaccuracies	1
Subtotal	/4
Total	/25

Description	Marks
Answers may include	
<p>There were numerous reasons for the failure of the Sicilian Expedition. These reasons need to be assessed/compared in terms of their importance to the failure of the expedition, including:</p> <ul style="list-style-type: none">• Thucydides' claim that the Athenian Assembly was to blame for the failure• the conflicting aims for the Sicilian Expedition• problems of Athenian leadership of the Expedition• role of Nicias• role of Alcibiades within the Expedition and after his recall• role of Gylippus. <p>Response should include reference to Thucydides.</p>	

Resources list

Buckley, T. (1996). *Aspects of Greek History 750–323 BC: A source based approach*. Routledge Taylor & Francis Group.

Bury, J.B. and Meiggs, R. (1975). 4th edition *A History of Greece: to the Death of Alexander the Great*.

Kagan, D. (2005). *The Peloponnesian War. Athens and Sparta in Savage Conflict 431–404 BC*. Harper Perennial. Palgrave.

de Ste. Croix, G. E. M. (2001). *The origins of the Peloponnesian War*. Duckworth.

Powell, A. (2001). *Athens and Sparta. Constructing Greek Political and Social History from 478 BC*. Routledge, p.85.

Plutarch. (1960). *The rise and fall of Athens: Nine Greek lives*. (I. Scott-Kilvert, Trans.). Penguin Books

Thucydides. (1972). *History of the Peloponnesian War*. (R. Warner, Trans.). Penguin.

Woodhead, A. G. (1960). Thucydides' portrait of Cleon. *Mnemosyne: A journal of classical studies*, 13(4), fourth series.

https://www.jstor.org/stable/4428400?seq=1#page_scan_tab_contents Question 21 Source 2 from:

Thucydides. (1972). *History of the Peloponnesian War*

Acknowledgements

Task 7 – Unit 4

Instructions

Thucydides. (1628). *History of the Peloponnesian War* (6.1). (T. Hobbes, Trans.). (Thucydides c. 460–395 BC). Retrieved May, 2024, from <http://www.perseus.tufts.edu/hopper/text?doc=Thuc.%2B6>