



# **ANCIENT HISTORY**

## **ATAR course examination 2020**

### **Marking key**

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 – Unit 3

25% (24 Marks)

## New Kingdom Egypt to the death of Horemheb

## Question 1

(6 marks)

Outline the political and economic importance of Nubia to Egypt.

Description	Marks
Accurately identifies and outlines the political and economic importance of Nubia to Egypt in detail.	6
Mostly accurately identifies and outlines the political and economic importance of Nubia to Egypt including some detail.	5
Identifies and outlines the political and economic importance of Nubia to Egypt.	4
Identifies and outlines some aspects of the political and economic importance of Nubia to Egypt. May be generalised and include unequal description of economic or political importance.	3
Identifies and/or describes limited aspects of the political and/or economic importance of Nubia to Egypt.	2
Makes minimal identification of the political and/or the economic importance of Nubia to Egypt. May include errors.	1
<b>Total</b>	<b>6</b>
<p>Good answers should be able to outline the interconnected nature of political and economic matters. The Theban kings required the economic benefits provided by control over Nubia, in order to fund the political/religious growth and maintenance of the state, territorial expansion and any attendant military campaigns.</p> <ul style="list-style-type: none"> <li>Part of Nubia's <b>economic</b> importance lay in its resources: quarries of diorite, granite and amethyst, as well as its access to gold and copper mines, and its strategic location in terms of the control of the desert and river routes. Evidence survives in the form of the exotic raw materials and products from tropical Africa</li> <li>Nubia's <b>political</b> importance was in providing security to the South. Control of the cataract region was undertaken by the Theban kings early in Dynasty 18. At this time, they needed to retake the forts in the area before they could safely proceed against the Hyksos. In the third year of Kamose's reign the first evidence appears that the region was under the control of the Theban Kings. Amenhotep I consolidated control over Nubia, appointing a Viceroy of Nubia which fast became one of the most important administrative positions in the empire. Thereafter Egypt enjoyed a great influx of wealth in terms of gold, taxes and, of course, came to control the trade routes through to the Sudan. Tuthmosis I campaigned quite aggressively in Nubia and seems to have built a string of Nubian forts, also possibly establishing a new administrative system to manage the area. Hatshepsut recorded engaging in hostilities in Nubia to ensure its ongoing submission. This kind of interaction was not uncommon between Egypt and Nubia and is a result of the central significance of Nubia to Egypt. Later, into Dynasty 19 and beyond, control of Nubia remained important as a way of providing funding for ambitious building projects, i.e. Seti I's attempt to provide wells near to the mines in order to make them more accessible in more remote areas.</li> </ul>	

## Question 2

(6 marks)

Explain the significance of the position of God's Wife, using **two** examples of queens or other royal women.

Description	Marks
For each of the two examples	
Explains the significance of the position of God's Wife in detail	3
Explains some aspects of the position of God's Wife, with some detail	2
States limited aspects of the position of God's Wife, may include errors	1
<b>Total</b>	<b>6</b>
<p>There are a number of key examples of women who used this position to gain considerable independence and thus influence/power. A good answer should give a brief overview of two individuals who were God's wife and acknowledge how the position increased their status and influence; and explain the nature and responsibilities of the position itself.</p> <ul style="list-style-type: none"> <li>Beginning in Dynasty 18, God's Wife of Amun was one of the most consistently important positions held by women apart from that of queen. She took on the function of consort to the God Amun in Thebes, though it could be argued that the role had equally important political and religious significance. No other comparable role is known for any of the other cult of Egyptian gods in the period of study. Like the king, the God's Wife took a <i>praenomen</i> as well as a <i>nomen</i>, which were both enclosed in cartouches. Most of these were composed with the name of Mut and the God's Wife was considered to be the earthly incarnation of that goddess</li> <li>the position was endowed with its own estate, a staff of male officials (including, possibly, musicians) associated with the cult of Amun. Her primary domain would have been the Temple of Amun at Karnak on the East Bank at Thebes. Over time, the position appears to have given considerable independent wealth to its holder. Other titles that became incorporated within this position included <i>God's Hand</i> and <i>Divine Adoratrice</i>, a position that was held by the daughters of the High Priest of Amun until the reign of Hatshepsut and which all seemed to have generated income through their economic holdings. This and the religious prominence of the role is what allowed the office-holder such great influence</li> <li>Ahmose-Nefertari used the 'God's Wife' title and position frequently, as did Hatshepsut. Both women operated independently of their husbands and sons in monument building and cult roles. The emphasis on the role was no doubt due to the economic and religious power given to the role of God's Wife by Ahmose. The Donation Stele records Ahmose's creation of a trust relating to the 'Second Priesthood of Amun' whose benefices were passed on without interference in perpetuity to whomever the God's Wife chose. The economic holdings of the priestess institution continued to grow and are recorded on a number of papyri. The independence this created endowed the title holder with considerable independence, autonomy and power</li> <li>other examples of women who held the God's Wife title were Ahmose-Meritamun, daughter of Ahmose Nefertari, who in turn handed it to Hatshepsut, who passed the title on to her daughter Neferure. The power and prestige of the role of the <i>God's Wife of Amun</i> was greatly diminished by Amenhotep II, he may not have had one unless it remained as his sister, Meritamun. Tuthmosis IV mother Tiaa held the office.</li> </ul>	

## Question 3

(6 marks)

Explain the religious significance of the Opet Festival.

Description	Marks
Clearly and accurately explains the religious significance of the Opet Festival.	6
Explains the religious significance of the Opet Festival in some detail.	5
Describes the religious significance of the Opet Festival.	4
Describes some aspects of the religious significance of the Opet Festival in a generalised way.	3
Makes statements about the religious significance of the Opet Festival.	2
Makes some statements about the Opet Festival. May include errors.	1
<b>Total</b>	<b>6</b>
<p>Candidates should be able to explain the religious, perhaps mentioning the wider cultural and political (they are interconnected in ancient Egypt), significance of this important festival. Though they might describe the events of the festival, the question requires them to consider <i>why</i> the festival is of religious import.</p> <p>The Opet festival was celebrated annually in Thebes, reinforcing the central importance of the temple and priesthood of Amun. It also highlighted the Pharaoh's importance in the state by linking him/her strongly and publicly to the God Amun as part of a transformation process and certainly it appears that the King was seen as being rejuvenated by his/her close contact with the God during this festival – all of which reinforced the King's importance and position in the state.</p> <p>The Luxor temple was built on the site of what was considered to have been the birthplace of the God Amun. The temple contained a special manifestation of the God who was worshipped separately to the Amun from Karnak, and who was visited annually by the Amun from Karnak during the Opet festival. The Luxor temple was called the 'Southern Opet' or 'Place of Seclusion' and its God 'Amun of the Opet', thus the connection between the temple and the festival is evident.</p> <p>The Opet festival was one of the few attended by the common people, allowing them access to witness the power and influence of both God (including the cult of the God) and King. It is possible that the Opet Festival drew attendants from outside Thebes because of the rare opportunity it provided to present pleas to Amun. The sheer opulence of the festival also emphasised the wealth and economic power of the state and, by association, of the pharaoh and the God/temple.</p> <p>During the festival the temple would provide food and entertainment for the people making it one of the social highlights of the year.</p>	

## Question 4

(6 marks)

Describe **two** ways in which Hatshepsut justified her status and position as King. Provide evidence in your answer.

Description	Marks
For each of the two ways in which Hatshepsut justified her status and position as King	
Describes accurately Hatshepsut's propaganda, referring to relevant evidence.	3
Describes Hatshepsut's propaganda, referring to some relevant evidence.	2
Describes an aspect of Hatshepsut's propaganda, referring to little or no relevant evidence.	1
<b>Total</b>	<b>6</b>
<p>Candidates may note some of the reasons why Hatshepsut needed to justify her position as King, but they should focus on the propaganda developed to emphasise her right to the title and office of King. Responses may describe the propaganda from the detailed inscriptions at Deir el Bahri, and/or may describe a selection of other propaganda used by Hatshepsut to justify her status/position.</p> <ul style="list-style-type: none"> <li>• Background: As God's Wife, Hatshepsut seems to have successfully cultivated the support of the Amun cult even before her regency, certainly the ongoing support of the cult's chief priest was instrumental in consolidating her position throughout her life. Clearly, and perhaps as a result of her role as God's Wife, she had ongoing support of the male elite in the civil and religious bureaucracies from very early on. When her husband died she became regent for Tuthmosis III. She was an efficient administrator and had control of the state early in the regency. Her assumption of the position of King was a gradual usurpation of the title; she already had the power</li> <li>• the Red Chapel at Karnak includes references to her changing role and status from regent to ruler – an oracle had proclaimed her '... Kingship of the Two Lands'. This inscription is also evidence of support by the Cult of Amun. There are other inscriptions where Hatshepsut uses titles modelled on those used by the Kings i.e. 'lady of the Two Lands'. Likewise, obelisks were usually only commissioned by Kings, thus the two at Karnak have been interpreted as ways to promote the increase in her status from regent to king</li> <li>• to justify her position as a divine ruler, she made a feature of her divine conception and by the god Amun, and rewrote her history so that she was seen as the legitimate heir of her father Tuthmosis I. Inscriptions at Deir el Bahari describe in detail her coronation, divine conception and birth</li> <li>• the coronation inscriptions</li> <li>• the divine birth scenes: Similar to the story as detailed in the Middle Kingdom Westcar Papyrus, her divine birth was told in a sequence of reliefs on her mortuary temple at Deir el Bahari. Her scenic reliefs are pure political propaganda. The story of divine birth was well known in Egypt. In the reliefs the god Amun assembles a group of the most important national Gods, telling them that the time is right to father a <i>princess</i> who will govern Egypt. The propaganda presents Hatshepsut to the gods as a boy and therefore able to be King. To her earthly father (Tuthmosis II) and the people of Egypt she is female, but if the gods accept her as King then the population must do so as well.</li> </ul>	

## Question 5

(6 marks)

Outline the contents and purpose of Horemheb's Edict of Reform.

Description	Marks
Outlines accurately the contents and purpose of Horemheb's Edict of Reform.	6
Outlines mostly accurately the contents and purpose of Horemheb's Edict of Reform.	5
Outlines the contents and purpose of Horemheb's Edict of Reform.	4
Describes the contents and purpose of Horemheb's Edict of Reform in a generalised way. Description of content and purpose may be unequal.	3
Describes the contents and/or purpose of Horemheb's Edict of Reform in a limited way.	2
Makes superficial statements about the contents and/or purpose of Horemheb's Edict of Reform. May include errors.	1
<b>Total</b>	<b>6</b>

A good answer will have detailed knowledge of the content of the edict and be able to outline its political purpose to carry out reforms which may/may not have been needed as a result of problems with governance and management of the state under Akhenaten. Horemheb desired to reform domestic policy and held the previous regime responsible for the problems he addressed in his reforms.

- Upon his accession, Horemheb initiated a comprehensive series of internal reforms to the government power structures which may have been left over from Akhenaten's reign
 

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- the *Edict of Horemheb*:
 

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  - provides detail on the extent to which Order/maat had been upset and suggests that with the abandonment of and by the old gods, the country had slid into chaos and confusion
  - announced the appointment of (responsible trustworthy military men whom he would likely have known) viziers and priests in the Amun Cult
 

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  - Additionally the Deir el Medina workforce was reorganised in his seventh year while the official Maya renewed the tomb of Thutmose IV, which had been disturbed by tomb robbers in his eighth year. Stolen property was returned; peasants had their taxes remitted for a period. Horemheb's penalties for unlawful behaviour were harsh in the extreme and included mutilation and exile. He continued dismantling the Aten temples and erasing all reference to Akhenaten and his period of rule
- the creation and placement of the so called 'Edict of Reform' in prominent locations emphasises the great importance which Horemheb placed upon domestic reform. The stele also indicates the importance of the military at the time, and that there may have been some deterioration in the behaviour of officials during the Amarna period, giving weight to the argument that Akhenaten did not effectively run the Egyptian state
 

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## Section Two: Source analysis – Unit 4

25% (20 Marks)

## Thebes – East and West, New Kingdom Egypt

## Question 6

(10 marks)

Evaluate the extent to which the evidence from the new scientific methodology explains reliably the relationships between Tutankhamun and the Amarna royal family.

Refer to the source and to your understanding of the period of study in your answer.

Description	Marks
Makes a sound evaluation of the evidence relating to Tutankhamun's lineage. Shows thorough understanding of the source, makes detailed reference to the period of study.	9–10
Makes a relevant evaluation of the evidence about Tutankhamun's lineage. Shows understanding of the source, offers some details about period of study.	7–8
Makes a simplistic or generalised assessment of some relevant evidence about Tutankhamun's lineage. Shows generalised understanding of the source, makes generalised reference to the period of study.	5–6
Makes a limited assessment of a limited amount of evidence about Tutankhamun's lineage. Shows limited understanding of the source. Response may refer unequally to the period of study.	3–4
Makes superficial assessment of the evidence and/or includes little or no evidence about Tutankhamun's lineage. May include errors. Shows superficial understanding of the source, and/or the period of study.	1–2
<b>Total</b>	<b>10</b>
<p>Candidates should explain that a mummy's age, the mummification process and the condition in which it was stored all contribute to a high degree of contamination, and thus to results that are questionable. Thus, the scientific evidence for lineage is debatable. While candidates might draw differing conclusions about reliability, they need to acknowledge and effectively present aspects of the debate to answer appropriately.</p> <p>Points relating to reliability:</p> <ul style="list-style-type: none"> <li>• the identity of Tutankhamun's parentage has long been a subject for speculation and there is great debate about the reliability of all of the evidence including that from DNA testing</li> <li>• many have suggested that Tutankhamun was the son of Amenhotep III, using Tutankhamun's additions to Amenhotep III's temples at Luxor and Soleb. They can only have been father and son if there was a long co-regency between Amenhotep and Akhenaten</li> <li>• evidence that Akhenaten might have been the father of Tutankhamun: <ul style="list-style-type: none"> <li>◦ an astronomical instrument found at Heliopolis refers to Tutankhamun as a prince who is the great grandson of Thutmose IV who was Amenhotep III's father</li> <li>◦ evidence from KV55 supports that the mummy was Akhenaten</li> <li>◦ physical resemblance between KV62 (Tutankhamun) and KV55 (if it is accepted as Akhenaten) might indicate their relationship</li> <li>◦ the proximity of KV55 to KV62 indicates a familial link</li> </ul> </li> <li>• DNA analysis has shown that Amenhotep III was the grandfather of Tutankhamun and that the body in KV55 was probably his father, but the age of the mummy has been suggested to be too young to be Akhenaten. Therefore, the mummy does not provide any certain evidence about the links between Tutankhamun and the Amarna Royal family.</li> </ul> <p>Tutankhamun appears therefore to be the son of a relationship between his father and his aunt (brother and sister marriage). It has also been suggested that there is a resemblance between the mummy face mask of Tutankhamun and images of Tiye.</p>	

## Question 7

(10 marks)

Assess the usefulness of the written and material evidence found at Deir el Medina in furthering our understanding of the lives of non-royal people.

Refer to Sources 2(a) and 2(b) and to your understanding of the period of study in your answer.

Description	Marks
Effectively assesses the usefulness of the written and material evidence found at Deir el Medina in furthering our understanding of the lives of non-royal people. Shows thorough understanding of the source, makes detailed reference to the period of study.	9–10
Offers an assessment of the usefulness of the written and material evidence found at Deir el Medina in assisting our understanding of the lives of non-royal people. Shows understanding of the source, offers some details about period of study.	7–8
Makes a generalised or simplistic assessment of the usefulness of the evidence found at Deir el Medina in assisting our understanding of the lives of non-royal people. Shows generalised understanding of the source, makes generalised reference to the period of study.	5–6
Makes limited assessment of the usefulness of the evidence found at Deir el Medina in assisting our understanding of the lives of non-royal people. Shows limited understanding of the source. Response may refer unequally to the period of study.	3–4
Makes superficial assessment of the usefulness of the evidence found at Deir el Medina in assisting our understanding of the lives of non-royal people. May include errors. Shows superficial understanding of the source, and or/ the period of study.	1–2
<b>Total</b>	<b>10</b>
<p>Candidates should state that there is a wealth of written and archaeological evidence from the village making it an important site for information about working conditions and lifestyle for non-royal men and women. Papyri and thousands of ostraca have also been found.</p> <p>The walled village at Deir el Medina was built early in Dynasty 18 and housed the workmen who constructed royal tombs in the Valley of the Kings to the end of the New Kingdom era, except for the Amarna period though the village was still occupied during this time.</p> <ul style="list-style-type: none"> <li>• candidates should surmise that although the inhabitants of the village were skilled craftsmen, they were non-royal.</li> </ul> <p>The sources give us an understanding of the day to day activities/lifestyle of non-royal people. The nature of trade, and to an extent level of income, is clear from Source 2(b). As there is a wealth of other evidence which supports and expands the evidence in the sources, answers may therefore include some of the following:</p> <ul style="list-style-type: none"> <li>• written records tell us that the work week was 10 days, workers spent eight of these living in temporary accommodation at the royal tomb upon which they were working</li> <li>• the Tomb scribe issued rations and kept daily work records of attendance. Holidays and special/sick leave could be granted</li> <li>• villagers were highly literate – this indicated the atypical nature of the inhabitants and the village as a whole. Tomb draftsmen, officials and scribes all needed to know how to read/write</li> <li>• crime was recorded including robbing royal tombs as a serious crime</li> <li>• women carried out the day to day life of the village. There is evidence that they: <ul style="list-style-type: none"> <li>◦ were relatively independent, supplementing their ‘income’ of supplied goods by spinning weaving and dressmaking (source 2a)</li> </ul> </li> </ul>	



- were educated to an extent, a vast body of letters to them from their men indicate that they could probably read
- looked after property and business interests while the husband was away and probably kept in touch by writing (however, we do not know to what extent professional letter writers were employed, since this was the common practice generally)
- could own property and will this to whomever they chose
- could divorce their husbands and would retain their own property afterward
- were responsible for carrying supplies to the workers camp at the royal tomb
- love songs/poems/erotica have also been found from the Ramesside era of the New Kingdom particularly, which describe a range of desires and feelings
- scenes from tombs/ostraca depict a wide range of leisure activities
- all of the villagers' basic needs (clothing, food, firewood, water) were supplied by the state as payment, on a monthly basis. Laundry was also carried out for the villagers as depicted in Source 2(a)
- a wide variety of barter and reciprocal gift-giving existed in the village, including set prices, credit and loans (Source 2 (b)).

## Question 8

(10 marks)

Assess the extent to which the books of the afterlife help us understand the nature and significance of afterlife beliefs and practices during the period of study.

Outline the nature, and explain the significance, of afterlife beliefs in your answer.

Description	Marks
Effectively assesses the extent to which the books of the afterlife help us understand the nature and significance of afterlife beliefs and practices. Clearly outlines the nature, and explains the significance of, afterlife beliefs. Shows thorough understanding of the sources, makes detailed reference to the period of study.	9–10
Makes some assessment of the extent to which the books of the afterlife help us understand the nature and significance of afterlife beliefs and practices. Briefly outlines the nature, and offers some explanation of, the significance of afterlife beliefs. Shows understanding of the sources, offers some details about the period of study.	7–8
Makes a generalised or simplistic assessment of the extent to which the books of the afterlife help us understand the nature and significance of afterlife beliefs and practices. Briefly refers to the nature, and offers a generalised explanation of, the significance of afterlife beliefs. Shows generalised understanding of the sources, makes generalised reference to the period of study.	5–6
Limited consideration of the extent to which the books of the afterlife help us understand the nature and significance of afterlife beliefs and practices. Makes limited reference to the nature, and/or the significance of afterlife beliefs. Shows limited understanding of the source. Response may refer unequally to the period of study.	3–4
Makes superficial comments on the extent to which the books of the afterlife help us understand the nature and significance of afterlife beliefs and practices and/or makes superficial reference to the nature, and/or the significance of afterlife beliefs. May include errors. Shows superficial understanding of the source, and or/ the period of study.	1–2
<b>Total</b>	<b>10</b>
<p>The various books of the afterlife provide a great deal of information about the nature, and to an extent elucidate some of the cultural significance of afterlife beliefs. Answers should focus centrally on the strengths and weaknesses of the contribution the books of the afterlife make to our understanding of afterlife beliefs, though they should acknowledge that there is supporting evidence from royal burials, tomb decoration and mummification.</p> <p>Answers should:</p> <ul style="list-style-type: none"> <li>• outline the nature of afterlife beliefs themselves</li> <li>• explain something of their significance</li> <li>• assess how well the contents of the afterlife texts, (including those referred to in the sources), help us understand these beliefs. Candidates should point out that in the New Kingdom, to a large degree the Osiris myth was joined with the Re myth: the sun-god crossed the sky by day and then entered the underworld in the evening where he battled with the forces of evil to emerge victorious, born again into the world the next morning for another day. These beliefs found expression in the way in which the dead were mummified and buried, in the way the tombs were decorated, and in the contents of the books of the afterlife. Thus what we know about afterlife beliefs is from a variety of sources including but not limited to the examples in Sources 3(a) and 3(b).</li> </ul> <p>Books of the afterlife which candidates might refer to include: The Am Duat (S1); The Book of Gates; The Book of Caverns; The Book of the Dead (S2); The Book of Heavens; The Book of Earth.</p>	

The nature of afterlife beliefs:

The journey to the afterlife included traps and tests which could only be successfully navigated if the deceased knew the right procedures and speeches to make. The afterlife books therefore contained religious texts, prayers and magical spells to assist in a successful journey to the afterlife. As Source 3(b) points out, some papyri were individually prepared for wealthier individuals and included specifically chosen texts, poorer people tended to purchase mass produced pre-prepared (often inaccurate) versions of the Book of the Dead particularly, which only needed the name of the deceased to be inserted.

The Am Duat (Source 3(a)), or the Book of that which is in the Underworld, was a detailed account of what could be found in the afterlife and represented the progress of the sun through the underworld at night. The Duat was believed to lie beneath the earth and there the sun travelled from west to east in his night boat to be reborn in the morning. This was a dangerous and uncertain time and is depicted in netherworld books in the New Kingdom. These dangers are shown in detail in Pharaoh's tombs (3(a)), scenes from all 12 hours of the journey appear in Tuthmosis III's tomb unlike the abridged version in Source 3(a) from Tutankhamun's tomb. Thus Source 3(a) is not as useful as some other extant evidence.

The nature of the beliefs as depicted in afterlife texts/tomb paintings, referred to in some measure in Sources 3(a) and (b):

- every person was composed of a physical body, a *ba*, a *ka*, an *akh* and a name. After death the *ba*, *ka* and *akh* were released from the body and provided all went well, the deceased was reborn into the afterlife
- the *ka* remained in the tomb with the body
- the *ba* was a soul that went into the afterlife
- the *akh* disassociated itself from all earthly things and went away to shine beautifully in some esoteric state that no one can explain

After death two things happened:

• Spiritually (evident from the books/tomb decoration):

- the deceased was judged before Osiris as to whether or not they could enter the afterlife. They had to have their heart weighed against the Maat feather that represented the concept of justice personified by the goddess Maat. If the heart was true and good the deceased was led by Horus to be presented to Osiris as suitable for the afterlife. If the heart was not true then it was eaten by the Devourer

Physically

- the tomb was finished, the body mummified, grave goods assembled, and after a period of time, the funeral took place, with the Opening of the Mouth ceremony in front of the tomb door. This hopefully coincided with the deceased being spiritually led in front of Osiris, having passed all tests

Should the deceased be judged worthy, they would experience utopian bliss in the afterlife of the Fields of Reeds

Significance of the afterlife beliefs:

- good behaviour was rewarded by a blissful afterlife and so in a sense this was a way of controlling society and enhancing the religious and temporal power of the gods and their priests, and also the power of the pharaoh and his administration. So, the beliefs have both religious and political significance
- these beliefs provided a framework for the living to make sense of their lives and to give them something to hold on to in the face of their inevitable deaths. It would appear that without having led a life which could be justified to the gods as blameless, there was no chance of entering the afterlife – thus the afterlife beliefs of the Egyptians supported a 'just' society. This was the concept of Maat – the Egyptian goddess of justice; this concept pervaded society
- dealing with the dead and making sure that they were properly prepared to enter the afterlife successfully became an enormous industry and thus was of economic significance.

## Section Three: Essay

50% (50 Marks)

## Part A: Unit 3

25% (25 marks)

## New Kingdom Egypt to the death of Horemheb

Marking key for Questions 9–11

Description	Marks
<b>Introduction</b>	
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
<b>Subtotal</b>	<b>3</b>
<b>Understanding of historical narrative/context</b>	
Produces a relevant, sophisticated narrative that demonstrates an understanding of the interrelationships between events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence.	7
Produces a relevant, comprehensive narrative that demonstrates an understanding of the relationships between events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence.	6
Produces a relevant, coherent narrative that demonstrates an understanding of some connections across events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence.	5
Produces a narrative that identifies some connections across events, people and ideas, and/or continuity and change in the narrative, and/or shows some understanding of the reliability of the ancient evidence 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, and/or shows limited understanding of the ancient evidence.	3
Produces a simple narrative which is often incorrect and makes minimal reference to events, people and ideas, and/or continuity and change, and/or demonstrates minimal understanding of the relevant ancient evidence.	2
Makes general/superficial statements about the narrative.	1
<b>Subtotal</b>	<b>7</b>
<b>Argument</b>	
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
<b>Subtotal</b>	<b>6</b>
<b>Use of evidence</b>	
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
<b>Subtotal</b>	<b>6</b>
<b>Conclusion</b>	
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
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>25</b>

## Question 9

(25 marks)

Describe the development of the Egyptian military, and assess its importance in the expulsion of the Hyksos and in the early expansion of the Empire.

**Development of the military**

The military was originally a provincial based militia conscripted from local men. Local commanders joined forces with the central royal forces when and if necessary. This changed in Dynasties 17 and 18 when an experienced army was required to fight and expel the Hyksos. As a result, the army became a standing army supported by the state. Evidence indicates that the professional army which developed was split into two divisions.

These forces were carefully structured. A hierarchy of officers and men existed by the time of Ramses II, divided into four divisions which were further broken down into smaller fighting units of around 250 men. The charioteers were an elite officer corps. Units of spearmen, axe bearers, club men and slingers were also included, and experienced men were carefully spread through the units. An effective intelligence service also existed, and the Pharaoh had a bodyguard.

Without this military organisation, the Dynasty 18 Pharaohs would not have been able to build their empire nor garrison the city states to enforce obedience and tribute payments from those referred to as allies. This allowed the wealth of the region to pour into the Egyptian state and thereby facilitated the expansion of trade and influence beyond Egyptian borders. By the time of Tuthmosis III there was a permanent professional army that was the key to the Empire. This army adopted the superior weapons which had been introduced by the Hyksos.

The most revolutionary addition to the Egyptian army was the chariot, fundamental to Egypt's military successes and becoming more sophisticated throughout the period of study.

**Importance of the army in the expulsion of the Hyksos**

Under Sequenenre Tao I and II the Egyptian armies seem to have fought the Hyksos, though the evidence is fragmentary.

In a stele at Karnak, Kamose boasts that he had some victories over the Hyksos, setting out to rid Egypt of the Hyksos and successfully raided deep into their territory. He died unexpectedly and his successor, Ahmose was successful in expelling the Hyksos.

The two tomb biographies of Ahmose Pennekhbet and Ahmose Son of Ebana are important sources of evidence for this period. Candidates should be able to recount the steps taken by Egypt to expel the Hyksos plus something of the practice and use of the military at the time and may draw on these biographies for information.

## Question 10

(25 marks)

Evaluate the extent to which diplomacy and marriage contracts contributed effectively to Egypt's foreign policy during Dynasty 18. Include examples in your answer.

Candidates should conclude that while diplomacy and marriage contracts were an important aspect of policy with obvious economic impact, they were successful inconsistently, and were therefore bolstered by more direct action on a number of occasions. A good answer should assess the effectiveness, and give examples, of the various ways in which foreign policy was carried out.

The Egyptians did not colonise in the modern sense of the word. Instead they intimidated and set up alliances with client city states and their rulers to ensure a web of intersecting interests.

Diplomacy and marriage contracts ensured trading and economic transactions with neighbours and allies, and, are of significance for economic stability and control. Diplomatic marriages were made:

- Tuthmosis III and IV formed marriage alliances with the Mitanni as did Amenhotep III, in order to avoid future military clashes, obtain luxury goods, facilitate trade and business transactions
- the Amarna letters indicate ongoing diplomatic links between Egypt and these states.

Responses should also consider other ways in which Egypt maintained her authority in the region.

Many of the earlier Pharaohs were engaged primarily in military action, therefore candidates may point out that securing and growing the empire required use of force as the principal foreign policy with neighbouring communities

- Ahmose: Ahmose's agenda seems to have been to secure Egypt against any possibility of a resurgent Hyksos and their allies
- Tuthmosis I: a military man, probably promoted to the role of Pharaoh
- Tuthmosis II: put down a rebellion in Kush
- Hatshepsut: trade seems to have flourished under Hatshepsut
- Tuthmosis III: his foreign policy was one of unparalleled expansion
- Amenhotep II: also a warrior pharaoh, he inherited an empire with a flow of taxes and tribute
- Tuthmosis IV: the empire was by now mainly under a care and maintenance program of minor raids, diplomacy, diplomatic marriages and alliances
- Amenhotep III: By his time foreign policy became a matter of diplomacy
- Amenhotep IV/Akhenaten: there is a certain amount of controversy regarding foreign policy at this time. The conventional view is that the empire declined
- Tutankhaten/Tutankhamun: died young but certainly portrayed himself as a warrior pharaoh
- Horemheb: the final king of Dynasty 18 was a military man by profession.

## Question 11

(25 marks)

Discuss the impact of the Amarna Revolution on the portrayal of the human figure in art, and evaluate the archaeological **and/or** historical usefulness of the evidence.

Amarna Art is instantly recognisable, even in its most subtle form. Changes from traditional to Amarna, at first extreme, became more moderate over time and eventually merge into the mainstream. These changes permeated all forms of art. The tomb of the Vizier Ramose on the west bank at Thebes is an excellent example of the changes which occurred because it is partly decorated in the formal traditional style and partly in the fluid Amarna style which experimented with texture, light, shade and perspective.

Some things remained constant in the art. Size still denoted importance, groups were still shown as rows of overlapping figures and the importance of balance was still recognised. Many scenes were still organised into registers although Amarna artists often did away with these.

During the Amarna period there was a change in the proportions of the human figure by adjusting the grid system. The traditional 18 square grid from feet to hairline was changed to a 20 square grid. One extra square was inserted between the junction of the neck and shoulders to allow for the longer necks. The other extra square was inserted in the torso to allow for the pendulous stomach. These changes are seen at their most extreme in the figure of the king, Akhenaten, but they were mirrored to a greater or lesser degree across the representation of all human figures.

More radical changes earlier in Akhenaten's reign:

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Later in his reign:

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Many of these proportions give a female aspect to the king's figure, which is perhaps misleading as this was not meant to be a true representation of the king. Today many think that that the king was being portrayed as a plump fertility figure and as a representative of the Aten – as such he was portrayed as superhuman and also androgynous. However, candidates may refer to the debate over the variety of diseases which the pharaoh may have suffered. Female figures followed the same basic form as that of the pharaoh. They continued to have their transparent clothing allowing every part of their bodies to be on show – emphasising their fertility. One particular aspect of the royal family and the princesses in particular is the emphasis on their elongated heads, for which there has not yet been a satisfactory explanation, except that it appears to have been an artistic convention. Non-royal people were also portrayed with similar stylised proportions.

There were changes in the composition of scenes of the royal family. They were shown enjoying an intimate and loving family life with children sitting on their parents' knees and being kissed by them. The royal couple are shown playing with their daughters, riding in chariots, embracing, holding hands and dining together. Naturalistic portrayals of the girls with their rounded limbs and elongated heads give the impression of exotic children and teenagers. There are some small statues of the royal women and girls, their plump bodies draped in folds of linen, counterbalanced by their elongated heads. There were some painted sculptures from one of the workshops at Amarna e.g. the famous Nefertiti bust now in Berlin as well as many life-like busts of ordinary men and women.

## Part B: Unit 4

25% (25 marks)

## Thebes – East and West, New Kingdom Egypt

Marking key for Questions 12 and 13.

Description	Marks
<b>Introduction</b>	
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
<b>Subtotal</b>	<b>3</b>
<b>Understanding of historical sources/narrative/context</b>	
Produces a relevant, sophisticated narrative that demonstrates an understanding of the interrelationships between events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence.	7
Produces a relevant, comprehensive narrative that demonstrates an understanding of the relationships between events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence.	6
Produces a relevant, coherent narrative that demonstrates an understanding of some connections across events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence.	5
Produces a narrative that identifies some connections across events, people and ideas, and/or continuity and change in the narrative, and/or shows some understanding of the reliability of the ancient evidence 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, and/or shows limited understanding of the ancient evidence	3
Produces a simple narrative which is often incorrect and makes minimal reference to events, people and ideas and/or continuity and change, and/or demonstrates minimal understanding of the relevant ancient evidence.	2
Makes general/superficial statements about the narrative.	1
<b>Subtotal</b>	<b>7</b>
<b>Argument</b>	
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
<b>Subtotal</b>	<b>6</b>
<b>Use of evidence</b>	
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
<b>Subtotal</b>	<b>6</b>
<b>Conclusion</b>	
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
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>25</b>



## Question 12

(25 marks)

Describe and discuss, by referring to specific examples, how environmental factors **and/or** additions and reuse of material remains by successive pharaohs have complicated our interpretation of archaeological evidence.

Candidates are likely to focus on where there is a great deal of evidence of human agency affecting our understanding because of removal/defacement of reliefs, monuments and inscriptions i.e. Hatshepsut, Akhenaten, Tutankhamun, Horemheb. They should discuss the difficulty of interpreting the archaeological evidence in these or other cases and may offer some conclusions from texts which suggest political/religious motivation for removal, defacement or reuse.

Human agency:

The reuse of building materials was common practice during Dynasty 18. Candidates may use examples from Thebes outside Dynasty 18 to support this. The idea of the commonality and practical nature of recycling building material has been vigorously debated in regard to reuse from the reigns of Hatshepsut and Akhenaten.

The prevalent theory among 19th century scholars, which continued into the 20th century, suggested that the monuments and records of both rulers were destroyed and/or removed by their successors for personal and/or religious and/or political reasons. It was suggested that the suppression of the records of Hatshepsut, Akhenaten, Tutankhamun (and Ay to an extent) by destruction/defacing of their monuments was an intentional attempt to erase these individuals from history by subsequent pharaohs.

As a result of more modern archaeological discoveries and research, it is now generally accepted that while there may have been intentional destruction of the monuments of previous pharaohs, it was common for later pharaohs to reuse monuments for their own building programs. The erasure of inscriptions is currently developing into an area of study in its own right, particularly those carried out during the Amarna period in order to more clearly understand what was proscribed and why.

Examples include:

- Hatshepsut's inscriptions and monuments. Tuthmosis III dismantled a number such as the Red Chapel
- Tuthmosis III's damage/removal of Hatshepsut's monuments has generated dialogue in the secondary sources about his motivation.

Environmental factors:

Candidates may describe Nefertari's tomb as a good example of environmental damage, though to some extent damage to the tomb and its decorations was also as a result of human agency. The Italian Fresco Conservators conserved a tomb that was falling to pieces as a result of both natural causes such as faults in the actual rock, changes in temperature, sand, salt, water and through human intervention such as robbery, people living in the tombs and lighting fires, humidity caused by visitors. In this case the damage has made less impact on our interpretation of the evidence from her tomb, because a great deal of it survives as a result of the conservation work.

The decoration is unique, but the tomb and its decorations were highly fragile. Candidates should describe the nature of the environmental damage and outline steps taken to preserve it:

- there was damage to the decoration with either or both the plaster and paint levels in danger of total disintegration. Damage by modern human carelessness as well as botched attempts at restoration and conservation
- the structure of the tomb itself was under threat.

## Question 13

(25 marks)

Discuss the development of the East Bank and the West Bank of Thebes through an examination of the evidence.

Thebes grew with the power of the Theban Pharaohs and the power of the God (and Cult) of Amun. Its religious and political significance throughout the New Kingdom as the home of the Pharaohs and their God assured its prosperity and influence.

To discuss development, candidates may refer to evidence from obelisks, and/or shrines, and/or statues, stelae, papyri, inscriptions, paintings and other artefacts from East and West Bank sites.

East Bank:

In the New Kingdom the site of Thebes was divided by the river into the cult temples of Karnak and Luxor along with smaller temples to Montu, Khons and Mut.

The temple of Karnak was enlarged by each pharaoh transforming it into a complex site of 247 acres. It was the main site of the cult of Amun, and for much of Dynasty 18 probably functioned as the bureaucratic and economic centre of the State. Pharaoh contributions:

- Tuthmosis III's Temple of Ptah and so-called Botanical Garden; Hatshepsut's Red Chapel and 2 obelisks; Horemheb's 2<sup>nd</sup> Pylon (completed by Ramses II); Ramses II also completed the Hypostyle Hall begun by Ramses I and continued by Seti I
- a processional way was built between the temples of Karnak and Luxor lined by an avenue of Sphinxes. Begun in D18 it was not completed until D30

The Luxor Temple was also dedicated to the God Amun and similarly was added to over time.

West Bank contains:

Mortuary temples of the Pharaohs including:

- Deir el Bahari (Hatshepsut), Medinat Habu and the Ramesseum (both Ramses II)
- temples of: Ay and Horemheb; Amenhotep III; Merneptah; Tuthmosis III and IV; Ramses IV and Seti I

The West Bank also contains:

- the Palace of Malkata (Amenhotep III),
- Valley of the Kings and Valley of the Queens
- other sites of royal tombs and nobles in the hills
- the workmen's village of Deir el Medina with its own tombs in the hills on the way to the Valley of the Kings.

The Valley of the Kings became the royal burial site from the time of Tuthmosis I. High officials were buried on the hill slopes such as Dra Abu el-Naga, Deir el Bahri and Sheikh Abd el-Qurna. The row of mortuary temples were added to with each new king. These temples included priests and a community of servants and officials to provide the necessary services. The walled village of Deir el Medina grew and prospered. Even after the Capital was transferred to the Delta along with the palace and the administration, the kings returned to be buried in Thebes. The site therefore retained its religious and political importance.

Marking key for Question 14 only.

Description	Marks
<b>Introduction</b>	
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
<b>Subtotal</b>	<b>3</b>
<b>Evaluate the contribution of the work of institutions or individuals/archaeologists to our understanding of the period of study.</b>	
Produces a comprehensive response that shows a sophisticated understanding of the contribution of the work of institutions or individuals to our understanding of the period of study	7
Produces a comprehensive response that shows a detailed understanding of the contribution of the work of institutions or individuals to our understanding of the period of study	6
Produces a response that shows some understanding of the work of institutions or individuals to our understanding of the period of study	5
Produces a response that makes some relevant reference/s to the contribution of the work of institutions or individuals to our understanding of the period of study	4
Produces a simple response that shows some awareness of the contribution of the work of institutions or individuals to our understanding of the period of study	3
Produces a limited response about the contribution of the work of institutions or individuals to our understanding of the period of study	2
Makes general/superficial statements about the contribution of the work of institutions or individuals to our understanding of the period of study	1
<b>Subtotal</b>	<b>7</b>
<b>Argument</b>	
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
<b>Subtotal</b>	<b>6</b>
<b>Use of evidence</b>	
Uses relevant sources with accuracy and detail throughout the essay. Cites this evidence at points where it provides support for the argument/viewpoint.	6
Uses relevant 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
<b>Subtotal</b>	<b>6</b>
<b>Conclusion</b>	
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
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>25</b>

## Question 14

(25 marks)

Examine the nature of the work of, and the methods used by, significant archaeologist/s and/or institution/s working in Thebes. Assess the contribution of these excavations to our understanding of the period of study.

Candidates are expected to have a good understanding of work done and be able to assess the importance of the contribution of this work to our knowledge of the period.

- In 1798 **Napoleon** mounted his expedition to Egypt with the dual purpose of exploring a lost civilisation and of cultivating scientific knowledge of the local environment and its flora and fauna. This expedition provided greater understanding than had ever been achieved previously. Napoleon ordered the assembly of a team of experts: surveyors, engineers, mathematicians, astronomers, chemists, botanists, artists, architects, and archaeologists. The French were in Egypt for 3 years after the defeat of the French fleet by Nelson, using the time to map the whole country, record archaeological sites and monuments, study the local plants and wildlife and the contemporary people. The result was the *Description de L’Egypte* which was published in 20 volumes between 1809 and 1828. The commission’s artists drew images and the pyramids and the Sphinx were carefully measured and studied. The Valley of the Kings was explored, 16 tombs were located and the map of the valley drawn - the first accurate map ever to be made of the area. A second valley was also discovered, the Western Valley. In it was the tomb of Amenhotep III whose existence had previously been unknown.

**OR**

- **Belzoni** moved large monuments across the world, thus contributing to the Egyptomania which gripped western civilisation and engaged the interest of serious scholars who wanted to investigate more fully this civilisation which was a blank canvas compared with the highly populated world of classical studies. He paved the way for later scholars. And increased interest in, and this finding for, Egyptology. Without Belzoni the **British museum** would not have the statue of Ramses II. He cleared the sand from Ramses II’s Temple of Abu Simbel, he discovered and opened the tomb of Seti I and sent the Sekhmet statues back to the British Museum (at least one of which has been here in WA on exhibition). He was the first European to enter the pyramid of Khafre/Cheops at Giza. He rediscovered Berenike on the Red Sea and was also the first European to travel out to the Oasis of Bahariya. He worked extensively on the West Bank at Thebes, but although he collected and sent back to the UK many objects, he ruined many walls and by leaving tombs open he facilitated further “looting” and later flood damage not to mention on going environmental damage of rare tomb paintings.

**OR**

- Howard Carter discovered Tutankhamun’s tomb with Lord Caernarvon in 1923. Spent the better part of the next decade assessing and cataloguing the thousands of objects in the tomb, most were moved to the Museum in Cairo. The tomb, and the information from the material evidence in it, is unique because the tomb was largely intact.

**OR**

Flinders Petrie

The ‘father of scientific archaeology’, first worked in Egypt in 1880

- introduced sound principles of scientific excavation.
- constructed tables of data to enable easier recording and analysis of the finds
- transliteration and translation of inscriptions
- included descriptions of natural material used by the Egyptians
- published academic reports on his work very soon after the end of each season, wrote books on his work that could be understood by the general public, and gave public lectures
- trained the people who worked alongside him in his scientific approach and trained his students including Howard Carter
- worked on the Temples of Amenhotep II; Tuthmosis IV; Amenhotep III; Merneptah; Tausert and Siptah

- discovered the temples of Amenhotep II, Tausert and Siptah. He and his team cleared and planned the sites of Tuthmosis IV and of Uazmes now known as Wadjmose, a son of Tuthmosis I who had a very small temple between the Ramesseum and Tuthmosis IV
- provided an overall site plan of the temples and also individual plans of each temple.

Contribution:

- our detailed knowledge of the temples and tombs
- pottery dating sequence in use ever since. Made it possible to date archaeological sites in Egypt with some degree of certainty.

**OR**

French Egyptian Centre for the Study of the Temples of Karnak

In charge of research and conservation work inside the temple of Amun-Re at Karnak since 1969, concentrating on several main projects:

- archaeological investigations of the south eastern areas of the temple
- conservation and restoration of the Northern Storerooms of Tuthmosis III
- reconstruction of the chapel of Tuthmosis III in the Open Air Museum
- reconstruction of Hatshepsut's Red Chapel in the Open Air Museum
- continuation of an epigraphic project at the 8th pylon.

Contribution:

- significant advances in our understanding of the enormous site of Karnak
- by reconstructing buildings destroyed over time it is possible to find out much information about the political, religious, economic and military history from the hieroglyphic inscriptions and the reliefs portraying kings, gods, members of the elite, military events, religious events and even plants and animals.

**OR**

New York Metropolitan Museum of Art

The New York Metropolitan Museum of Art has been involved in archaeological expeditions to Egypt since the 19th Century:

- archaeological photographer, the Englishman Harry Burton made a systematic photographic record of some 100 Theban tombs.
- joint expedition to Malkata, a heavily ruined palace-city, founded by Amenhotep III and built of mud bricks. the 'Kom al-Samak'; a temple of Amun is also found at the site. Traces of a vast artificial harbour exist to the south east

Contribution:

- Burton's photographs of the Tutankhamun tomb and its contents form an invaluable record
- Malkata is being excavated and published in accordance with the aims of understanding the architectural, construction, and decorative techniques of a Dynasty 18 palace.

**OR**

Polish Mission of Deir el Bahari

The Polish Mission of Deir el Bahari, The Polish-Egyptian Archaeological and Conservation Mission at the Temple of Hatshepsut at Deir el Bahari was created in 1961.

- reconstruction in order to repair the magnificent Deir el Bahari temple. The project has been extended to include excavation of other parts of the temple
- the Complex of the Royal Cult Reconstruction Project
- conservation and architectural projects
- theoretical reconstruction of scenes in the chapels of the royal cult complex.

Contribution:

- refining our understanding of architectural practices through the reconstruction of the temple.

**OR**

German Archaeological Institute in Cairo

The German Archaeological Institute in Cairo was established in 1907 and has a reputation for rigorous scholarship. German research in Egyptian archaeology can be traced back to Karl Lepsius, whose 12 volume publication on his 1842–1845 expedition (in Egypt, Ethiopia

and the Sudan) is still consulted by specialists. The German Institute has been working in Dra' Abu el-Naga in Western Thebes since 1991.

- restoration and partial reconstruction of the mud brick pyramid of King Nubkheperre-Intef of Dynasty 17
- excavation and conservation of the mortuary temple of Amenhotep III at Kom el-Hetan in Western Thebes.

Contribution:

- the light shed on the mortuary temple of Amenhotep III at Kom el Hattan, significantly increasing our understanding of mortuary temple design and construction, monumental sculpture and religious beliefs
- work on the Theban Tombs at Dra abu el Naga has allowed study of changes in tomb architecture, funerary equipment and ritual practice
- work on the dynasty 17 pyramid has informed our understanding of mortuary practices and beliefs.

**OR**

Macquarie Theban Tombs Project

The Macquarie Theban Tombs Project is an Australian project that has been excavating at Dra Abu El Naga on the West Bank at Thebes for the last 20 years. Three rock cut tomb complexes have been excavated and recorded.

- TT 148 the Tomb of the Third Prophet of Amun, Amenemope
- TT 147 the Tomb of Nefer-renpet, the Counter of the Cattle of Amun
- TT 233 the Tomb of Saroy and Amenhotep-Huy, Royal scribes of the Table of the Lord of the Two Lands
- TT 149, the tomb of Amenmose, the Royal Scribe of the Table of the Two Lands.

Contribution:

- work on the inscriptions and decorations of the tombs has informed scholarship on the prosopography, genealogy, history, socio-politics, art history, technology and religious and funerary practices of the New Kingdom.

## Section One: Short answer – Unit 3

25% (20 Marks)

## Athens 481–440 BC

## Question 15

(6 marks)

Describe the structure and aims of the Hellenic League.

Description	Marks
Describes the structure and aims of the Hellenic League accurately and in detail.	6
Describes the structure and aims of the Hellenic League mostly accurately, in detail.	5
Describes the structure and aims of the Hellenic League in some detail.	4
Describes the structure and aims of the Hellenic League in generalised way.	3
Describes the structure and/or aims of the Hellenic League in limited way.	2
Makes superficial comments about the structure and/or aims of the Hellenic League. May include errors.	1
<b>Total</b>	<b>6</b>
<p>Structure</p> <ul style="list-style-type: none"> <li>• 31 member states represented by probouloi</li> <li>• oath taken by all members – bound to one another, probably permanently (VII:132)</li> <li>• Sparta was accepted as leader, with Athens conceding command of the fleet for the sake of unity. Eurybiades leader of the fleet (and overall commander), Leonidas, the land army (later Regent Pausanias). Had final say in councils of war</li> <li>• it seems that each member state had an equal vote. VII:175 'The proposal which found most favour'. Decisions seem to have been decided by majority.</li> </ul> <p>Aims</p> <ul style="list-style-type: none"> <li>• oath to punish those Greek states who medised without compulsion after the wars were over</li> <li>• to resist the Persians and maintain the freedom of the Greeks.</li> </ul>	

## Question 16

(6 marks)

Describe **two** significant contributions of Themistocles during the Persian Wars, 481–478 BC.

Description	Marks
For each significant contribution of Themistocles	
Describes Themistocles' actions and his influence in detail.	3
Describes Themistocles' actions in some detail. May recognise some influence.	2
Describes Themistocles' actions and/or influence in limited way. May include errors.	1
<b>Total</b>	<b>6</b>
<p>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> <ul style="list-style-type: none"> <li>• his interpretation of the Oracle to 'prepare the wooden walls' – arguing this refers to the fleet</li> <li>• conceded leadership of the navy to Sparta for the sake of Greek unity</li> <li>• led a Greek force to Tempe 480</li> <li>• convinced the Athenians to quit Attica pre-Thermopylae (Themistocles Decree)</li> <li>• convinced the Greeks to continue the sea defence after the destruction of Athens</li> <li>• key in forcing an engagement in the straits of Salamis (i.e. shaping the ultimate Greek victory)</li> <li>• de facto leadership in the battles of Artemisium (significant) and Salamis (crucial).</li> </ul>	

## Question 17

(6 marks)

Outline **two** reasons for Ephialtes' reforms of the Areopagus (c. 463 BC).

Description	Marks
For each reason offered for Ephialtes' reform	
Outlines accurately a reason for Ephialtes' reforms of the Areopagus with some relevant detail.	3
Identifies and outlines a reason for Ephialtes' reforms of the Areopagus.	2
States a reason for Ephialtes' reforms of the Areopagus. May include errors.	1
<b>Total</b>	<b>6</b>
<p>The Areopagus was the chief obstacle to the introduction of a full democracy as it stood, it lost a great deal of its power/role when the democratic reforms went through.</p> <ul style="list-style-type: none"> <li>• a stronghold of aristocratic power and privilege, consisting of ex-Archons who came from the two richest classes</li> <li>• membership was for life</li> <li>• unaccountable for its actions</li> <li>• had wide ranging powers – candidates might identify these in order to demonstrate that this institution was incompatible with the development of democracy</li> <li>• Ephialtes may also have introduced the reform program to undermine the power of Cimon. Candidates may describe some of the tension between the policies of Cimon and Ephialtes.</li> </ul>	

## Question 18

(6 marks)

Outline the details of **one** decree issued by the Athenians before 440 BC and explain how this decree demonstrated Athenian imperialism.

Description	Marks
Outlines the terms of one relevant decree accurately and in detail.	3
Outlines the terms of one relevant decree in some detail.	2
Describes in a limited way the terms of one decree. May include errors.	1
<b>Subtotal</b>	<b>3</b>
Explains how this decree demonstrated Athenian imperialism accurately and in detail.	3
Explains how this decree demonstrated Athenian imperialism in some detail.	2
States how this decree demonstrated Athenian imperialism.	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>6</b>
<p>Candidates could choose any number of decrees here, but the most popular ones are likely to be Erythrae, Chalcis, Coinage.</p> <ul style="list-style-type: none"> <li>• details in answers should include the possible dating of the decree, the terms of the decree in relation to the obligations of both the state(s) involved and Athens, the nature of the oath (if relevant)</li> <li>• discussion of Athenian imperialism should revolve around the ways in which Athens tightens its control, imposes its will, removes some level of autonomy, using examples relevant to the decree discussed. May refer to other relevant wider contextual knowledge.</li> </ul>	



## Question 19

(6 marks)

Explain **two** causes of the revolt of Samos in 440 BC.

Description	Marks
For each of the two causes of the revolt	
Explains the cause of the revolt accurately and in detail.	3
Explains the cause of the revolt in some detail.	2
Makes statements about a cause of the revolt. May include errors.	1
<b>Total</b>	<b>6</b>
<p>Answers could include any two of the following points.</p> <ul style="list-style-type: none"> <li>• Samos and Miletus came into conflict over Priene               <ul style="list-style-type: none"> <li>◦ Miletus, having lost, appealed to Athens for help</li> </ul> </li> <li>• Athens sailed to Samos with 40 ships               <ul style="list-style-type: none"> <li>◦ set up a democracy</li> <li>◦ took 50 boys and 50 men to Lemnos as hostages</li> <li>◦ left a garrison in Samos</li> </ul> </li> <li>• the Samians sought to overthrow the oligarchy and establish a democracy</li> <li>• the Samians would have been encouraged to revolt by other factors as well:               <ul style="list-style-type: none"> <li>◦ the Samian oligarchs' successful appeal to the Persians</li> <li>◦ Byzantium revolted from Athens</li> <li>◦ the Spartans had most likely agreed to come to the aid of Samos and assist them in the war against Athens. (Thuc. 1:41)</li> <li>◦ the Samians felt confident enough to defeat the Athenian navy.</li> </ul> </li> </ul>	

## Section Two: Source analysis – Unit 4

25% (20 marks)

## Athens, Sparta and the Peloponnesian War 440–404 BC

## Question 20

(10 marks)

Evaluate the validity of Plutarch's statement about the reasons for the failure of the Peace of Nicias.

Consider also the actions of Alcibiades and other reasons for the breakdown of the Peace in your answer.

Description	Marks
Offers a sound evaluation of the validity of Plutarch's statement about the reasons for the failure of the Peace of Nicias. Includes accurate and relevant reference to the actions of Alcibiades and other reasons for the breakdown of the Peace. Refers effectively to the source and provides detailed knowledge of the period of study.	9–10
Offers an evaluation of the validity of Plutarch's statement about the reasons for the failure of the Peace of Nicias. Includes accurate reference to the actions of Alcibiades and other reasons for the breakdown of the Peace. Refers to the source and provides some relevant details about the period of study.	7–8
Offers a generalised or simplistic evaluation of the validity of Plutarch's statement about the reasons for the failure of the Peace of Nicias. Includes some reference to the actions of Alcibiades and/or some other reasons for the breakdown of the Peace. Refers to the source and provides some relevant information about the period of study.	5–6
May offer a limited consideration of the validity of Plutarch's statement about the reasons for the failure of the Peace of Nicias. May include limited reference to the actions of Alcibiades and/or limited information about some other reasons for the breakdown of the Peace. May refer to the source and may provide some information about the period of study.	3–4
Offers superficial statements about the validity of Plutarch's statement about the reasons for the failure of the Peace of Nicias. Includes little or no information about the actions of Alcibiades and/or some other reasons for the breakdown of the Peace. May include errors. Makes superficial reference to the source and to the period of study.	1–2
<b>Total</b>	<b>10</b>
<p>The extract focuses on two factors in the breakdown of the Peace:</p> <ul style="list-style-type: none"> <li>• Alcibiades' role (mostly)</li> <li>• the dissatisfaction of the demos, and Alcibiades' desire to make use of this.</li> </ul> <p>Answers could bring in other evidence, using their knowledge of the period, to support the idea that Alcibiades and/or the Athenian people were or were not a key factor in its failure (the focus of the argument here must still be Alcibiades and/or the demos, but should not just be a list of other factors that the candidate sees as more significant)</p> <p>Arguments/evidence supporting the validity of Plutarch's views:</p> <p>Alcibiades:</p> <ul style="list-style-type: none"> <li>• sought to break off the Peace of Nicias. (Elected strategos in 420 BC)</li> <li>• when Sparta allied with Boeotia, Nicias' policy was vulnerable and Alcibiades took the opportunity to go on the attack</li> <li>• he secretly encouraged Argos (with Elean and Mantinaean ambassadors) to come to Athens to conclude an alliance <ul style="list-style-type: none"> <li>◦ this prevented an imminent Spartan/Argive alliance</li> <li>◦ the Spartan embassy to Athens to prevent this Athenian/Argive alliance was tricked by Alcibiades and thus embarrassed in front of the Athenian assembly</li> </ul> </li> </ul>	

**Question 20** (continued)

- he used the anger of the Athenians, when Nicias' negotiations with Sparta to end their alliance with Boeotia failed, to conclude the treaty with Argos, Mantinaea and Elis – major triumph for Alcibiades
- mid 419 BC, Alcibiades marched a mainly Athenian army through the Peloponnese to join up with Argos – an audacious act against the Spartans
- initiated the Athenian Argive attack on Epidaurus in 419 BC
- sent as an ambassador to Mantinaea in 418 BC but arrived too late to get involved. Persuaded the Argive assembly to reject the truce made with Agis not to fight and renew hostilities – successful. The battle of Mantinaea 418 BC ensued
- he tried to maintain links with Argos after Mantinaea, encouraging the building of walls down to the sea and attempting an alliance as strategos in 417 BC.

**Reasons:**

- Alcibiades felt slighted by the Spartans when they negotiated the Peace of Nicias with Nicias rather than him (he was the Spartan proxenos) (Thuc V:43)
- jealous of Nicias' reputation due to this peace (Pl: Alc 14)
- he attacked the Spartan alliance as insincere – they would turn on Athens after they had dealt with Argos and therefore an alliance with Argos was a better option for Athens.

**Arguments/evidence against the validity of Plutarch's views:**

Candidates could focus their arguments on why the points made by Plutarch are not as significant as other factors, such as:

- other groups affected by the peace were just as unhappy as the Athenians
  - nothing in the treaty for Megara and Corinth (key Spartan allies), nor were they part of the negotiations. They refused to ratify it, as did Boeotia and Elis
  - Corinth was the least satisfied with the Peace. They had pushed Sparta hard to go to war, yet none of their grievances of 431 BC had been removed
- Potidaea was still in Athenian hands
- Corcyra remained allied to Athens
- Megara was intimidated by the Athenians holding the port of Nisaea
- They had not had Solium and Anactorium returned to them
  - Sparta had not received Pylos and Cythera. This led to the forming of new alliances
  - encouraged the Peloponnesian allies (led by Corinth) to form an unofficial alliance with Argos (Sparta's enemy)
- Nicias' leadership in Athens was undermined by these events
  - in reality, his peace had only brought peace with Sparta – Athens was still technically at war with Corinth, Megara and Boeotia
- allowed aggressive pro-war politicians such as Alcibiades in Athens and pro-war Ephors in Sparta to emerge (V:36).

Strong responses will weigh these points up against Plutarch.

## Question 21

(10 marks)

Outline the historical context of this source and assess its usefulness in providing an understanding of the reasons for the failure of the Sicilian Expeditions, 415–413 BC.

Description	Marks
Accurately outlines the historical context of the source in detail, and soundly assesses its usefulness in providing an understanding of the reasons for the failure of the Athenian Expeditions to Sicily. Refers effectively to the period of study and to the source in detail.	9–10
Outlines the historical context of the source in some detail and offers an assessment of its usefulness in providing an understanding of the reasons for the failure of the Athenian Expeditions to Sicily. Provides relevant information about the period of study in some detail, and about the source.	7–8
Outlines the historical context of the source and offers a generalised or simplistic assessment of its usefulness in providing an understanding of the reasons for the failure of the Athenian Expeditions to Sicily. Provides information about the period of study, and about the source.	5–6
Outlines the historical context in a limited way. Offers a limited assessment about its usefulness in providing an understanding of the reasons for the failure of the Athenian Expeditions to Sicily. Provides limited information about the period of study, and/or about the source.	3–4
Makes superficial statements about the historical context. Superficial statements offered about the usefulness of the source in providing an understanding of the reasons for the failure of the Athenian Expeditions to Sicily. May include errors. Provides superficial information about the period of study, and/or about the source.	1–2
<b>Total</b>	<b>10</b>
<div style="border: 1px dashed gray; padding: 10px; margin: 0 auto; width: 80%;"> <p>For copyright reasons this text cannot be reproduced in the online version of this document.</p> </div>	

## Question 22

(10 marks)

Outline the historical context of this source and assess the usefulness of Thucydides' opinion in providing an understanding of the impact of the occupation of Decelea on the Athenians.

Description	Marks
Outlines effectively the historical context of the source in detail. Makes a sound assessment of the usefulness of Thucydides' opinion in providing an understanding of the impact of the occupation of Decelea on the Athenians. Makes relevant, detailed and accurate reference to the source, and to the period of study.	9–10
Outlines the historical context of the source in some detail. Makes an assessment of the usefulness of Thucydides' opinion in providing an understanding of the impact of the occupation of Decelea on the Athenians. Makes accurate reference to the source and to the period of study in some detail.	7–8
Outlines the historical context of the source. Offers a generalised or simplistic assessment of the usefulness of Thucydides' opinion in providing an understanding of the impact of the occupation of Decelea on the Athenians. Makes some reference to the source and to the period of study.	5–6
Limited outline of the historical context of the source. Offers limited consideration of the usefulness of Thucydides' opinion in providing an understanding of the impact of the occupation of Decelea on the Athenians. Makes limited reference to the source and/or to the period of study.	3–4
Superficial outline of the historical context of the source. Offers superficial statements about the usefulness of Thucydides' opinion in providing an understanding of the impact of the occupation of Decelea on the Athenians. Makes little or no reference to the source and/or to the period of study. May include errors.	1–2
<b>Total</b>	<b>10</b>
Thucydides' opinion is that the occupation of Decelea by the Peloponnesian army caused Athens to 'suffer a great deal' and was a major cause 'for the decline in Athenian power'. Candidates can argue either that Thucydides is useful or not. Either is fine as long as the answer is structured around supporting evidence.	

## Historical context

Answers could note that Decelea was a permanent fortified post of the Spartans in Attica from late 413 BC, halfway between Athens and the Boeotian border. (22 kms north of Athens – Agis could maintain good communication with Boeotian allies)

- Athens was suffering badly in Sicily (Demosthenes' fleet was about to sail to Sicily – Spring 413 BC)
- Sparta had (possibly) responded to the advice from Alcibiades re: Decelea
- Athens had conducted naval raids on the Peloponnese 413 BC (broken the treaty)
- Agis invaded Attica and spent winter 413 BC building the fort at Decelea.

## Usefulness of Thucydides

## Financial impact on Athens:

- Athenian agricultural supplies in Euboea now had to be shipped around the promontory of Sunion rather than the shorter route overland (expensive)
- Athenian farmers were now no longer able to tend their fields for part of the year
- Decelea now became a refuge for deserting slaves
  - 20 000 in total and most likely from the silver mines at Laurion. The important revenue from the mines was now lost to the Athenians
- with revolts within the Delian League and no fleet to be able to enforce payment of phoros, to meet the new expenses caused by the occupation of Decelea, Athens initiated a new tax of 5% on all sea trade in and out of the Piraeus.

## Political impact on Athens:

- this was a difficult time for Athens – candidates might suggest that this was a factor in the appointment of the 10 *probouloi*, i.e. the conservative element was strengthened
- during his time at Decelea, Agis received requests for support from Euboea and Lesbos to revolt from Athens as well as the 400 during the Oligarchic Revolution (as argued by Alcibiades at Sparta 'from this place to encourage resistance and rebellion in the empire'.)

## Military impact on Athens:

- King Agis was in charge with wide-ranging powers 'to send the army wherever he liked, to gather troops and collect money' (Thuc)
- Athens was now forced to be in constant readiness to repel an attack on the city itself.

## Limits to Thucydides' usefulness:

- Athens was still able to supply its people due to the dominance of her navy – Agis watched Athenian ships laden with goods entering the Piraeus at will (much to his frustration). Indeed, the speed and efficiency with which Athens rebuilt the fleet after Sicily was astounding
- Athens was still able to last approximately another 10 years in the war. Decelea did not have a major impact on Athens' ability to fight the war
  - indeed, during the next 10-year period, Athens:
    - had far more military victories than Sparta
    - inflicted severe losses on the Spartan navy
    - rejected two peace offers from the Spartans.

King Agis came to realise that victory at sea was also needed.

## Section Three: Essay

50% (50 Marks)

## Part A: Unit 3

25% (25 marks)

## Athens 481–440 BC

Marking key for Questions 23 to 25.

Description	Marks
<b>Introduction</b>	
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
<b>Subtotal</b>	<b>3</b>
<b>Understanding of historical narrative/context</b>	
Produces a relevant, sophisticated narrative that demonstrates an understanding of the interrelationships between events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence.	7
Produces a relevant, comprehensive narrative that demonstrates an understanding of the relationships between events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence.	6
Produces a relevant, coherent narrative that demonstrates an understanding of some connections across events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence.	5
Produces a narrative that identifies some connections across events, people and ideas, and/or continuity and change in the narrative, and/or shows some understanding of the reliability of the ancient evidence 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, and/or shows limited understanding of the ancient evidence.	3
Produces a simple narrative which is often incorrect and makes minimal reference to events, people and ideas, and/or continuity and change, and/or demonstrates minimal understanding of the relevant ancient evidence.	2
Makes general/superficial statements about the narrative.	1
<b>Subtotal</b>	<b>7</b>
<b>Argument</b>	
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
<b>Subtotal</b>	<b>6</b>
<b>Use of evidence</b>	
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
<b>Subtotal</b>	<b>6</b>
<b>Conclusion</b>	
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
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>25</b>

## Question 23

(25 marks)

Identify and discuss the reasons for the formation of the Delian League (c. 478 BC).

Possible ways to structure an answer:

1. Persian threat
  - Persian war recently finished
  - Ionian states still under threat
  - Eion and Eurymedon show that the Persians were still a presence in the Aegean
  - stated aim: 'liberation'.
2. Spartan disinterest (use Thuc. as the basis of this argument)
  - 'burdened with the war' (distance, type of warfare needed; domestic concerns with helots, Tegea, Mantinea etc, 'conservative and inward-looking nature')
  - corruption of officials overseas (Pausanias, Leotychidas)
  - Athenians perfectly capable (navy, reputation from the Persian Wars)
    - 'Friendly with the Athenians' (Did not see Athens as a threat)
3. Ionian/Athenian links
  - kinship
  - previous support (Ionian revolt 499 BC; Mycale and Sestos 478/7 BC; support to bring them into the league after Mycale – Conference at Samos (rejected by Sparta)
  - behaviour of Pausanias (both Athenian and Ionian soldiers must have been subject to the same treatment)
  - Plutarch, Herodotus and Thucydides all agree that the Ionians approached Athens to lead them
4. Athenian interests (Benefits to Athens)
  - increasing prestige (seen as the liberators of the Hellenes)
  - wealth (phoros, compensation (Stated aim)
  - trade opportunities
  - military buffer zone
  - rival to Peloponnesian League
  - prepare for inevitable war with Sparta (Themistocles leading man in Athens at this time).

## Question 24

(25 marks)

'Your empire is now like a tyranny: it may have been wrong to take it; it is certainly dangerous to let it go.' (Thuc. 2.63)

Analyse how Athens was able to transform the Delian League into the Athenian Empire.

Generally, over the length of the essay, a good answer needs to show the nature of the Delian League in its initial stages and then how it had changed by c.440 BC, and what role Athens had played as hegemon in forcing this change.

- Thucydides' first six actions are important, as this is how he explains it. The dominance of the Athenian navy and its use by Athens should be a common theme throughout the answer. i.e. subjugation of Thasos 465 BC and Samos 440 BC – both actions were clearly in the interests of Athens
- the emergence of three categories of membership, and how and why this changed over time
- *Phoros* provided by the allies contributed to the Athenian navy, financing Athenian triremes and crews
- Athens provided captains for all triremes. Athenian military success between 476 BC and 469 BC confirmed their position as hegemon. Through this, Cimon must have determined military policy and actions
- The initial voting structure would have allowed Athens to dominate the policy of the Delian League



**Question 24** (continued)

- Plutarch suggests that Cimon deliberately manipulated the allies into contributing *phoros* instead of ships so that Athens was able to turn them into subjects more easily
- the moving of the treasury from Delos to Athens in 454 BC on the pretext of the fear of Persia. This must have given the Athenian *hellenotamiai* free reign with the Delian League funds
- impositions of garrisons, *phrourarchs*, *episkopoi*, *archontes* and democratic governments by Athens was clearly abusing their position, imposing their own control on allies, as did the burden of cleruchies and possibly colonies
- decrees such as the Coinage Decree were clearly imperialistic. Other economic intrusions include the Cleinias Decree, fees controlling trade in the Aegean, etc.
- oaths to allies of the Delian League became oaths to Athens alone. (Erythrae 453 BC to Chalcis 446 BC)
- taking away the rights of allies to try their own citizens for capital crimes (i.e. Chalcis 446 BC)
- allies forced to contribute to Panathenaic Festival in Athens and give 1/60th of *phoros* to Athena.

**Question 25****(25 marks)**

Identify and explain the changes in Athenian foreign policy between 461 BC and 446 BC.

## Identification

460–454 BC

- more radical politicians such as Pericles directing policy
- Athens pursues alliances with Argos, Thessaly, and Megara
- Athens settles Helots at Naupactus 459 BC
- conflict between Peloponnesians and Athenians 459–454 BC
- conflict between Athenians and Spartans at Tanagra 457 BC
- conflict between Athenians and Persians at Egypt 459–454 BC
- Erythraean Decree 454/3 BC
- treasury of Delian League moved to Athens (1/60th taken) 454 BC

## Radicals in control

Pericles and others (i.e. Tolmides, Myronides) in charge although conservatives concerted attack:

- power and authority in Athens clearly lies with the more radical politicians
- these activities fit in nicely with their foreign policies

454–445 BC

- Athenian losses in Egypt c. 454 BC
- Battle of Cyprus (return of Cimon) 451 BC
- five-year truce with Sparta
- peace with Persia c. 449 BC
- Athens loses its land empire – Coroneia 447 BC
- Megara re-allies itself with the Spartans and the Peloponnesian League 446 BC
- major revolts within the Athenian empire
- Athens issues numerous decrees (candidates should offer examples)
- Spartans invade Attica in 446 BC (King Pleistoanax)
- Athens and Sparta sign the 30 Years Peace 446 BC.

Explanation of changes

Factors that drove these changes in foreign policy

- individual political figures and their changing levels of influence. (i.e. Cimon, Pericles) i.e. impact of Cimon's ostracism in 461 BC
- changing circumstances of Sparta: earthquake and Helot revolts; Athenian expedition to Mt Ithome – encouraged Athenian aggression – no fear of Spartan interference
- changing circumstances of Persia: military losses (Eion, Eurymedon, Cyprus); Peace of Callias 449 BC – No fear of Persian intervention for Athens
- Athenians need to respond to dissention within the empire. (Caused by the loss in Egypt and Peace of Callias); imposition of decrees etc.
- greater role of the demos/thetes in Athenian politics may well have created a drive for more opportunities for revenue through greater imperialism.

Three key foundations needed for Athens to maintain control of her Land Empire: (Buckley)

- required Athens' full and undivided attention to it
- it was vital that Megara remain loyal
- Spartan preoccupation, such as with the Helot revolt, was important.

When these three pre-conditions were lost, so was the Land Empire.

- Athens' need to attend to the Persians and control of the members of the Delian League
- Megara had traditionally been a loyal ally of Sparta
- the helot revolt ended sometime around 454 BC, which allowed Sparta to give its full attention to checking Athenian interests in central Greece
- Athenian defeat in 454 BC in Egypt saw a major change in Foreign Policy
- there is little evidence of warfare in Greece after 454 BC
- the Athenians focus their attention on the Delian League (Erythrean Decree, moving of the treasury to Athens)
- 451 BC saw the return of Cimon to Athens – a five year truce with Sparta is signed; a major successful attack on Cyprus is conducted
- 449 BC Peace with Persia is signed – may have encouraged revolts in the empire 449–446 BC
- 447 BC Boeotians defeat Athens at Coroneia. This one battle ended the aspirations for a Land Empire
- as a result, Euboea revolted in 446 BC, Megara left the alliance and Sparta immediately invaded Attica
- King Pleistoanax with an army on the border of Attica 446 BC. 30 Years Peace signed. More aggressive *ephors* in Sparta.

## Part B: Unit 4

25% (25 Marks)

## Athens, Sparta and the Peloponnesian War 440–404 BC

Marking key for Questions 26–28

Description	Marks
<b>Introduction</b>	
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
<b>Subtotal</b>	<b>3</b>
<b>Understanding of historical narrative/context/sources</b>	
Produces a relevant, sophisticated narrative that demonstrates an understanding of the interrelationships between events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence.	7
Produces a relevant, comprehensive narrative that demonstrates an understanding of the relationships between events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence.	6
Produces a relevant, coherent narrative that demonstrates an understanding of some connections across events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence.	5
Produces a narrative that identifies some connections across events, people and ideas, and/or continuity and change in the narrative, and/or shows some understanding of the reliability of the ancient evidence 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, and/or shows limited understanding of the ancient evidence.	3
Produces a simple narrative which is often incorrect and makes minimal reference to events, people and ideas, and/or continuity and change, and/or demonstrates minimal understanding of the relevant ancient evidence.	2
Makes general/superficial statements about the narrative.	1
<b>Subtotal</b>	<b>7</b>
<b>Argument</b>	
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
<b>Subtotal</b>	<b>6</b>
<b>Use of evidence</b>	
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
<b>Subtotal</b>	<b>6</b>
<b>Conclusion</b>	
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
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>25</b>

## Question 26

(25 marks)

Describe the *aitiai* and the points of difference between Athens and Sparta/the Peloponnesians as recorded by Thucydides.

Assess their significance as the causes of the Peloponnesian War, 431–404 BC.

Candidates should initially describe the events involving Corcyra, Corinth, Athens, Potidaea, Megara and Aegina. Points of difference may include, but are not limited to cultural, political and/or racial differences.

Thucydides (1:23) notes that, in his view, there were two elements to the causes of the Peloponnesian War.

Firstly, he claims that the *aitiai* and the points of difference which he ascribes mainly to the incidents over Corcyra and Potidaea, as well as the disputes over Aegina's independence and the Megarian Decree (these last two receiving minimal explanation)

Secondly, he claims that the *prophasis* (truest cause) being 'The growth of Athenian power and the fear this caused in Sparta':

- the last events which sparked the war in the late 430s were the events involving Corcyra, Potidaea, Aegina and Megara
- he says that these *aitiai* are the most obvious but in fact hide the truest cause
- in describing the *aitiai*, strong answers should provide specific details of the states involved, an accurate chronology of the events, instances of key conflicts and perhaps some justification for the actions of each party
- answers may take one of two lines of argument in evaluating the significance of these *aitiai* as causes of the war
- Candidates may agree with Thucydides in that they were merely the sparks that set off the war and that other factors were more significant.

**OR**

Candidates may present the argument that Thucydides is wrong, and that these *aitiai* were enough in themselves to cause the war.

Those agreeing with Thucydides may discuss his treatment of the *aitiai* as merely sparks that made the war break-out when it did is valid, as the incidents involving Corinth, Megara and Aegina are all geographically close to home for Sparta, so Athenian power had now entered their domain. Corinth pushes Sparta to war in the final meeting of the Peloponnesian League by raising concerns over these *aitiai*, so they are seen as the immediate events that brought the war on.

Those disagreeing with Thucydides could discuss his claim that these events on their own were enough to cause war, presenting arguments that his *prophasis* is not valid (for a variety of reasons), or that the Athenians wanted to bring on the war, or the traditional animosity between Corinth and Athens, economic factors, et al.

Whichever line of argument candidates take, the focus of the answer must remain with the *aitiai*. They may bring in other factors, but it would not be appropriate to merely dismiss them and present an alternative theory.

**Question 27****(25 marks)**

Outline Athenian and Spartan strategy during the Archidamian War, 431–421 BC and discuss the changes in strategy that occurred on both sides.

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## Question 28

(25 marks)

Evaluate the impact of Persian involvement during the Ionian War, 412–404 BC.

Initially, answers could present evidence of what assistance the Persians gave the Spartans during the Ionian War, outlining the roles of Tissaphernes, Pharnabazus and Cyrus. However, answers require continual evaluation of the support they gave and what impact this had on the war. Linking Persian involvement to the defeat of Athens is an appropriate line to take.

Evaluation that the impact was significant

- initially, nature of assistance very disjointed i.e. Tissaphernes was a very difficult ally.
- Pharnabazus was more helpful than Tissaphernes – obviously the Spartans were more convinced that Tissaphernes could offer them more and chose him over Pharnabazus (a poor decision).

Even though the contributions were infrequent, they still kept the Spartans in the Aegean year after year

- it was not until Cyrus became involved on the initiation of his father, Darius, that any policy from Persia becomes clear.

The Persians did assist the Spartans, but in their own way and in their own time

- in the end, the Persians were crucial. They provided money to pay crews of naval vessels, built and re-equipped two navies for the Spartans – the first after the battle of Cyzicus (Pharnabazus), and the second after Arginusae (Cyrus)
- Cyrus used his influence to get Lysander reinstated
- Cyrus contributed a massive amount of money to Lysander on his return in 406/5, mostly from his own pocket
- Sparta, through Persia, now had the resources that the Athenians lacked – manpower (after the losses in Sicily), money and ships. (Note the attitude of the demos after the loss of about 500 rowers at Arginusae; and the desperation of the Spartans in asking for peace after Cyzicus and Arginusae – and the subsequent importance of Persian aid.)

The role of Cyrus and his contribution of Persian gold was the decisive factor in the end.

Evaluation that the impact was not so significant

Answers could point out the disjointed and difficult nature of the Persian support in the early stages of the war and how detrimental this was to the Spartans.

They could also argue that other factors were more significant, but they must maintain the focus of their answer to evaluating Persian involvement

- Alcibiades' great victories in the Aegean after Sicily
- the great confidence in victory as shown by the Athenian demos rejecting Spartan peace offers
- were the Athenians the main contributors to their own downfall – second exile of Alcibiades; execution of the generals after Arginusae i.e. political disunity during this period was important
- the defeat at Aegospotamai can be more attributed to Athenian incompetence than anything else (which may be able to be linked back to the execution of the generals)
- the loss of the Allies to Athens was crucial i.e. Chios, Erythrae, Mytilene, Miletus (manpower, tribute and their ships swelled the Peloponnesian fleets)
- inability to hold onto its grain routes cost Athens dearly.

The significance of the Sicilian disaster

- the losses encouraged her enemies
- prevented Athens from replacing losses when they occurred.

## Section One: Short answer – Unit 3

## Rome 133–63 BC

## Question 29

(6 marks)

Describe the *Senatus Consultum Ultimum* (SCU) and outline how the it strengthened senatorial power, using **one** example from your period of study.

Description	Marks
Describes the <i>SCU</i> accurately and in some detail.	2
Describes the <i>SCU</i> in limited way, may be generalised.	1
<b>Subtotal</b>	<b>2</b>
Identifies a relevant example of the use of <i>SCU</i> .	1
<b>Subtotal</b>	<b>1</b>
Outlines how the use of this <i>SCU</i> strengthened senatorial power.	3
Describes how the use of this <i>SCU</i> strengthened senatorial power.	2
Makes statements about the use of this <i>SCU</i> and/or senatorial power.	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>6</b>

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## Question 30

(6 marks)

Explain how **two** of the reforms of Gaius Gracchus undermined the authority of the Senate.

Description	Marks
For each of the two reforms	
Explains how the reform undermined the authority of the senate.	3
Describes a reform and attempts to explain how it undermined the authority of the senate.	2
States a reform. May offer superficial statements about how it undermined the authority of the senate. May include errors.	1
<b>Total</b>	<b>6</b>
<ul style="list-style-type: none"> <li>• many of Gaius' reforms were aimed at the power and authority of the Senate</li> <li>• the <i>lex de abactis</i>, barred those removed from public office (by the people) from holding further office – this targeted M. Octavius who had been removed by Tiberius Gracchus in 133</li> <li>• his aim was to enforce the superior authority of the plebeian assembly to remove any of its officers that had lost its support – thus affirming his brother Tiberius' right to depose Octavius in 133</li> <li>• again, his <i>lex de provocatione</i> reaffirmed the superiority of the authority of the people – any capital punishment that was issued without the authority of the people was to be considered illegal. Cicero tells us that Gaius' <i>lex de provocatione</i> stated that only the People could authorise a capital sentence – that is, a death sentence</li> <li>• Gaius' <i>lex acilia</i> was also an attempt to weaken the power of the Senate – control of the courts was removed from the Senate and given to the Equites</li> <li>• another law, the <i>lex de pecuniis repetundis</i> transferred control of juries in the extortion courts from the Senate to the Equites – this meant that Senators were no longer tried by their peers.</li> </ul> <p>A fundamental shift in power had been made.</p> <p>Gaius' actions also reaffirmed the terms of the <i>lex Hortensia</i> of 287 BC which stated that <i>plebiscite</i>, laws enacted by tribunes (on behalf of the people), were binding on all Romans – the patricians and plebeians.</p>	



## Question 31

(6 marks)

Outline **two** reasons why the Italian allies wanted Roman citizenship before the outbreak of the Social War.

Description	Marks
For each of the two reasons	
Outlines why the allies wanted citizenship.	3
Outlines in a general way why the allies wanted citizenship.	2
States a reason. May offer superficial comment on why the allies wanted citizenship. May include errors.	1
<b>Total</b>	<b>6</b>
<p>Discussion of the course of the war is not required in the answer. Candidates might outline some of the background information which would be acceptable, though not necessary, in a good answer.</p> <p>Candidates should outline two of the following reasons:</p> <ul style="list-style-type: none"> <li>• citizenship would grant Italians access to the vast tracks of <i>Ager Publicus</i> across Italy. This was important because the expansion of Roman landed-estates had left many Italians destitute and homeless</li> <li>• citizenship would allow some protection of Italian land for the allies, who were also being encroached on by the spread of Latin and Roman colonies across Italy</li> <li>• citizenship would grant protection from the corruption of Roman officials</li> <li>• taxation on the allies was harsh and could be arbitrary</li> <li>• the Latin allies enjoyed a much more favourable political and economic relationship with Rome</li> <li>• Italian allies had not been included in the distribution of tribute after military campaigns</li> <li>• Italian allies had contributed men and resources to the Roman army for generations, Roman expansion could not have occurred without them, but Rome had been curiously resistant to rewarding their loyalty</li> <li>• many Italians wanted to participate more fully in the affairs of Rome</li> <li>• many Italians wanted to become citizens of Rome in order to participate in/benefit from the political and other advantages that citizenship allowed.</li> </ul>	

## Question 32

(6 marks)

Describe Sulla's proscriptions and provide reasons for their use.

Description	Marks
Describes Sulla's proscriptions in some detail.	3
Describes aspects of Sulla's proscriptions.	2
Makes statements about Sulla's proscriptions.	1
<b>Subtotal</b>	<b>3</b>
<b>Reasons for the Proscriptions</b>	
Provides relevant reasons for Sulla's proscriptions.	3
Provides a reason for Sulla's use of proscriptions.	2
Makes statements about why Sulla used proscriptions.	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>6</b>
<p>Reasons for:</p> <p>Once Sulla gained control of Rome his proscriptions were launched with the aim of destroying all personal and political opponents as well as gaining funds.</p> <ul style="list-style-type: none"> <li>• this was inspired partly as an act of revenge for the Marian massacres of 87 and 82</li> <li>• on capturing Rome, the survivors of the battles were herded into the <i>Villa Publica</i> on the pretext they were there to be counted. Plutarch (Sulla, 31) recounts that their murder took place, 'in order to gratify members of his own party' and that Sulla therefore 'permitted them to be done away with.'</li> </ul>	

## Question 32 (continued)

Appian (1.95) tells us that he ‘proscribed about forty senators and 1600 equites.’

- Sulla issued lists of the names of those who were to be killed – the famous ‘proscription lists’ published in Rome as well as in the Italian towns
- protecting those to be proscribed was illegal and a reward of two talents was paid even to slaves who killed their masters. To receive payment, it was necessary to provide proof of the murder – usually the severed head of the victim.
- as a consequence of confiscating the property of the proscribed, Sulla and many of his closest followers (such as Crassus and Catiline), became immensely rich
- the impact was immediate – Sulla’s control of the state absolute – his power as dictator was unchallenged and was not restricted by a time limit
- Appian (1.98–100) observes ‘Sulla became king, or tyrant, *de facto*, not elected, but holding power by force and violence’.

## Question 33

(6 marks)

Outline Cicero’s actions in dealing with the Catiline Conspiracy.

Description	Marks
Outlines accurately and in detail Cicero’s actions in dealing with the Catiline Conspiracy.	6
Outlines mostly accurately Cicero’s actions in dealing with the Catiline Conspiracy in some detail.	5
Outlines Cicero’s actions in dealing with the Catiline Conspiracy with limited detail.	4
Describes Cicero’s actions in dealing with the Catiline Conspiracy.	3
Describes some of Cicero’s actions in dealing with the Catiline Conspiracy.	2
Lists a few of Cicero’s actions in dealing with the Catiline Conspiracy. May include errors.	1
<b>Total</b>	<b>6</b>
<ul style="list-style-type: none"> <li>• the second ‘conspiracy’ of Catiline became the defining incident of Cicero’s term as consul in 63. Candidates may recount something of the background, though this is not required in a good answer.</li> </ul> <p>Cicero’s actions:</p> <ul style="list-style-type: none"> <li>• in the consular elections in 64 Cicero attacked Catiline, who was also a candidate, for plotting to kill the consuls</li> <li>• Catiline failed again in 63 to win a consulship, in 62 and his hatred of Cicero and the Senate intensified as did the rumours of a plot to attack prominent senators</li> <li>• Cicero called for the consular elections to be postponed and launched a campaign against Catiline, questioning him about the rumours of a conspiracy</li> <li>• on the day of the elections Cicero wore body armour under his toga and was protected by an armed band of supporters</li> <li>• letters warning individuals to leave Rome to avoid the ‘massacre’ fell into the hands of Crassus who handed them over to Cicero who had them read out in the Senate</li> <li>• who wrote the letters is a mystery – it has been suggested that it was Cicero himself or Crassus or just the careless actions of some of Catiline’s supporters</li> <li>• rumours quickly emerged that a force led by Gaius Manlius, an ex-centurion, had been raised in the north to march on the city and on 27 October 63 the Senate passed the SCU – Cicero was now empowered to ensure ‘that the state came to no harm’</li> <li>• Cicero now experienced an interesting piece of luck – a delegation of a Gallic tribe, the Allobroges, was approached by the conspirators for support but the Allobroges contacted Cicero and revealed the plot</li> </ul>	

- as a consequence of this the chief conspirators were arrested on Cicero's orders on 4 December and the Senate supported the call for the death penalty which was carried out under Cicero's orders
- these executions were controversial because the Senate was not a court of law that could impose a sentence on any citizen and the Senate did not have the power to authorise Cicero to act beyond the SCU
- it could be said that Cicero exaggerated the seriousness of the threat and the danger that Catiline posed
- Cicero took every opportunity to praise himself and promote his self-importance
- much of the evidence of the plot comes from Cicero himself, no other supporting evidence exists. Candidates might therefore point out that many elements of the conspiracy may have been constructed to bolster Cicero's reputation.

## Section Two: Source analysis – Unit 4

## Rome 63 BC–AD 14

## Question 34

(10 marks)

Outline the historical context of this source and comment on the reliability of the perspective in the source regarding the power of the Triumvirs.

Comment on the impact of the decisions made by the Triumvirs at Luca.

Description	Marks
Effectively outlines the historical context of the source in accurate detail. Offers sound comment about the reliability of the perspective in the source regarding the power of the Triumvirs. Refers to the source and the period of study in detail. Accurate and detailed comment offered regarding the impact of the decisions made by the Triumvirs at Luca.	9–10
Outlines the historical context of the source in detail. Offers relevant comment about the reliability of the perspective in the source regarding the power of the Triumvirs. Refers to the source and the period of study in some detail. Accurate comments made regarding the impact of the decisions made by the Triumvirs at Luca.	7–8
Outlines the historical context of the source. Offers generalised or simplistic comment about the reliability of the perspective in the source regarding the power of the Triumvirs. Refers to the source and the period of study. Makes some/generalised comments regarding the impact of the decisions made by the Triumvirs at Luca.	5–6
Limited outline of the historical context of the source. Limited or simplistic comment offered about the reliability of the perspective in the source regarding the power of the Triumvirs. Limited reference to the source and the period of study. Limited comments made regarding the impact of the decisions made by the Triumvirs at Luca.	3–4
Superficial outline of the historical context of the source. Superficial comment offered about the reliability of the perspective in the source regarding the power of the Triumvirs. Little or no reference to the source and/or the period of study and/or the impact of the decisions made by the Triumvirs at Luca. May include errors.	1–2
<b>Total</b>	<b>10</b>
<p>Perspective and impact of the Triumvirs</p> <p>The perspective of the source is that the senate were obsequious to the members of the triumvirate. There is a great deal of evidence that the perspective of the source is accurate – though not all of the aims of the triumvirs could be achieved, there was clearly a change in the balance of power in politics, it was effectively dominated by interested groups and individuals like the triumvirate. This can be seen in the consequences and impact of the meeting at Luca:</p> <ul style="list-style-type: none"> <li>• who wrote the letters is a mystery – it has been suggested that it was Cicero himself or Crassus or just the careless actions of some of Catiline's supporters Caesar's command was extended. Clearly the Triumvir's power was significant – as the source indicates</li> <li>• Pompey and Crassus would be consuls in 55. This was also achieved, indeed both seemed more interested in the proconsulships which followed their consular commands. Each would have proconsular commands – Spain for Pompey, Syria for Crassus. Perhaps their interest was as a result of their rivalry with Caesar whose success in Gaul continued to be noteworthy</li> <li>• both Cicero and Clodius would be brought under control; this occurred in due course with mixed success (Cicero became an ally of Pompey but Clodius was increasingly violent and reckless)</li> <li>• land would be provided for Caesar's troops, which was achieved</li> </ul>	

- there would be an equality of command and power between the Triumvirs – they controlled the most powerful of the provinces and twenty legions. Balance in power between them was achieved but at the cost of the influence and power of the senate
- Pompey and Crassus became consuls and a tame tribune, C. Trebonius, proposed that the two Spains was allocated to Pompey, and Syria to Crassus for five years. The inability of the Optimates to prevent these measure underscores the perspective in the source
- Pompey should also have the right to use legates to command his provinces – enabling him to remain in Rome, which he also did, again supporting the perspective in the source about the power of the Triumvirs, which in this case was military and political
- the consuls also backed a *lex Licinia Pompeia* which extended Caesar's position in Gaul and Illyricum for five years, despite the Optimate's objections
- another law, *lex Mamilia Roscia*, secured land for Caesar's veterans. Again, despite the objections of the Optimates
- the Triumvirs and 'triumviral power' now clearly dominated the state.

Roman government and politics had changed – the traditional government of the Senate, dominated by the Optimates, had been replaced by a new form of domination of significant individuals, in this case a 'triumvirate'.

Historical context:

There are a number of important developments that need to be considered.

- the relationship between Crassus and Pompey had become strained over the issue of Egypt and the struggle for power there between Ptolemy Auletes (supported by Pompey) and Cleopatra (supported by Crassus)
- Pompey's reputation in Rome suffered as a result of attacks by Clodius on his supporters, T. Milo and P. Sestius
- Cicero's letter to his brother Quintus (2.3) –

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- violence in Rome increased
- Caesar was faced in early 56 with the threat by Ahenobarbus to prosecute Caesar for alleged illegalities committed when he was consul in 59
- Cicero was suggesting that Caesar's *lex Campana* should be cancelled. Caesar needed backing to protect his land law as well as continuing his command in Gaul
- Crassus, it seems, also looked for military glory and developed 'a passion for trophies and triumphs' (Plutarch, Crassus, 14)
- the conference at Luca
- the talks at Luca are interesting because they demonstrate the real power of the triumvirs at this time. There were 200 other senators at Luca as well, despite the meeting of the Triumvirs being apparently secret. It would seem the Senators were there to ask for personal favours according to the source, which is entirely likely given the high profile and influence of the Triumvirs at the time, though senatorial presence also ratifies the outcomes of the meeting to some extent as well
- clearly, the interests of the Triumvirs were more in tune than not – bearing in mind that the threats from hostile Optimates was far more serious than their differences.

## Question 35

(10 marks)

Outline the historical context of this source and assess the validity of the perspective in the source that the Optimates were responsible for the Civil War.

Consider the position of Caesar and the Optimates before the Civil War began.

Description	Marks
Outlines accurately the historical context of the source in detail. Makes a sound assessment of the validity of the perspective in the source that the Optimates were responsible for the Civil War. Refers to the source and considers the position of Caesar and the Optimates before the Civil War began in accurate detail.	9–10
Outlines the historical context of the source in some detail. Makes an assessment of the validity of the perspective in the source that the Optimates were responsible for the Civil War. Refers to the source and considers the position of Caesar and the Optimates before the Civil War began in some detail.	7–8
Outlines the historical context of the source in a generalised way. Makes a generalised or simplistic assessment of the validity of the perspective in the source that the Optimates were responsible for the Civil War. Refers to the source and considers the position of Caesar and the Optimates before the Civil War began in a generalised way.	5–6
Outlines the historical context of the source in a limited way. Makes a limited assessment of the validity of the perspective in the source that the Optimates were responsible for the Civil War. Refers to the source and/or considers the position of Caesar and the Optimates before the Civil War began in a limited way.	3–4
Outlines the historical context of the source in a superficial way. Makes a superficial assessment of the validity of the perspective in the source that the Optimates were responsible for the Civil War. Refers to the source and/or considers the position of Caesar and the Optimates before the Civil War began in a superficial way. May include errors.	1–2
<b>Total</b>	<b>10</b>
<p>Candidates may conclude that Caesar's comment that 'they brought it on themselves' is not accurate. They may also conclude that the Optimates were at least as aggressive as Caesar. The truth is probably more that they all, including Caesar and his supporters, contributed to the outbreak of war. This is almost always the case with civil war. However, candidates may use their knowledge of the period to reach any relevant conclusion.</p> <p>Historical context</p> <ul style="list-style-type: none"> <li>the Optimates were members of the 'upper class', those who regarded themselves as 'the best men' combining moral with social superiority</li> <li>they emerged as an identifiable and exclusive group at the time of the Gracchi – they were a majority of the Senate and went to great lengths to protect and promote their power and status</li> <li>they were the governing class who dominated the major elements of Roman society – government, courts, religion and the army</li> <li>the last century of the Republic is dominated by a fierce struggle for power, wealth and prestige within the ranks of the Optimates and other classes in Roman society such as the Equites</li> <li>in reality, Roman politics was characterised by a competitive ruling class protecting the Senate and its authority as well as the <i>status quo</i></li> <li>the dispute between Caesar and his political enemies who dominated the Roman Senate had been simmering for some time. Candidates might relate some of this.</li> </ul> <p>Caesar's perspective</p> <ul style="list-style-type: none"> <li>Caesar's statement 'They brought it on themselves', puts blame for the outbreak of war onto his political enemies, the Optimates, in Rome. The 'die was cast'</li> </ul>	

- Caesar's enemies – Cato, M. Marcellus, Ahenobarbus, Bibulus and others – saw themselves as the preeminent men of Rome and were enthusiastically opposed to Caesar
- to them he was arrogant and immoral and had deprived them of glory and success that they should have. Obviously he was averse to this interpretation of his ambition
- Marcellus proposed that Ahenobarbus should replace Caesar in the Gallic command – this would also strip Caesar of his imperium which was completely unacceptable to him
- when his command was debated by the Senate, Caesar's counter-proposal was made by Curio – that Pompey should also lose his command. Plutarch tells us that Pompey had 'plunged into a mood of unlimited confidence; for Caesar's power he felt nothing but contempt.' (Pompey, 57), clearly Pompey was equally unwilling to put aside his own power, even if it meant risking civil war.

#### Accuracy of the perspective

- Caesar was a creature of Roman political culture – a product of a tradition of the right to rule and cultivate the dignity of ancient families. To men of his class politics and military command were the only activities considered as appropriate careers. Plutarch's accounts of Caesar and Pompey (and other ambitious, noble Romans) are illustrations of this
- that Caesar could conclude that 'They brought it on themselves' is not surprising – it is also a declaration that 'it is not my fault'. This is debateable. His decision to continue to pass legislation during 59 BC, despite the situation with Bibulus, had far reaching consequences on his career – it was ever the threat used by his enemies to impeach his command thereafter; he had arguably staged the flight of the Tribunes before the war; he had crossed the Rubicon
- on the other hand Caesar's offers to level the playing field between himself and Pompey (which Pompey refused) on several occasions show that he did try to avoid conflict; the Optimate's suggestion of replacing him with Ahenobarbus was provocative; the decision by a small band of most influential Optimates to completely ignore the overwhelming vote of the majority of the senate to accept Caesar's proposals to avoid conflict (370–22), demonstrate the bellicosity of this group
- the civil war that erupted in 49 was probably unavoidable to a great extent because the political system in Rome had become so corrupted by the first century BC that it was easily manipulated by individuals and power factions.

## Question 36

(10 marks)

Assess the validity of Suetonius' statement that Augustus' use of the military was the basis of his power.

Refer to the source and to your understanding of the period of study in your answer.

Description	Marks
Effectively assesses the validity of Suetonius' statement that Augustus' use of the military was the basis of his power. Describes the context of the source in accurate detail, refers in detail to the period of study.	9–10
Makes an assessment of the validity of Suetonius' statement that Augustus' use of the military was the basis of his power. Describes the context of the source in some detail, refers to the period of study in some detail.	7–8
Offers a generalised assessment of the validity of Suetonius' statement that Augustus' use of the military was the basis of his power. Describes the context of the source in a generalised way, refers to the period of study in a generalised way.	5–6
Offers a limited assessment of the validity of Suetonius' statement that Augustus' use of the military was the basis of his power. Describes the context of the source in a limited way, and/or refers to the period of study in a limited way.	3–4
Offers a superficial comment on the validity of Suetonius' statement that Augustus' use of the military was the basis of his power. Describes the context of the source in a superficial way, and/or refers to the period of study in a superficial way. May include errors.	1–2
<b>Total</b>	<b>10</b>
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## Section Three: Essay

50% (50 Marks)

## Part A: Unit 3

25% (25 marks)

## Rome 133–63 BC

Marking key for Questions 37 to 39.

Description	Marks
<b>Introduction</b>	
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
<b>Subtotal</b>	<b>3</b>
<b>Understanding of historical narrative/context</b>	
Produces a relevant, sophisticated narrative that demonstrates an understanding of the interrelationships between events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence.	7
Produces a relevant, comprehensive narrative that demonstrates an understanding of the relationships between events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence.	6
Produces a relevant, coherent narrative that demonstrates an understanding of some connections across events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence.	5
Produces a narrative that identifies some connections across events, people and ideas, and/or continuity and change in the narrative, and/or shows some understanding of the reliability of the ancient evidence 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, and/or shows limited understanding of the ancient evidence.	3
Produces a simple narrative which is often incorrect and makes minimal reference to events, people and ideas, and/or continuity and change, and/or demonstrates minimal understanding of the relevant ancient evidence.	2
Makes general/superficial statements about the narrative.	1
<b>Subtotal</b>	<b>7</b>
<b>Argument</b>	
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
<b>Subtotal</b>	<b>6</b>
<b>Use of evidence</b>	
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
<b>Subtotal</b>	<b>6</b>
<b>Conclusion</b>	
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
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>25</b>

## Question 37

(25 marks)

Explain how Marius' military reforms changed the relationship between the general and his troops and examine the influence this had on Roman politics **and/or** society.

The question is focused on three main issues:

1. Marius' military reforms
2. how they changed the relationship between the general and his troops
3. the influence this had on Roman society.

The question does not require Candidates to provide a detail discussion of weapons, leather tents, tactics and so forth.

Marius' military reforms:

- by the time Marius was eligible for important commands the Roman army was struggling to be effective for a number of reasons but in particular the recruitment problem – Scipio Aemilianus enlisted volunteers in his Numantine Campaign and Gaius Gracchus introduced a law preventing the enlistment of under-age soldiers
- near disasters such as in Macedonia (119), Thrace (114), Gaul (107) and Arausio (105) focused attention on poor leadership, corruption and the poor quality of recruits
- Marius focused on three main issues: recruitment, organisation and practice
- It was only those who had a census qualification down to and including the fifth classes who were called up for military service and were required to provide their own equipment. It should be remembered that the Latins and Italians also provided soldiers – usually in a ratio of two allies to every Roman
- the Roman army was therefore a citizen militia – citizenship and military service were bound together
- Marius became consul for 107 and was allotted command in Numidia to continue war against King Jugurtha
- to deal with the problem of recruitment, which had steadily declined in the second half of the second century BC, Marius opened it up to the *capite censi* – those below the minimum property qualification, (the *proletarii* or *capite censi* had been able to serve in a Roman fleet or during an emergency if the city of Rome was threatened)
- there had been for some time a reluctance to serve by those who were able to fight
- this reform solved one problem (dwindling recruitments) but caused another (what to do with the retired soldiers) because in the past only a soldier with land would qualify to serve and would if he survived his term of service return to his home and land)
- without the requirement of a property qualification the *capite censi* had nowhere to go on retirement
- Marius attempted to deal with this issue by providing land for his veterans by having a land law passed through the *concilium plebis* in 100 BC by the tribune Saturninus.

The general and his troops – change and influence:

- in effect, the traditional citizen militia which was conscripted was replaced by a professional volunteer army
- throughout the First Century BC the army became a group of standing armies, sometimes permanently stationed in some provinces, or emergency armies recruited by commanders with long term commands to deal with an emergency
- increasingly, the soldiers identified more with their commanders than with the State and in turn the generals needed the soldiers to provide them with political support
- Rome's army had changed from being a 'national' army to becoming a series of professional armies loyal to each of their commanders.

Sulla and Marius:

- this changed relationship is clearly seen in Sulla's march on Rome in 88 against, ironically, Marius and his supporters
- the war against Mithridates had been assigned to Sulla in the normal way but a tribune, P. Sulpicius, proposed the transfer of the command to Marius.

- Sulla's reaction was revolutionary – he quickly left Rome and joined the army that was preparing for the war against Mithridates and convinced them to support him
- all but one of his officers refused to join him – but Sulla had the support of Pompeius Rufus and six legions and marched on Rome which was the first time that a Roman army had marched on the orders of its commander on the city
- Marius had altered the traditional method of recruitment to the army – but these men had little reason to give their loyalty to the state – their future lay in the hands of their commander and what he could achieve
- in 83 Sulla returned to Italy and civil war erupted between Sulla and the consular forces lead by Carbo and C. Marius (Marius' son) – after a bitter and bloody campaign Sulla recaptured Rome
- Sulla's army was utterly uncompromising in its treatment of his enemies – 6000 prisoners were systematically butchered – Plutarch states (Sulla 30) that as Sulla addressed the Senate 'the shrieks of such a multitude, who were being massacred in a narrow space, filled the air'.
- Sulla's army now carried out a merciless and bloody campaign of hunting down and killing his enemies – the proscribed.

Influence:

- from this point until Octavian's victory over Antony at Actium in 31, there is a long list of commanders who had the total loyalty of their troops and were prepared to use this relationship to influence the Senate and the political system – military power became an essential instrument in the success of a commander's political ambitions
- Pompey in 70 and 56 is the classic example of this, Caesar in 59 and later, Octavian in 43
- the Roman political scene was transformed – Sulla's action in 88 to use an army to remove his political opponents and resume or retain power changed everything
- his second attack against his political opponents in 82 and his seizure of power was brutal and changed Roman politics forever
- despite his claim of re-establishing traditional government in Rome, the reality was that government was now to be determined by military force
- Augustus created a permanent standing professional army as well as the Praetorian Guard based in Rome. Augustus called himself Imperator Caesar and he was the commander-in-chief and at the beginning of each year the soldiers swore an oath of allegiance to him.

**Question 38**

**(25 marks)**

Assess the impact of extraordinary commands on the career of Pompey and on Rome itself.

Candidates need to explain what an extraordinary command was – its historical context. Secondly, the relationship between Pompey and extraordinary commands needs to be explained – how Pompey's career was unconventional and moulded by military command. Thirdly, the impact of the use and manipulation of military command to further political power was to become a decisive factor in the destruction of the Roman Republic.

Extraordinary commands:

- firstly, 'ordinary' commands – these (*imperium militiae*) were usually given to consuls to conduct military operations
- there were exceptions to this practice – in 211, Publius Cornelius Scipio, who had never held office, the Senate gave him a command in Spain with *imperium* of a proconsul – it might be added that both consuls at the time were campaigning against Hannibal in Italy
- this was an extraordinary command granted by the Senate
- in 147 the *Comitia* – the people backed a tribune's proposal – granted Scipio Aemilianus the command against Carthage
- similarly in 107 Marius replaced Metellus (*cos* 109) and received the command against Jugurtha

- these two commands were the result of actions taken by the people
- this decision to transfer the command from Metellus to Marius was a potentially explosive step
- Marius' four successive consulships exposed Rome to the dangers of extended command by a single person over an increasingly professional army
- Marius' action in 88 to transfer the command against Mithridates from Sulla to himself was another dangerous development in issue of extraordinary commands
- Sulla's actions to retrieve the command clearly illustrates the political power a general can have if he chooses to use military might to achieve it.

#### Pompey's career:

- completely unconventional – he made no effort to pursue a career based on the traditional *cursus honorum* – instead he was opportunistic and used access to troops to advance himself both militarily and politically
- when he launched his career he happened to be in the right place at the right time and backing the right side
- in 82 he was granted by Sulla a *propraetorian imperium* to campaign in Sicily and northern Africa
- he had never held office and was later to celebrate a triumph (80) and also refused to disband his troops – this is a very important and interesting development as Pompey realised that political influence was far more effective if it was backed by military might
- in 77 Pompey, was granted a *propraetorian* command by the Senate against M. Aemilius Lepidus.
- Pompey demanded his command – with an army at his back – and received it despite considerable opposition.
- in 77 he also received his third extraordinary command – against Sertorius in Spain – as a result of a decree promoted by L. Philippus and Pompey was given proconsular command.

#### Other commands:

- in 74 the praetor Marcus Antonius was granted an extraordinary command against pirates along the whole coastline of the Mediterranean – an *imperium infinitum*
- in 72 the revolt of Spartacus had been so successful – both consuls, Lepidus and Gellius, had been defeated – a new commander, M. Licinius Crassus (praetor), was appointed
- this was extraordinary because both consuls were still in office
- Crassus' relentless pursuit of Spartacus and his army of slaves was ruthless and bloody and it has been estimated that about 100,000 slaves died in the war
- about 5,000 slaves, however, evaded Crassus but were to come across Pompey, newly returned from Spain, in Etruria where he massacred them all
- Pompey then promptly wrote to the Senate stating that 'he had finished the war off utterly and entirely' (Plutarch, Pompey, 21)
- over the next decades extraordinary commands were used to deal with a number of military problems:
  - pirates – the tribune, Aulus Gabinius, proposed a law in 67 to appoint a single commander against the pirates – clearly with Pompey in mind
  - in 66 the *lex Manilia* extended Pompey's command so he could deal with Mithridates and Tigranes – he now received authority to make war or peace as he wished
  - by 66 Pompey enjoyed an *imperium* over the Mediterranean and his authority extended up to a distance of 50 kilometres inland in the East.

#### Impact on Rome:

- the impact the exploitation of extraordinary commands had on Rome was profound – the system of government, authority and military command was put under pressure by ambitious men who used their commands to influence the Senate and advance their ambitions

## Question 38 (continued)

- Plutarch comments (Pompey, 21) that there were 'feelings of suspicion and of fear; it was thought that, instead of disbanding his army, he might go straight ahead and, by the use of military force and absolutism, make himself into another Sulla'
- however, Pompey did disband his army, as did Crassus, and the two became consuls for 70
- Crassus had climbed up the *cursus honorum* and was a member of the Senate – Pompey did not
- the granting of extra-ordinary commands to Pompey had ended with his extraordinary appointment to the highest office
- the Senate was intensely opposed to the *lex Gabinia* which it regarded as an attack on its rights and prerogatives
- Pompey seems, at this time, to be focused on securing conduct of all military operations and he used the tribunate and the support of the *populares* to achieve this
- his successes made him immensely popular, but not with the Senate as Pompey had effectively removed its prerogative to award commands – which were a pathway to fame and fortune
- he cleverly manipulated a centuries-old system that had been created for the benefit of the ruling elite and changed and destabilised it forever
- his ascent to the pinnacle of military and political power was achieved in a completely unorthodox fashion and on the way he collected enemies and allies
- Pompey's use of military commands to enhance his political career is a significant feature in the last tumultuous years of the Republic and significantly, the alliance of Pompey, Crassus and Caesar, three ruthlessly ambitious and manipulative men, played the major role in the collapse of the Republic.

## Question 39

(25 marks)

Identify and explain the changing role of the tribunate between 133–63 BC, and, using examples from your period of study, assess the influence this change had on Roman politics **and/or** society.

Candidates should:

- explain the role of the tribunate and how this role changed in the period 133–63 BC
- illustrate what the changes were with examples and comment on the reasons for this change
- comment on the impact that the role of the tribunate had.

Role

- candidates need to provide a brief explanation of what the tribunate was and what a tribune did – bearing in mind the account by Appian's 'Civil Wars' in which the tribunate is seen as destructive
- the *Concilium Plebis* chose the plebeian magistrates – the tribunes and the plebeian *aediles* – and could enact laws (*plebiscitum*) which were binding on the plebs
- in 287 BC the Hortensian law was passed giving plebiscites the force of laws (*leges*) and were binding on all people
- the role of the tribunes was to defend the lives and property of the plebeians and their power was based on *sacrosanctitas* or inviolability – an oath was taken by the plebs to uphold this
- the powers of a tribune were extensive and powerful – they had the right of *intercessio* (veto) of any act by a magistrate, against laws and *senatus consulta* (advice of the senate to magistrates) and elections
- they also had the power to call assemblies, propose resolutions or *plebiscita*, assert the right of *plebiscita*
- each tribune had the power to stop (veto) the action of another tribune.

Change:

- the list of tribunes who influenced the political scene in Rome between 133 to 63 BC is not long but their impact was quite profound
- between a year of turmoil and violence in 133 BC and a year of turmoil and violence in 63 BC the role of the tribunate changed and increasingly the tribunes became more the agents of powerful and ambitious individuals rather than agents of the plebs
- the tribunate of Tiberius Gracchus in 133 is usually seen as a turning point – and candidates need to discuss this being mindful that the question expects them to deal with the tribunate between 133 and 63 BC
- setting the scene – Tiberius Gracchus' land bill, Octavius' opposition and veto, Tiberius' reaction and the issue of the 'the will of the people', Tiberius' move to have a second term as tribune, the reaction of his enemies, the action of P. Scipio Nasica and his followers
- the significance of this is that Tiberius took steps that were seen as a threat to the power, prerogatives and wealth of the ruling class in Rome – his agrarian bill and his attempt to enforce the authority of the people provoked a violent reaction from members of the Senate which resulted in the deaths of Tiberius and many of his supporters
- murder had become part of Roman politics
- Tiberius' brother Gaius became a tribune in 121 and introduced a more comprehensive program of reforms. Candidates need to keep in mind that the question asks them to discuss the 'the changing role of the tribunate between 133–63' and they will need to be concise about the tribunate of Gaius Gracchus if they choose to discuss him
- his program was more wide ranging – the issue of his brother's death, shifting the balance of political power from the Senate to the people, the issue of provincial misconduct and extortion, the assignment of provincial appointments to consuls, the distribution of grain, the restoration of the land commissioners, citizenship to Rome's Latin allies

## Question 39 (continued)

- Gaius' election for a second term as tribune only inflamed opposition to him from within the Senate and M. Livius Drusus was supported as a tribune to undermine Gaius whose support was slowly waning and when he attempted to win a third term as tribune he failed
- the situation in Rome became more unstable and Gaius attempted to rally his supporters and needed to be protected by a bodyguard but one of the consuls, Lucius Opimius convinced the Senate that strong action needed to be taken – the *Senatus Consultum Ultimum (SCU)* was passed – the consuls were empowered to ensure that the Republic was unharmed
- Opimius led armed senators and Equites and attacked Gaius and his supporters – Gaius and 3000 of his supporters were killed
- this is a critical point – the senate used a volatile situation, for which it was partly responsible, to re-assert its dominance and this was 'legitimised' by the introduction of the *SCU*
- another example of the political struggle between the Senate and a radical tribune was tribunate of L. Appuleius Saturninus (103 and 100) who unsuccessfully attempted to introduce a *lex Frumentaria* to fix the cost of grain at a very low price
- Saturninus was also closely allied to Marius with the aim of distributing land for his veterans
- the events of 100 were particularly violent with factions using unfavourable omens to block voting, brawling in the streets and eventually the murder of one of Saturninus' opponents, C. Memmius
- Saturninus and his supporters seized the Capitol, the Senate passed the *SCU* and Marius, who was consul, ordered to restore order
- in the end, violence won the day and Saturninus and many of his supporters were murdered
- Saturninus' tribunate had been used to promote reforms that were seen to be against the interests of the Senate and the people who dominated it.

## Other examples:

- M. Livius Drusus (91) – the son of Drusus above – his policies and murder contributed to the breakdown of relations between Rome and its allies in Italy which in turn led to the outbreak of the Social War
- in 88 the tribune Sulpicius was allied to Marius with the aim of transferring the command against Mithridates to Marius. Sulpicius was protected by a force of young equites supporters (the 'anti-Senate') and 3000 armed men. When the two consuls, Sulla and Pompeius Rufus were driven out of Rome and Sulpicius and Marius were in control, Sulla responded by marching on Rome with an army – a momentous event in Roman history
- Note: when Sulla regained control of Rome in 81 one of the political reforms he made was to strip the tribunate of most of its traditional powers and it became a 'dead-end' office as those who held it were disqualified from holding other magistracies
- in 70, Pompey and Crassus, the two consuls, introduced a law that fully restored the powers of the tribunes
- in 67 a tribune Aulus Gabinius took action that was to benefit Pompey immensely. It was the first time a tribune had interfered in what was traditionally a function of the Senate – the appointment of military commanders
- the process and the law to get Pompey appointed to a command to deal with the pirate problem was cleverly crafted by Gabinius in the face of fierce opposition for the Senate and the optimates
- the next year, another tribune, G. Manilius, proposed that the Eastern command should be transferred to Pompey.

## Impact:

- all of these examples illustrate the changing role of the tribunate – platform for aspiring politicians, an instrument of reform, an instrument of disruption, an instrument for manipulation
- the tribunate, as an office that represented the plebs, had become an active instrument for reform – it however came up against the domination of the traditional authority of the ruling class and its instrument of power, the Senate
- Sulla stripped power from the tribunes and attempted to make it an unattractive path to follow for a political career – this was extremely unpopular with the people and tribunes such as Sicinius (76) and Opimius (75) attacked the Senate and with the consul G. Aurelius Cotta drafted a law to cancel Sulla's law banning tribunes from further office
- they were followed by Quinctius in 74, who attacked Sulla's program and revived public meetings (*contio*), and Licinius Macer in 73 – these tribunes do not appear to have had much impact
- in 70, the consuls Crassus and Pompey introduced a law that restored the powers of the tribunes, acknowledging the importance of their role as representatives of the plebs. Despite this they used tribunes to gain benefits, both political and military, for themselves
- the tribunate was introduced to promote the interests of the plebs
- by the first century BC they had been instrumental in bringing about reforms, inspiring violence and revolts and agents promoting the careers of the powerful and ambitious.



## Part B: Unit 4

25% (25 marks)

## Rome 63 BC–AD 14

Marking key for Questions 40 to 42.

Description	Marks
<b>Introduction</b>	
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
<b>Subtotal</b>	<b>3</b>
<b>Understanding of historical sources/narrative/context</b>	
Produces a relevant, sophisticated narrative that demonstrates an understanding of the interrelationships between events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence.	7
Produces a relevant, comprehensive narrative that demonstrates an understanding of the relationships between events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence.	6
Produces a relevant, coherent narrative that demonstrates an understanding of some connections across events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence.	5
Produces a narrative that identifies some connections across events, people and ideas, and/or continuity and change in the narrative, and/or shows some understanding of the reliability of the ancient evidence 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, and/or shows limited understanding of the ancient evidence	3
Produces a simple narrative which is often incorrect and makes minimal reference to events, people and ideas, and/or continuity and change, and/or demonstrates minimal understanding of the relevant ancient evidence.	2
Makes general/superficial statements about the narrative.	1
<b>Subtotal</b>	<b>7</b>
<b>Argument</b>	
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
<b>Subtotal</b>	<b>6</b>
<b>Use of evidence</b>	
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
<b>Subtotal</b>	<b>6</b>
<b>Conclusion</b>	
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
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>25</b>

## Question 40

(25 marks)

Describe and discuss the formation of the First Triumvirate. Consider the short- and long-term consequences of the creation of the First Triumvirate in your answer.

## Reasons:

The simple answer is that it was pure expediency that drew Pompey, Crassus and Caesar together – each faced problems with their political enemies (many of whom they shared), each had ambitions that might (at least in the short term) help the others, and each had resources that could be used for their mutual benefit.

## Pompey:

- Pompey had returned at the beginning of 61 from a spectacularly successful military campaign in the East – he was careful not to give offence to the Senate or fuel to his enemies. His armies had been disbanded and he refused the honours many wished to shower upon him
- he had two main aims – ratification of his eastern settlement and land for his veterans
- opposition to him was intense in the Senate despite the support of one of the consuls – L. Afranius, having been one of his commanders, was completely ineffective. Pompey also had the support of a tribune (L. Flavius) but he also was incapable of withstanding the pressure of opposition to Pompey
- Cicero tells us that massive bribery was used in the election of both Afranius and Flavius
- Caesar, ever resourceful, managed to engineer a reconciliation between Pompey and Crassus (who had initially given support to Pompey's enemies in the Senate) – this marked the beginnings of the steps that led to a more formalised arrangement we call the First Triumvirate
- the Senate would have been wiser to harness Pompey's pride and ambitions rather than alienate them.

## Crassus:

- had given support to a group of *publicani* (tax-gatherers) who were demanding compensation for low levels of tax they had been able to gather in Asia but again, fierce opposition in the Senate (largely led by Cato) had frustrated this
- Crassus and Pompey had been co-consuls in 70.

## Caesar:

- was Crassus' 'protégé' and had borrowed heavily from Crassus before he served as *propraetor* in Further Spain
- he wished to contest the elections for the consulship of 59 and also wished to celebrate a Triumph but, as a commander, he could not enter the city and therefore requested that he be allowed to contest the election in absentia
- this was not an outrageous request as precedents had occurred – but his political enemies would not buckle – Cato applied the filibuster and the session of the Senate ended before Caesar could make his request
- this was a serious insult to Caesar who gave up his Triumph and contested the election – in the end was the first consul elected.

## Consequences:

- Cicero warned Cato of the obvious consequences – to humiliate three powerful, wealthy and ambitious men like Pompey, Crassus and Caesar was a mistake, pushing them together
- it was an *amicitia*, at first kept secret to enable them to achieve their individual aims. At this point they were probably the three most powerful men in Rome and the optimates had unwisely made them stronger and more determined by forcing them together
- such an alliance might have been avoided if Cato and his supporters been more astute and understood their enemies better.

## Question 41

(25 marks)

Assess the extent to which the behaviour, power and influence displayed by Caesar led to his assassination in 44 BC.

The question identifies four areas that need to be discussed – his behaviour, power and influence and how these led to his death in 44 BC

- there is also Plutarch's assessment; Caesar meets his destiny, because of 'his passion to be made King' (Plutarch, Caesar: 60)

Background:

- after Pompey's defeat and death in 48 Caesar needs to continue the war against the surviving Pompeians in Africa and Spain – by March 45 he completely dominated the Roman world
- the civil war caused much dislocation – after four years of civil war there were 35 legions still under arms and Caesar was faced with the problem of reconstruction
- unlike Sulla, Caesar did not carry out proscriptions – former Pompeian soldiers were pardoned, disbanded or re-enrolled in the Caesarian forces. Former officers were pardoned – Brutus and Cassius were Pompeian officers who received immediate promotion. Cicero shared in the general amnesty, others had to wait Caesar's pleasure – for example, Marcellus' case was brilliantly argued by Cicero in his Pro Marcello
- peace brought an array of complex problems – one of Caesar's first tasks was to pension off as many veterans as possible and this required a large-scale land distribution program and the establishment of citizen communities in Italy and the provinces. Caesar probably settled some 20 000 plus veterans in nearly 40 communities – particularly in the Iberian Peninsula. His colonies included veterans plus the workless poor

Caesar's behaviour, power and influence:

- Caesar made changes to the composition of the Senate – numbers were increased from 500 or 600 to 900 and nearly half of the new members came from outside Rome. His object was probably deliberately to make it unwieldy – thus concentrating executive power in his own hands
- the appointment of consuls – conservative, reliable men were appointed during Caesar's years of dictatorship – five nobles (including three of Caesar's own patrician class) and four *novus homo*
- Caesar's innovation was that they owed their election to him and him alone. He fixed senior appointments quite openly. Indeed, legislation was finally passed conferring on him the right to 'recommend' a large proportion of senior positions. He enrolled prominent provincials – Gauls and Spaniards – in the Senate. This was universally unpopular in Rome – and was the subject of ribald criticism
- Caesar increased the *aediles* from four to six; *praetors* from 16 to 20; *quaestors* from 20 to 40. As dictator he was assisted by masters of the horse, Antonius and Lepidus. He instituted eight *praefecti* to assist in his absence – thus foreshadowing the establishment of the monarchy
- he banned all *collegia* (political guilds) except the genuine old trade guilds and the gatherings of Jews – they had helped him in Alexandria
- Caesar had professed allegiance to popular principles but, having gained power, he flouted them – nominating many of the magistrates, depriving the people of electoral rights, refusing to rise to meet his 'equals' and wearing purple and sitting on a 'throne' of gold
- he had invaded Italy, he said, to defend the tribunes but in 44, when the tribunes displeased him, he deposed them
- in effect Caesar was the custodian of Rome and he took total control of all aspects of Roman life. He clearly held the senatorial Republic in contempt – calling it a 'mere name without a substance'
- however, he accepted offices, powers and titles from a subservient Senate – thus casting a veil of legality over his position which in the last resort rested upon armed force
- in 49 he was dictator, then consul; after 48 he held the consulship continuously

- in 46 he became dictator, first for 10 years, then for life – which gave him absolute imperium free from any interference inside or outside Rome
- since 46 he was 'prefect of public morals' and therefore held the power of censor
- in 45 Caesar became dictator *rei publicae constituendae causa* – Caesar's third dictatorship
- after the Battle of Munda (45) he was made sole consul and was guaranteed the tribune's sacrosanctity with full tribunician's power
- Note: since 63 he was *pontifex maximus* – head of the state religion.

In effect:

- Caesar was practically the whole *Cursus Honorum* in himself – tribune, censor, consul and dictator simultaneously and collectively
- Greeks declared him to be a god – not unusual because they usually considered their kings to be divine – his statues were placed in temples and cults were established in his honour
- at the beginning of 44, when he was dictator for a fourth time, his head began to appear on coins with the inscription *Dictator Perpetuo* – dictator for life
- in the last months of his life many of the honours heaped upon him were undeserved – from an obsequious Senate – the month Quinctilis was renamed Julius, he was named *Parens Patriae* (parent of the nations) after Munda, his statue carried with that of Victory, a temple erected to his Clemency, a new college of priests was established – the Julian *Luperci* and a priest (*flamen*) was appointed – perhaps in his honour rather than for his worship. (Antonius was appointed *flamen*).

## Question 42

(25 marks)

Analyse how Augustus' settlements of 27 BC and 23 BC facilitated the transformation of Rome from a republic to an empire.

## Issues:

- with the death of Antony in Egypt in 30 BC the civil war was over and Octavian was the undisputed master of the Roman world and was now faced with the dilemma of what now to do – becoming another Caesar would have been extremely dangerous but he needed to maintain control without precipitating another civil war
- his solution was quite brilliant – he would keep the traditional republican forms of government whilst maintaining military control and consolidating power in a newly defined role for himself
- he had held a continuous succession of consulships (maintaining this as the constitutional basis of his power) for the first eight years after the fateful Battle of Actium in 31 BC
- in his *Res Gestae* (34.1) he claimed that

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– known as the First Settlement

- this was followed in 23 with the Second Settlement which refined and redefined his power and role in relation to the state
- his authority was based on two unique powers – a *tribunicia potestas* and a proconsular *imperium maius*.

## Step 1 – traditional republican forms:

- he did not draft a new constitution but took small steps that maintain the Republican forms – the Senate, the various magistracies etc., the traditional framework, still existed
- his power was based for the first eight years on a string of consulships as well as holding tribunician power for life (voted by the people on his return from Egypt in 30)
- he had *imperium* in Rome and Italy and the power to override proconsuls in provinces

## Step 2 – maintaining military control:

- he had sole command of a vast number of soldiers and any serious or potential rivals had been killed
- always, there existed the potential for Augustus to unleash violence and terror to maintain control
- his veterans were rewarded – a huge number were settled in colonies and given 1000 *sesterces* each.

## Step 3 – consolidating power in a newly defined role:

- the death of Antony left Octavian in control – his authority was based on three things:
  - (i) his single command of a massive army – after Actium it amounted to 70 legions or about half a million soldiers
  - (ii) the oath of personal allegiance sworn by the 'whole of Italy' – the *Res Gestae* (25.2) says:

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- (iii) his Triumviral powers which he continued to use until the end of 28 - these powers were superior to those held by any other magistrate (Lepidus was stripped of his powers in 36 and Antony died in 30)
- the adoption of the name of Augustus symbolised a change – but at the same time a return to tradition and legality.

## Settlements:

- at the beginning of 27 Octavian renounced all his powers and placed them in the hands of the Senate and the people
- it would have been a carefully stage-managed action and there were loud cries of protest and he was persuaded to a giant province consisting of Gaul, Spain and Syria – the Senate exercised what it had the power to do, it granted him a *maius imperium*
- on 16 January the name 'Augustus' was added to 'Caesar' and adopted the title Princeps - or 'first citizen'
- he restored the constitutional forms of government rather than the Republic
- the Second Settlement came about after Augustus recovered from a serious illness and resigned from his eleventh consulship on 1 July, 23
- the Senate strengthened his imperium by making it a *maius imperium proconsulare* – this meant that he had a superior imperium over the whole empire and army
- he was also granted the *tribunicia potestas* which gave him extraordinary powers – he could submit 'bills' and summon the Senate, he had the power of veto, the power to compel obedience (*coercitio*), the power to help citizens (*ius auxilii*)

## His power:

- Octavian had two important strengths that contributed to his success:
  - (i) he had under his command a massive army of 28 legions based mainly in the provinces that were under his control – he invested considerable political and financial capital in the army which was large compared to that of the Republic. He imposed direct taxation on the Roman population to pay for his army ending a privilege Romans had enjoyed for more than a century. This was a standing army and he was the commander-in-chief. In the *Res Gestae* he refers to 'my fleet' (26.4) and 'my army' (30.2). He also had a bodyguard (*cohors praetoria*) the Praetorian Guard of 9000 infantry and cavalry – this was his private army which could enter the city if necessary – the Settlement of 23 gave him an *imperium* of command over the Praetorians
  - (ii) another important point is that Octavian was utterly ruthless about imposing his control – the proscriptions carried out in the wake of the creation of the Second triumvirate murdered thousands (and confiscated their property); the capture of Perugia at the beginning of 40 BC also resulted in the butchering of some 300 men – Octavian's standard response to those who pleaded to be spared was 'You must die'.

## The transition of the Republic:

- the traditional forms of government were maintained – the 'shell' - there was a Senate, consuls, praetors, debates, traditional ceremonies and so forth
- but, behind it all stood Augustus – a new name, title and exclusive powers – his authority rested on his *tribunicia potestas* and his *imperium maius* – the first gave civil power in Rome and the second gave complete control of the armies and provinces
- these two powers were the constitutional basis of the *Principate*
- Rome was ruled (at least in appearance) jointly by Augustus and the Senate – a 'standing committee' of Augustus, a consul and other magistrates prepared business for the senate to consider
- in the last years of his life Augustus became concerned with the problem of finding a suitable successor – clearly, he was focused on maintaining the *Principate* as a system and finding a suitable successor to ensure it did continue
- the Republic was dead – Rome became a 'monarchy' without the word king (*rex*) being mentioned.

## ACKNOWLEDGEMENTS

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Published by the School Curriculum and Standards Authority of Western Australia  
303 Sevenoaks Street  
CANNINGTON WA 6107