Ancient History
2013 Senior External Examination — Assessment report

Statistics

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Paper One

Part A: Reflections on the research inquiry process

Some candidates demonstrated a misplaced focus by providing specific content detail about a particular subject, rather than reflective qualitative comments on the nature of research process itself. Having said that, the development of a focus question and hypothesis was generally handled quite well. While the concept of critical reflection was generally understood it needed to be demonstrated much more thoroughly, especially in the last question where candidates had to respond to an unseen source.

Part B: Extended written response to an unseen question

The prepared nature of responses was obvious, but it is the candidate’s ability to adjust their historical knowledge around the specifics of the question that is a defining feature of this part of the examination. There was considerable variation in the ability of candidates to adapt historical knowledge to engage with and respond to the set question. Good historical knowledge was evident across the majority of candidates’ responses. The key to success was to demonstrate clear argument, not just provide descriptive content.

Paper Two

Extended written response to historical evidence

Four key elements are needed for success in Paper Two. Candidates need to:

- use direct quotations from a range of sources
- use sources critically, rather than just summarise them
- use sources in conjunction with their own historical knowledge
- make explicit use of unseen sources.
The range of results reflects how well candidates used these elements. The use of unseen sources demonstrates the candidate’s ability to think on their feet and adjust responses accordingly. It is one of the discerning features of assessment that truly tests a candidate’s higher order thinking skills. Generally, more should have been done with unseen source material as its understanding and use is given more weight by markers.

Candidates dealt reasonably well with the specifics of the clearly structured questions. Responses generally included analytical and critical argument rather than descriptive narrative.

Where candidates could improve is the evaluation of motive of authors, both primary and secondary (but particularly primary) as to the reasons behind their opinions on topics. Note, in particular, the following criterion descriptors for Forming historical knowledge through critical inquiry. The candidate:

- uses a diversity of primary and secondary sources to perceptively interpret values and motives and identify perspectives, while acknowledging the time period and context of the production of a source
- evaluates the relevance, representativeness, likely accuracy and likely reliability of sources.

It is the responsibility of candidates to independently research authors of the seen source material and to use this knowledge in evaluating the material.

Sample solutions

The following candidate response is of A Standard. It has been reproduced exactly as written and, therefore, includes any spelling or grammatical errors made by the candidate.
Paper One

Part A — Reflections on the research inquiry process

Part A assesses your understanding and experience of Planning and using a historical research process (criterion 1 of the Ancient History Senior External Syllabus 2008).

Part A refers to an inquiry topic of your own choosing based on Theme 1 of the syllabus: Studies of political structures (excluding Roman options). The regional area you choose in Part A must be different from the regional area you choose in Part B.

Respond to all questions in the order provided. The amount of space provided for each response is an indication of how much you are expected to write.

Suggested time allocation: 1 hour 15 minutes.

Write the topic you selected for inquiry during your study:

Ancient Greece: Athenian Democracy

Question 1

How does your inquiry topic highlight some of the important features of Theme 1: Studies of political structures?

Political structures are fascinating in themselves, but to truly understand their purpose, we must investigate their roots. The democratic system in particular is one that has continued to be put into practice to this day, and in order to discover exactly how it operates and its true potential, we must first understand its origin. In particular, its peak in 5th century Athens must be examined.
Question 2

List the five initial focus questions that you used to guide an investigation into your topic, based on the aspects of inquiry below.

i. Definitions:
   What are the definitions of some of the terms used in the ancient democratic system?

ii. Sources:
    Which sources will be used to research the information and why have some of its features continued to be implemented to this day?

iii. Backgrounds, changes and continuities — motives and causes:
     What key events led to the peak of Athenian democracy and why has some of its features continued to be...

iv. Effects, interests and arguments:
    What are some of the features of Athenian democracy and how did they affect others at that time?

v. Reflections and responses:
    What were some of the criticisms of the ancient democratic structure?

Question 3

Which key historical sources did you use in your investigation? Name actual authors, collections (including internet resource sites) and primary and secondary sources.

Ancient Primary: Herodotus - The Persian War
Thucydides - The Peloponnesian War
Aristotle - Constitution of Athens
Plutarch - Rise and Fall of an Empire
Modern Sources: Bartlett - World of Ancient Times
Text books...

Wikipedia ("Athenian Democracy")...
Question 4

After the completion of the initial stage of investigation, what key research question did you develop and what was your initial hypothesis?

Key research question:

What were the key features that characterised Athenian democracy, particularly during its peak in the 5th century BCE?

Initial hypothesis:

It can be said, to a significant extent, that the concept of democracy in the ancient world was a revolutionary one, and its adopted qualities continue to be demonstrated in government to this day.

Question 5

Select one key challenge or opportunity that you encountered in the research of your chosen topic. Explain how you dealt with this challenge or opportunity.

During research of Athenian democracy, there was a criticism that continued to be addressed across many sources. This was concerned with the issue of citizenship and how hard it was to attain in comparison to today’s society. In Athens, citizens had to be over 18,

male, head, of house, two Athenian-born (or ‘Attic-born’) parents, and could not be a slave. This special criteria is foreign to us in these times, and I surmounted this challenge by accepting that Athenian democracy simply cannot ethically be traced as it is today.
Question 6

How did you revise and refine your initial focus questions and hypothesis? Clearly show the development of your ideas.

Focus questions:

DEFINITIONS: not only did I have to find basic democratic terms, I also had to research definitions of other common ancient terms, such as ‘kingship’, ‘hierarchy’, ‘class rule’ and ‘slavery’. Sources 1 found that I had to limit my sources by reading modern interpretations of ancient primary sources, as I had difficulty understanding their meanings.

RELECTION: There were many more sources than I originally thought for, for example, the relationship of office causes inconsistency of government, the concept of slavery was unquestionable, and freedom of speech often led to condemnation.

Hypothesis:

From revising and refining the focus questions, particularly questions and responses, the initial hypothesis was adjusted to the following: It can be said, to a significant extent, that although the concept of democracy in the ancient world was a revolutionary idea, it would take centuries to achieve the politically advanced... democratic system in practice today.

Question 7

Define “critical reflection” in the context of historical inquiry.

‘Critical reflection’ refers to the critical evaluation of sources, and the motivation behind their development. Aspects such as bias and viewpoint can affect a source’s objectivity, leading to inconsistencies in accuracy and depth. For example, Thucydides, greatly admired Athenian strategies ‘Pericles’, so one would expect his information on this topic to be in favour of Pericles.
Question 8

Critically reflect upon the following source. How might it change or confirm the direction and emphasis of your research process?

The concepts of power and organisational politics

John Gardner, writing about leadership and power in organisations, notes, "Of course leaders are preoccupied with power! The significant questions are: What means do they use to gain it? How much do they exercise it? To what ends do they exercise it?" He further states, "Power is the basic energy needed to initiate and sustain action or, to put it another way, the capacity to translate intention into reality and sustain it." In a similar vein, Richard Nixon wrote, "The great leader needs ... the capacity to achieve ... Power is the opportunity to build, to create, to nudge history in a different direction." Dahl writing about the pervasiveness of the concept of power states, "The concept of power is ancient and ubiquitous as any that social theory can boast." He defined power "as a relation among social actors in which one actor A, can get another social actor B, to do something that B would not otherwise have done." Hence, power is recognised as "the ability of those who possess power to bring about the outcomes they desire" (Salancik and Pfeffer 1977).

The concept of organisational politics can be linked to Harold Lasswell's (1936) definition of politics as who gets what, when and how. If power involves the employment of stored influence by which events, actions and behaviours are affected, then politics involves the exercise of power to get something done, as well as to enhance and protect the vested interests of individuals or groups. Thus, the use of organisational politics suggests that political activity is used to overcome resistance and implies a conscious effort to organise activity to challenge opposition in a priority decision situation. The preceding discussion indicates that the concepts of power and organisational politics are related. Thus ... we define organisational politics as the use of power, with power viewed as a source of potential energy to manage relationships.


...One of the criticisms I encountered during my research was the ancient world's tendency to regard power as the ultimate possession. Originally, I regarded this... refer to... be... thing of... part... power... upon reading... passage... I have found... the nature of political figures... from Athens in the... century, e.g., Pericles, Themistocles... were not so different from modern leaders today. Because... 'emphaticastic ambition'... was... more... acceptable... ...tend... In ancient leaders were more... comfortable... with... residing... their... prior... hungry... thoughts... and... putting...
Part B — Extended written response to an unseen question

Part B assesses Communicating historical knowledge (syllabus criterion 3).

The following questions are derived from Theme 2 of the syllabus: Personalities in history. The regional area you choose in Part B must be different from the regional area you choose in Part A.

Respond to one question in 600–800 words.

In your response, refer to and evaluate historical evidence including specific sources.

Planning space is provided. Cross out any draft work that is not to be assessed.

Suggested time allocation: 1 hour 15 minutes.

Either

**Question 1 — Mesopotamia: Sargon of Akkad**

How did Sargon of Akkad create the first empire in history, and why did it fall apart so quickly after his death?

*or*

**Question 2 — Egypt: Hatshepsut**

Modern academics regard Hatshepsut as an effective and successful ruler of Egypt. Why then did the Ancient Egyptians themselves try to eradicate her name and memory from history?

*or*

**Question 3 — Greece: Alexander**

"Alexander did nothing really new — he simply carried on where his father, Philip II, had left off (or intended to do)." Evaluate the validity of this statement.

*or*

**Question 4 — Asia/New World**

How did the Emperor Qin Shi Huangdi create and maintain his empire, and why did it collapse so quickly after his death?

*or*

**Question 5 — Period of the Middle Ages: Justinian**

In evaluating the reign of the Emperor Justinian, do his failures — particularly in the latter part of his reign — outweigh his earlier achievements?

End of Part B

End of Paper One
Question 2

It can be said, to a significant extent, that Hatshepsut rise to power proved to be extremely beneficial to Egypt in terms of trade and expansion. However, following her death in 1458 BC, evidence was unearthed suggesting that the Pharaoh’s memory had been obliterated by her own people, in an attempt to distort her legacy.

This essay will investigate reasons as to why this obliteration occurred, and whether or not this ’Queen of Kings’ was truly deserving of this treatment.

Hatshepsut was born in 1508 BC into a royal Egyptian family. She married her brother Thutmose III, who

already had a son, Thutmose IV. Following her

brother’s death, Hatshepsut assumed the title of

Pharaoh, presumably because she thought that she was young, although her motives

are questionable. Presumably, this coronation angered the young Thutmose, and it has been hypothesised

that the was an underlying reason for the obliteration of her memory, as it occurred during the period of her

successor’s rule. Hatshepsut maintained the

actuality had been stripped to the title of Pharaoh,

and claimed that her father wished her to assume

the role, when he came to her in the form of a dream.

The Queen may not have won over her stepson, but she gained her people’s trust, and this led to a flourishing period of

Egypt’s history.
Under Hatshepsut’s rule, the land of Egypt expanded... in a way that would be unprecedented. She...the first and trading...expeditions which...to the...nearby land of Punt, bringing back goods such as...myth. The queen also embarked on several military...projects, and even selected her step-son as a...military leader, as well as chief priest of Amun. In...addition, Hatshepsut erected various statues, and a...magnificent mortuary temple in Karnak, the remains of which are still there today. Another remarkable...achievement of the Pharaoh was the way she managed...to gain respect from the Egyptians, despite her being...female. To overcome this obstacle, Hatshepsut tried herself...depicted in a masculine way, and even went to the...trouble of wearing a false beard, which remained as...a common practice among female pharaohs up until...the last one, Cleopatra, who died in 30 BC.

Not only did...Hatshepsut...grant Thutmose III...various...military posts and religious titles, she also made him...co-ruler for the last 2 years of her rule (she had reigned...for twenty years previously). She also shared...kingship, and after...his...step-mother’s death, she...not to be sufficient for Thutmose, however, and...his...step-mother’s death, which...though it mysteriously...quite a while after her death, he...was not...angry...announced her words to be etched on...temples walls and her statues to be destroyed. Even though no one...could really predict why this occurred, or if it even was...Thutmose’s wishes, it is assumed, from the...basis...of just what we know about the Egyptian...pharaohs, that...
In conclusion, it can be said that Hatshepsut was not deserving of her legendary treatment following her death. She was not only a monarch in expanding Egypt's economy and the status as a military state, and managed to gain respect from the Egyptian people. Despite being a woman, the obliteration of her memory may have been nothing more than a cheapo between her and her stepson. Or it could have been because she was female. Regardless of this, we must accept the fact that during her reign, Egypt flourished, and although we will never know exactly why, the Ancient Egyptians attempted to immortalize her memory from history. Let's be grateful that this story didn't succeed.
Paper Two

Extended written response to historical evidence

Paper Two relates to your study of Augustus from Theme 3 of the syllabus: Studies of power.

Consider the sources in the historical sources book before responding to one of the questions below in 600–800 words.

You must use a range of seen and unseen sources and reference them in your response. The referencing of sources can refer to the source letter/number or the author. It is important to use the sources critically, not just summarise them.

Planning space is provided. Cross out any draft work that is not to be assessed.

Suggested time allocation:

- studying the sources: 30 minutes
- planning and writing your essay response: 2 hours.

Either

Question 1

The concept of “dyarchy” involves the notion of the Princeps (Augustus) and the Senate ruling together. Yet the famous historian, John Bury, wrote in 1893 that “the dyarchy is a transparent fiction”. To what extent is Bury’s position justified by the sources provided?

or

Question 2

Augustus used propaganda to disguise the true nature of his rule. Use the sources to critically evaluate the validity of this viewpoint.

or

Question 3

Tacitus wrote that writers would flatter the Princeps (Augustus) while he was alive but vilify him once dead. Use the sources to critically evaluate the validity of this viewpoint.

End of Paper Two
Rome's transition from a republic to an empire was an unutterable one indeed. Julius Caesar had been assassinated, and Rome was at the peak of expansion, looking for someone to guide them through the chaos. Octavian, fresh from defeating Mucia and Marcus Antony at the battle of Actium, seemed to be the man for the job. He was Caesar's legal heir. After all, while Octavian lacked Julius Caesar's military talent, he made up for it with intelligence and tact. He assumed the role of emperor, changed his name to Caesar, Augustus, and gave himself the title of pater patriae (father of the nation). But Augustus was determined to make the mistake that Caesar made, that led him to his death. Caesar Augustus carefully constructed his political image by way of propaganda, not only to secure his safety but to ensure the Roman people that, despite the republic's fall, they still had some form of power.

Although, like any sort of leader, Augustus possessed great ambition, he was no means a 'great' man, and cannot be compared to the likes of his descendants. Nero, as Caligula, propaganda was a basic political tool, which Augustus made effective use of. Even before his reign, Augustus possessed redeeming qualities and would entice the soldier, with gifts, the people, with a Jones, and all men with the allurement of peace. It appears that Augustus was a genuinely good-intentioned leader, who took the heir to the first Roman Empire following centuries of a republic. Rome wasn't familiar with the official rule of
...one room, and Augustus aimed to make this just work in his favour.

Following his assumption of his new title, in 27 BC, Augustus sought to legitimate his new position of traditional Roman values. At this time, upper-class men, in particular, took a fondness for Roman tradition and Augustus... set up this rebuilding of temples in order to demonstrate his piety. During his reign, Augustus succeeded in religious propaganda to the extent that he was beloved to be on par with Tullius and Romulus, the 'founders' of Rome.

Statues, e.g. Caesar, Augustus were also common at this time, most of them being deliberately in a way to make him look almost God-like. In particular, a recently... admire... statue of him called 'Augustus of Prime Porta'. depicts him... features to resemble the god Apollo... suggesting that Augustus wanted to portray himself... as a perfect leader, personifying the power and... authority... of the emperor who held the capacity to stabilize... a... reality, and an empire. [Source 3].

Perhaps the most forward form of propaganda realized by Caesar, Augustus was the 'Cherwood', the 'Res Gestae'. It was written for the purpose that after his death, it would be read to the Senate so that they could put... write practice, his wishes. The original draft was 300 lines long, each line describing one of his achievements... In order to keep his image intact, it is noted that... Augustus left out not so popular... aspects of his reign, such as his... 'persecution', etc... It is unclear... one of...
Augustus' major aim was to maintain that he should, in no way, be associated with anything against Rome's traditional values. (i.e., bribery, tyranny...) Thus, in simplified, the 5th of the Res Gestae: 'The dictatorship offered to me... by the people... and by the senate, both in my absence and in my presence... I refused to accept.' (source: M)

Labour. Augustus continued to display propaganda, not only to emphasize his many qualities, but also to mark some of his true intentions, which generally in the best interest of Rome. Augustus wished to keep Rome's military power remained in his hands at all times. (source: I), in order to avoid external threats and civil war. He attempted upon this secret intention by dividing the provinces into either 'Senatorial' provinces (peaceful, public provinces... to be owned by the Senate) and 'Imperial' provinces (those which were less inclined to be owned by himself). As a consequence, the Senate believed they were receiving the more superior, peaceful part of the empire, while in reality. Augustus' real purpose was that, by this arrangement, he alone, best armed and maintained soldiers. (source: I)

During the time of his rule, Augustus' propaganda appeared to have been an overwhelming success. People happily accepted him as their sole leader, and any animosity towards him by 'politicised opponents' was silenced. Despite being compared to dictators, Augustus seemed to have remained level headed, even though his true nature.
...was obscure, it was old so good, intentionally for the benefit of the Roman people (although in death, Augustus' propaganda didn't work as much in his favor). It can therefore be said, to a significant extent, that Caesar Augustus maintained a successful rule as the 'first citizen' of Rome thanks to a carefully constructed public depiction of himself.