

AS LEVEL

Examiners' report

ANCIENT HISTORY

H007

For first teaching in 2017

H007/01 Summer 2024 series

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

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Paper 1 series overview

Examiners noted a high level of engagement with the questions, reflecting a very good standard of response. This year's questions covered a broad spectrum of the specification, and the responses from candidates were notably impressive. There was a marked improvement in the use of ancient source material to support arguments, particularly in Questions 3 and 4, where the evaluation was significantly more focused than in previous years. It is evident that most candidates were well-prepared for this examination.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none">• select evidence that is directly relevant to the specific terms of the question• emphasise addressing the question's terms, supported by relevant evidence and knowledge• demonstrate a strong understanding of the period• maintain an accurate and clear understanding of the chronology• focus the evaluation on assessing the reliability of the specific points being made.	<ul style="list-style-type: none">• provided a generalised overview of the period instead of focusing on the main issue of the question• presented a narrative of events rather than an analytical approach• offered a generic evaluation lacking specific insights• gave incorrect source attribution to an event.

Section A overview

Question 2 was far better answered than Question 1. Answers mined the Chalkis Decree well and supported argumentation with reference to other examples of Athenian aggression derived from other sources. Most answers knew the concept of Medism in Question 1 but very few could pin down specific examples.

Question 1

1 Explain how far medism by some Greek states affected the Hellenic League.

[10]

The best answers demonstrated a clear understanding of the concept of medising. These responses not only explained the term with some detail but also explored its potential meanings and provided relevant examples of individuals who engaged in medising. On the other hand, a significant number of answers appeared unfamiliar with the term medising, which impacted their ability to address the question effectively.

Examples of Medism which could have been made relevant to Q1

During the period of 490–479 BCE, several Greek city-states were accused of medism due to their cooperation with or support of the Persian Empire. Key examples include:

1. **Thebes:** The city-state of Thebes was known for its pro-Persian stance. During the Persian invasions, Thebes allied itself with the Persians, which led to its reputation as a city that 'medised'. Thebes' support for the Persians was a significant factor in their later conflict with Athens and Sparta.
2. **Argos:** Although not directly involved in the Persian invasions, Argos was suspected of medism. The city-state had a history of fluctuating alliances and was viewed with suspicion by other Greek states, particularly because of its diplomatic contacts with Persia.
3. **Thessaly:** The Thessalian League, a coalition of Thessalian city-states, was accused of medism for its perceived support of the Persians. Thessaly had offered support to the Persian forces during their campaigns in Greece, which led to its reputation as a medising state.
4. **Miletus:** Although Miletus was primarily known for its role in the Ionian Revolt against Persian rule, its later attempts to negotiate with the Persians for favourable terms led to suspicions of medism. Miletus's shifting allegiances contributed to its reputation as a medising city-state.
5. **Samos:** The island of Samos was another state accused of medism. Although it played a role in the Ionian Revolt, its later interactions and negotiations with Persia led to accusations of aligning with Persian interests.

Exemplar 1

1	Medism shown by Thebes affected the Hellenic League because it meant that the Persians were able to get to closer to Athens and Sparta in 480BC. Thebes is a state in the north of Greece and is very close to the Persian empire, so the surrounding states submit to the Persians out of fear. This meant that the Persians were able to travel through Greece and fight at the Battle of Plataea in 479BC. This affected the Hellenic League because it meant that those northern states couldn't be trusted in future, since it they previously allowed Persia to become more of a threat.
	Another way displaying how far medism affected the Hellenic League was when Persians asked multiple Greek states for earth and water. This is because the messengers sent to Sparta to were thrown down a well and told to get earth and water from there. This showed that medisers were medism wasn't shown in Sparta and therefore didn't affect the Hellenic League. However other states did to send back earth and water, showing their submission to Persia. This caused a threat to Greece, which then led to a threat to the future Hellenic League.

A good example of a solid Question 1 response. The concept of medism is well understood but the answer lacks specific examples of medising to support the argument. The factual information is detailed and accurate.

Question 2

2 Read the following passage.

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On the basis of this passage and other sources you have studied, how oppressive were Athenian relations with her allies? [20]

The best responses effectively contextualised the Chalkis Decree, clearly explaining its origins and purpose. These answers incorporated multiple references from the extract to support their analysis of the question. Most performed well in this regard, although some fell short due to insufficient detail or lack of thorough referencing from the passage. Additionally, the responses could have been further enhanced if answers had drawn on their extensive knowledge of Athenian oppression, integrating this broader context into their analysis. There was much support from other sources on Athenian aggression to Delian League members which were well supported with epigraphy and references to Thucydides.

Exemplar 2

2	<p>However The Athenians relations with her allies were very oppressive. 'The Athenian Empire, Chalcis Decree' states that Chalcis were forced to "swear an oath" which stated that they "will not revolt from the people of Athens" and that they would "pay to Athenians whatever tribute" and that they would "defend the Athenian people" and that finally they would "obey the Athenian people". This aggressive oath portrays the Athenians as Tyrants whose imperialistic nature makes them think they are superior. This passage shows the Athenians as very oppressive to her allies.</p> <p>Thucydides states that Athens forced all their allies to swear oaths of loyalty to Athens themselves not the Delian League. This demonstrates Athens control over her allies. Thucydides also states that all of Athens allies had to pay tribute to Athens which could be money, ships or hoplites. This expands Athens' imperialistic nature and oppressiveness of their allies. Finally, Thucydides states that Athens build forts on their allies land without permission and forced their allies to be 'watched' incase they wanted to leave the Delian League. This demonstrates Athens tyrannical control on their allies.</p>
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		In Conclusion, Athens was very oppressive
		to her allies as they forced them to swear
		oaths, demanded tribute and built on their lands
		to easier spy on them.

This answer extracts information from the passage but does not look to develop the ideas. There is one reference to Thucydides which looks to strengthen what has been quoted from the passage. However, the reference lacks specific detail or development. Overall, the response is underdeveloped and does not examine the full scope of the question.

Assessment for learning



Question 1 requires no additional support from sources; a simple factual response to the issue which then goes on to make convincing judgements is all that is required. The central issues are wide enough for all candidates to score highly even by approaching the question in different ways.

Question 2 asks the candidates to extract relevant support from the passage(s) cited and to use supporting evidence from other relevant sources to address the question posed.

Section B overview

Most essay responses reached logical conclusions based on the ancient evidence presented.

Reiterating last year's advice, it is essential that source evaluations are tailored specifically to the points being made. Unfortunately, there was still an excessive amount of generic evaluation tacked on at the end of essays, which understandably received minimal credit. Question 3 was significantly more popular than Question 4.

Question 3*

- 3*** How far was the behaviour of Sparta and her allies responsible for the outbreak of the Peloponnesian War in 431 BC?

You must use and analyse the ancient sources you have studied as well as supporting your answer with your own knowledge.

[30]

Undoubtedly, this essay was the stronger of the two, with most answers performing well, indicating thorough preparation. The responses were generally analytical and well-crafted putting forward convincing arguments of which state was most to blame for causing the war. However, some would have benefited from managing their time more effectively, as starting their analysis too early in the 490s or 480s impacted the focus of their answers.

Answers were well aware of the main causes of the Peloponnesian War with good discussions on the threat of Athenian imperialism, Corinth's belligerence, the revolt of Samos, the effects of the Megarian Decree, and the episodes in Corcyra and Potidaea.

Thucydides was well discussed with many more examples than in previous years of focused rather than generic evaluation.

Question 4*

- 4* 'The Peace of Nicias (421 BC) was completely ineffective in solving the issues between the Greek states.'

How far do you agree with this statement?

You must use and analyse the ancient sources you have studied as well as supporting your answer with your own knowledge.

[30]

This question was notably less popular than Question 3, and many of those who attempted it struggled to grasp the nuances of the prompt. Nevertheless, there were some strong responses that demonstrated a thorough understanding of the context surrounding the peace agreement and the reactions of the allies. These well-prepared answers adhered to a coherent timeframe, effectively discussing the relevant details.

However, some, while aware of the reasons behind the peace agreement, did not extend their analysis beyond this point. This often led to a considerable amount of irrelevant discussion concerning the Sicilian expedition and the Ionian War, which did not directly address the core issues of the question.

In contrast, those who excelled were able to clearly articulate the precise terms of the peace agreement and evaluate how these terms succeeded or failed in addressing the specific concerns of both sides from the late 420s.

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