ANCIENT GREECE

STUDY AND EXAM GUIDE

SAMPLE PAGES

HTAV

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REVISION CHECKLISTS

AREA OF STUDY 1: **LIVING IN AN ANCIENT SOCIETY** (GREECE 800–454 BCE)

Below are all of the key knowledge outcomes for Area of Study 1 (AOS1) in the VCE History Study Design.[1] You may be required to answer a SAC or an exam question about any of these.

Revise each outcome carefully. Test whether you can explain it to another person or write about it in a practice exam question. Once you have revised each item, tick it off the checklist below.

There are four types of key knowledge outcomes. Basically, you need to be able to explain the features of life during the Archaic Period in Greece, as well as the causes and consequences of conflict with Persia. More specifically:

KEY KNOWLEDGE OUTCOME TYPE	WHAT YOU NEED TO BE ABLE TO DO
The **social features** of Ancient Greece and how these features may have influenced the development of the ancient society	Can you explain the social features of different city-states in Greece and how they influenced the development of these societies? Can you explain how events brought about change or encouraged continuity in these features?
The **political features** of and changes in Ancient Greece	Can you explain the political features of different city-states in Greece and how they influenced the development of these societies' governments? Can you explain how events brought about change or encouraged continuity in these features?
The **economic features** of Ancient Greece and how these features may have caused social and political change	Can you explain the economic features of different city-states in Greece and how they influenced the development of these societies? Can you explain how events brought about change or encouraged continuity in these features?
The **causes, course and consequences of warfare and conflict**	Can you explain the factors that led to various wars breaking out? Can you describe the key events characterising these wars? Can you explain the significance of the conflicts on Ancient Greek societies? Can you explain how the Peloponnesian and Delian leagues developed and transformed over the period?

SAMPLE PAGES

LEGEND

Athens

Sparta

Greece in general

GREECE AOS1 KEY KNOWLEDGE: Social, Political and Economic Features of Greece, 800–454 BCE			Notes	Test
TOPIC 1 **Social Features of Ancient Greece**		The *polis* as a cultural and religious institution	☐	☐
		The role, status and civic obligations of men	☐	☐
		The role, status and civic obligations of women	☐	☐
		The role, status and civic obligations of slaves	☐	☐
		The role, status and civic obligations of metics	☐	☐
		The social classes of Athens	☐	☐
		The social classes of Sparta	☐	☐
		Comparison of the social features of Athens and Sparta	☐	☐
TOPIC 2 **Political Features of Ancient Greece**		Aristocracy	☐	☐
		Tyranny	☐	☐
		Oligarchy	☐	☐
		The causes and political impact of the reforms of Solon	☐	☐
		The causes and political impact of the reforms of Pisistratus	☐	☐
		The causes and political impact of the reforms of Cleisthenes	☐	☐
		The causes and political impact of the reforms of Ephialtes	☐	☐
		The government and political institutions of Athens	☐	☐
		The Spartan constitution and impact of the reforms of Lycurgus	☐	☐
		The government and political institutions of Sparta	☐	☐
		Foreign policy and expressions of power in Athens and Sparta	☐	☐
TOPIC 3 **Economic Features of Ancient Greece**		The impact of the physical environment of the *polis* and its hinterland	☐	☐
		Agriculture	☐	☐
		The impact of demographic trends	☐	☐
		The character and effects of colonisation	☐	☐
		Tyranny	☐	☐
		National and international trade	☐	☐
		The economic reforms of Solon	☐	☐

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Notes	Test	GREECE AOS1 KEY KNOWLEDGE: Social, Political and Economic Features of Greece, 800–454 BCE	
☐	☐	TOPIC 4 **The Causes, Course and Consequences of Warfare and Conflict**	Spartan expansionism into Messenia
☐	☐		The Ionian revolt
☐	☐		The Persian invasions of 490 BCE and 480–479 BCE
☐	☐		The development and use of the Peloponnesian League by Sparta
☐	☐		The development and use of the Delian League by Athens
☐	☐		The transformation of the Delian League into the Athenian hegemony

If you want to achieve the highest marks on the exam, it is very helpful to gather and memorise a range of quotations that illustrate different historical perspectives (views of people at the time) and historical interpretations (views of historians) of the features of Ancient Greece.

A good target would be to gather three quotations on each of the following:

Notes	Test	HISTORICAL PERSPECTIVES AND INTERPRETATIONS	
☐	☐	**GREECE AOS1**	Social stratification: Men / Women / Slaves / Metics
☐	☐		The social classes of Athens and Sparta
☐	☐		Aristocracy, oligarchy and tyranny
☐	☐		The reforms of Solon, Cleisthenes and Ephialtes and their impact on the Athenian constitution
☐	☐		The reforms of Lycurgus and the Spartan constitution
☐	☐		The Spartan expansion into Messenia
☐	☐		The first and second Persian invasions
☐	☐		The development and use of the Peloponnesian and Delian leagues
☐	☐		The Athenian Empire

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AREA OF STUDY 1: LIVING IN AN ANCIENT SOCIETY

TIMELINE OF KEY EVENTS

—800 BCE
Greek city-states emerge from the Dark Ages (Start of AOS1)

—c. 750 BCE
Greek *poleis* start establishing colonies around the Mediterranean and Black seas

—late 700s BCE
First Messenian War (Sparta defeats Messenia)

—c. 650 BCE
Earliest tyrants take over some Greek *poleis*
Reforms of Spartan society begin (attributed to Lycurgus)

—mid-600s BCE
Second Messenian War following an uprising of the Messenians

—early 500s BCE
Reforms of Solon in Athens

—c. 550 BCE
Peloponnesian League created

—546 BCE
Ionia becomes part of the Persian Empire

—c. 546–510 BCE
Tyranny of Pisistratus and his sons in Athens

—508/507 BCE
Democratic reforms of Cleisthenes in Athens

—499–494 BCE
Ionian revolt against Persia

—490 BCE
First Persian invasion of Greek mainland (including Battle of Marathon)

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483 BCE
Discovery of silver at Laurion in Attica

481 BCE
Hellenic League created

480–479 BCE
Second Persian invasion of Greek mainland (including battles of Thermopylae, Artemisium, Salamis, Plataea and Mycale)

478 BCE
Delian League established

c. 469 BCE
Revolt of Naxos

c. 466 BCE
Battle of Eurymedon (Delian League victory against Persia)

465–463 BCE
Revolt of Thasos

464 BCE
Earthquake and helot revolt in Sparta

c. 461 BCE
Ostracism of Cimon

460s–450s BCE
Reforms of Ephialtes and Pericles in Athens

454 BCE
Treasury of the Delian League moves to Athens

(End of AOS1)

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KEY INDIVIDUALS

LEGEND

- Spartan
- Athenian
- Persian

LYCURGUS

- Legendary reformer of Spartan society
- Spartan laws and customs were generally attributed to Lycurgus
- Supposedly travelled around Greece to observe political systems
- Said to have received the Spartan constitution from the Oracle at Delphi

SOLON (FL. 600 BCE)

- Served as archon in Athens in 594/593 BCE
- Reformed Athenian political, legal and economic structures

PISISTRATUS (D. 527 BCE)

- Athenian noble who made several attempts at becoming tyrant
- Tyrant from c. 546 BCE until his death
- Implemented social and economic reforms
- Encouraged arts and culture

CLEISTHENES (LATE SIXTH CENTURY BCE)

- One of the nobles vying for power after the tyrant Hippias was deposed
- Reformed Athenian political system, giving more power to common people, and reorganised tribes (508/507 BCE)
- Put in place the key elements of Athenian democracy

DARIUS I (C. 550–486 BCE)

- Persian king from 522–486 BCE
- Reformed and expanded the Persian Empire
- Put down the Ionian revolt
- Launched the first Persian invasion of the Greek mainland

XERXES I (D. 465 BCE)

- Son of Darius I
- Persian king from 486–465 BCE
- Launched the second Persian invasion of the Greek mainland

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TOPIC 2: **POLITICAL FEATURES OF ANCIENT GREECE**

KEY KNOWLEDGE	CAUSES	FEATURES/REFORMS	IMPACT
Aristocracy	▸ Following the ebbing of the Dark Ages, the merging of villages into larger *poleis* created more aristocratic families. Each owned a disproportionate share of the land. ▸ Monarchy was rare in Ancient Greece. Often power and influence were shared between multiple families. ▸ Consolidated by poets such as Pindar, aristocrats held the belief that they were better than those in lower classes and born to rule. '*Aristoi*' meant the 'best men'. They justified holding power based on superior birth.	▸ Families with long lineages in a *polis* carried great prestige. ▸ Aristocrats grew cash crops for profit and not necessarily to feed the local populace. ▸ Aristocracies were rarely united. ▸ Aristocratic families often married among each other rather than mingle with other classes, maintaining power for themselves.	▸ Aristocrats exploited poorer farmers, who often fell into debt and came to despise the landowners. ▸ Some people moved to colonies for better opportunities than were available in their home *polis*. ▸ Squabbles between ruling families threatened stability and led to some families moving to distant colonies. ▸ Wealthy middle classes resented being locked out of a share of power. ▸ Dissatisfaction with aristocratic regimes helped fuel the rise of tyrannies.
Tyranny	▸ Changing social and economic circumstances in growing *poleis*. ▸ Infighting among aristocratic leaders. ▸ Pheidon of Argos desired to make his city-state more powerful.	▸ Tyrants seized power rather than inherited it. ▸ A tyrant did not necessarily entail a cruel or ruthless ruler. ▸ Tyrants seized power in many Greek *poleis* in the seventh and sixth centuries BCE, including Argos, Samos, Miletus, Corinth, Megara and Athens. ▸ Many were welcomed as a liberating force from self-serving aristocratic regimes. ▸ Tyrants were associated with economic reform and ambitious infrastructure projects, such as an aqueduct tunnel, sea mole and temple in Samos, a ship trolley system at the Isthmus of Corinth, and public fountains and roads in Athens and Attica. ▸ Other achievements associated with Greek tyrants included patronage of the arts, the establishment of festivals, encouragement of trade and commerce, land reform and founding additional colonies. ▸ Unlike most city-states, Sparta did not go through a phase of tyranny.	▸ Once a tyrant had outlived their mandate for reform or become oppressive, they tended to be overthrown. ▸ Tyrannies rarely lasted beyond two generations. ▸ Tyrannies were replaced by oligarchies or democracies in different city-states.

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KEY KNOWLEDGE	CAUSES	FEATURES/REFORMS	IMPACT
Oligarchy	▸ In some *poleis*, such as Corinth, the fall of tyranny led to the establishment of an oligarchy. ▸ The emergence of democracies also led to the establishment or consolidation of oligarchies in response. ▸ Oligarchs tended to have wealth and military support.	▸ Oligarchy was the dominant form of government in city-states of the Peloponnesian League. ▸ Oligarchies tended to be councils of members of elite or wealthy families. ▸ Regular citizens had some protections but few political rights.	▸ The interests of the people did not always align with those of the ruling oligarchs. ▸ There was greater polarisation of the Greek world between democratic and oligarchic states. ▸ Opposition of aristocratic families to democracy led to oligarchic coups in Athens in 411 BCE and 404 BCE.
The causes and political impact of the reforms of Solon	▸ Social tensions developed in Athens, with recurring tensions between the eupatrid nobility, the wealthy and the poor. ▸ Many of the poor were indebted to the rich, and debt slavery was rife. Some debt slaves were sent overseas. ▸ The Athenian poor were starving while landholders exported grain for profit and to import goods. ▸ The wealthy feared tensions would lead to a tyrant seizing power, as had occurred in neighbouring Megara and Corinth. The attempted coup of Cylon (632 BCE) encouraged these fears. ▸ Solon was elected archon (594 BCE).	▸ With *seisachtheia*—'the shaking off of burdens'—debt slavery was forbidden. Solon attempted to repatriate Athenian debt slaves sent or sold abroad. ▸ 'Freeing the black earth'—tithe stones marking the portion of produce tenants had to pay the landholder were removed. ▸ The accused gained the right of appeal to a popular court (the *heliaea*). ▸ Athens became a timocracy, with power and status based on wealth rather than ancestry. ▸ Solon may have created the boule (Council of Four Hundred), which set the agenda for the Assembly. ▸ All free citizens were permitted to attend the Assembly. ▸ As the archonship became open to any citizen who met the property qualification, the aristocrats no longer had a stranglehold on the Areopagus (supreme court which was made up of ex-archons).	▸ Life improved for the poor, but widespread land reform did not take place. ▸ More people became involved in politics and decision-making, marking the first step towards democracy. ▸ The wealthy remained in control of the government. ▸ Divisions between inhabitants of the city, plains and coastal areas, with their different economic pursuits, persisted. ▸ Tensions continued, allowing Pisistratus to establish a tyranny.

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KEY KNOWLEDGE	CAUSES	FEATURES/REFORMS	IMPACT
The causes and political impact of the reforms of Pisistratus	▸ Pisistratus capitalised on the ongoing tensions in Athens to cement power on his third attempt in c. 546 BCE. ▸ Life had improved for the poor but remained challenging. ▸ Pisistratus had become wealthy in exile and could afford to hire an army.	▸ Pisistratus created travelling courts, meaning that rural labourers did not need to sacrifice time in the fields to travel to Athens to launch legal cases. ▸ Pisistratus left Solon's governing institutions in place. Solon's laws continued to be adhered to. ▸ Pisistratus weakened the judicial influence of noble families and influenced the appointment of archons.	▸ Athens became an important city-state in Greece, with Pisistratus enjoying popular support and encouraging culture, religious festivals and temple-building. ▸ Pisistratus's sons ruled more harshly, awarded magistracies to friends and family members, and became unpopular.
The causes and political impact of the reforms of Cleisthenes	▸ Tensions arose between different factions (plainsmen, hillsmen and shoresmen). ▸ Harsh rule of the tyrant Hippias followed the murder of his brother Hipparchus in 514 BCE. ▸ Hippias was overthrown in 510 BCE and fled Athens. ▸ A power struggle arose between Cleisthenes and Isagoras over the archonship. ▸ After ousting Isagoras and his Spartan allies, Athens recalled the exiled Cleisthenes. ▸ Cleisthenes needed a support group to rival that of Isagoras and, hence, turned to the people.	▸ Previous factions were broken up as new tribes were created by mixing together plainsmen, hillsmen and shoresmen based on village and neighbourhood 'demes'. ▸ More people became eligible to serve on the boule, the membership of which was increased to 500 and selected by lot. Leadership of the boule was rotated among the prytanies (based on tribes). ▸ Cleisthenes may have introduced ostracism. ▸ Thousands of citizens attended the Assembly. ▸ Political decisions were put into the hands of the Assembly. Attendees debated and voted on the direction of foreign policy, war, peace and ostracisms. ▸ Attendees could speak out in favour of, or in opposition to, a proposal. ▸ Juries for court trials were chosen by lot from the citizens. ▸ Court system: ▹ *Dicasteria* (regular court) ▹ *Heliaea* (high court, with thousands of jurors) ▹ Areopagus (supreme court, trying serious cases such as homicide and political corruption). ▹ The archonship and membership of the Areopagus remained open only to citizens with a certain level of wealth.	▸ Cleisthenes was integral to the development of democracy in Athens. ▸ A wide spectrum of men gained political experience through participation in the government of their local demes and through the rotating membership of the boule. Participation in government became an expected duty. ▸ Cleisthenes broke the power of the eupatrids. ▸ New tribes (each composed of people from different areas mixed together) became the basis for many Athenian political structures. ▸ The key components of democracy were in place, but further reforms would follow. ▸ Aristides (482 BCE), Themistocles (472 BCE) and Cimon (c. 461 BCE) were ostracised in the following century. ▸ The ability to persuade became an important asset for an Athenian politician. ▸ Greater mistrust developed between Athens and Sparta. ▸ Hippias defected to the Persians and assisted with the planning of the Persian invasion of 490 BCE. ▸ The reforms meant that Themistocles could make a proposal to the Assembly in 483 BCE (to use the proceeds of the discovery of a new vein of silver at Laurion to build a navy) and be heard and have it acted on. The decision led to Athenian victory against the Persians at Salamis in 480 BCE. ▸ The Areopagus remained a bastion of conservatism.

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KEY KNOWLEDGE	CAUSES	FEATURES/REFORMS	IMPACT
The causes and political impact of the reforms of Ephialtes and Pericles	▸ As the *thêtes* had played a key role in the defence of Athens through rowing the navy's triremes, they were able to demand participation in politics and decision-making. ▸ There was a struggle between those desiring more radical democracy and those wishing to restrain it. ▸ The victory of the young democracy over the two Persian invasions vindicated the political system and empowered people wanting more reforms. ▸ Sparta's rebuffing of Cimon (the leader of Athens's conservative faction) and his subsequent ostracism removed the main obstacle to further democratic reform.	▸ Pay was introduced for jurors (and possibly other offices). ▸ The reforms reduced the power of the Areopagus. ▸ Citizenship was restricted to those whose father and mother were both Athenians.	▸ The Assembly became more powerful and less constrained by the nobles. ▸ The poorest Athenians were more able to participate in the political system.
The government and political institutions of Athens	▸ Athens was initially governed by the eupatrid aristocracy, then the Peisistratid tyranny, before democracy was established. ▸ Political institutions and democracy developed slowly in Athens with a series of reformers.	▸ *Ekklesia* (assembly) of all free male citizens, boule (council), *heliaea* (courts), archons (magistrates), elected generals and the Areopagus (formerly the council of nobles; later just a court for certain types of crimes). ▸ Ostracism was established to prevent any individual becoming too powerful, but it was used as part of political struggles. ▸ Despite Athens being a democracy, many members of society (women, slaves, metics) were excluded.	▸ Debate in the Assembly and between key figures could be robust. ▸ Ostracism occurred several times in the fifth century BCE before falling out of use.

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KEY KNOWLEDGE	CAUSES	FEATURES/REFORMS	IMPACT
The Spartan constitution and impact of the political reforms of Lycurgus **The government and political institutions of Sparta**	▸ Spartan society was transformed through a series of reforms that were attributed to the likely mythological figure of Lycurgus. ▸ Lycurgus supposedly travelled throughout Greece observing various political systems and then received a *rhetra* from the Oracle at Delphi. ▸ The Spartan system incorporated elements of different systems.	▸ Only Spartiates could participate in politics. ▸ Development of the agoge system. ▸ Dual monarchy comprised of the heirs of the ancient Agiad and Eurypontid clans. The kings kept a check on each other. ▸ The Gerousia was a council of twenty-eight elders (Spartiates aged over sixty) and the two kings. It set the agenda for the Assembly and constituted the supreme court. ▸ The *ephors* were five elected magistrates with no age requirement. *Ephors* supervised and accompanied kings on campaigns and had the power to prosecute them. They convened the Assembly, ran the agoge and judged civil court cases. ▸ The *apella* (assembly) was open to all Spartiate males, but members could not put forward proposals. Changes to laws needed to be voted on and approved by the *apella*. Voting and election of higher officials took place using 'the shout', whereby the candidates who received the loudest reaction were elected.	▸ Sparta became militarily powerful. ▸ The political system was stable for three centuries with its effective system of checks and balances. ▸ The kings' powers were gradually restricted. ▸ Membership of the Gerousia tended to be dominated by elite families. ▸ Sparta was recognised as the main *polis* in the Peloponnese and a leading city-state in Greece.
Foreign policy and expressions of power in Athens and Sparta	▸ Athens gradually became more economically and politically powerful during the fifth century. ▸ Sparta increased its security and military capacity from the sixth century onwards through the Peloponnesian League.	▸ Athens replaced Sparta as the leader in the Ionian sphere and developed the Delian League. ▸ Athens sought access to trading routes and markets particularly in the east.	▸ Athens came to dominate the Delian League and increasingly used its resources to wage its own campaigns. ▸ Sparta headed a newly invigorated Peloponnesian League.

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	VIEWPOINT	KEY QUOTATION
Thucydides[10] (c. 460–c. 400 BCE)	The rise of tyrannies was related to the growing economies of early Greek *poleis*.	*'But as the power of Hellas [Greece] grew, and the acquisition of wealth became more an object, the revenues of the states increasing, tyrannies were … established almost everywhere.'*
Aristotle[11] (384–322 BCE)	The growth in the number of people serving as hoplites was a force pushing for more inclusive political systems.	*'As the states grew and the wearers of heavy armor [hoplites] had become stronger, more persons came to have a part in the government.'*
Solon[12] (early sixth century BCE)	Solon considered his reforms to be a balance between the interests of the poor and the wealthy.	*'The commons I have granted privilege enough, not lessening their estate nor giving more; the influential, who were envied for their wealth, I have saved them from all mistreatment too. I took my stand with strong shield covering both sides, allowing neither unjust dominance.'*
Aristotle or one of his pupils[13] (330s BCE or 320s BCE)	Pisistratus was able to hold power by establishing good relationships with both the nobles and the common people.	*'Both the notables and the men of the people were most of them willing for him [Pisistratus] to govern, since he won over the former by his hospitality and the latter by his assistance in their private affairs, and was good-natured to both.'*
Herodotus[14] (c. 484–c. 424 BCE)	Cleisthenes's democratic reforms were a way to gain power in his struggle with Isagoras.	*'When he [Cleisthenes] had won over the people, he was stronger by far than the rival faction.'*
Herodotus[15] (c. 484–c. 424 BCE)	Democracy contributed to Athens's military successes.	*'While they were under tyrannical rulers, the Athenians were no better in war than any of their neighbors, yet once they got rid of their tyrants, they were by far the best of all. This, then, shows that while they were oppressed, they were, as men working for a master, cowardly, but when they were freed, each one was eager to achieve for himself.'*
The Persian Otanes, according to Herodotus[16] (c. 484–c. 424 BCE)	The key factors of democracy are the use of lot, auditing officials and public debate.	*Democracy 'determines offices by lot, and holds power accountable, and conducts all deliberating publicly'.*
Aristotle or one of his pupils[17] (330s BCE or 320s BCE)	The rule of the people was based on control of both the Assembly and the courts.	*'The people has made itself master of everything, and administers everything by decrees and by jury courts in which the people is the ruling power.'*
Josiah Ober[18] (1991)	Athenian democracy was a balancing act between giving power to the masses and maintaining privileges for the elite.	*'On the one hand, the social advantages and individual power enjoyed by the elite threatened the rights of average citizens; on the other hand, elite citizens who became too irritated by their position of political equality might attempt a counter-revolution or refuse to participate in running the state.'*

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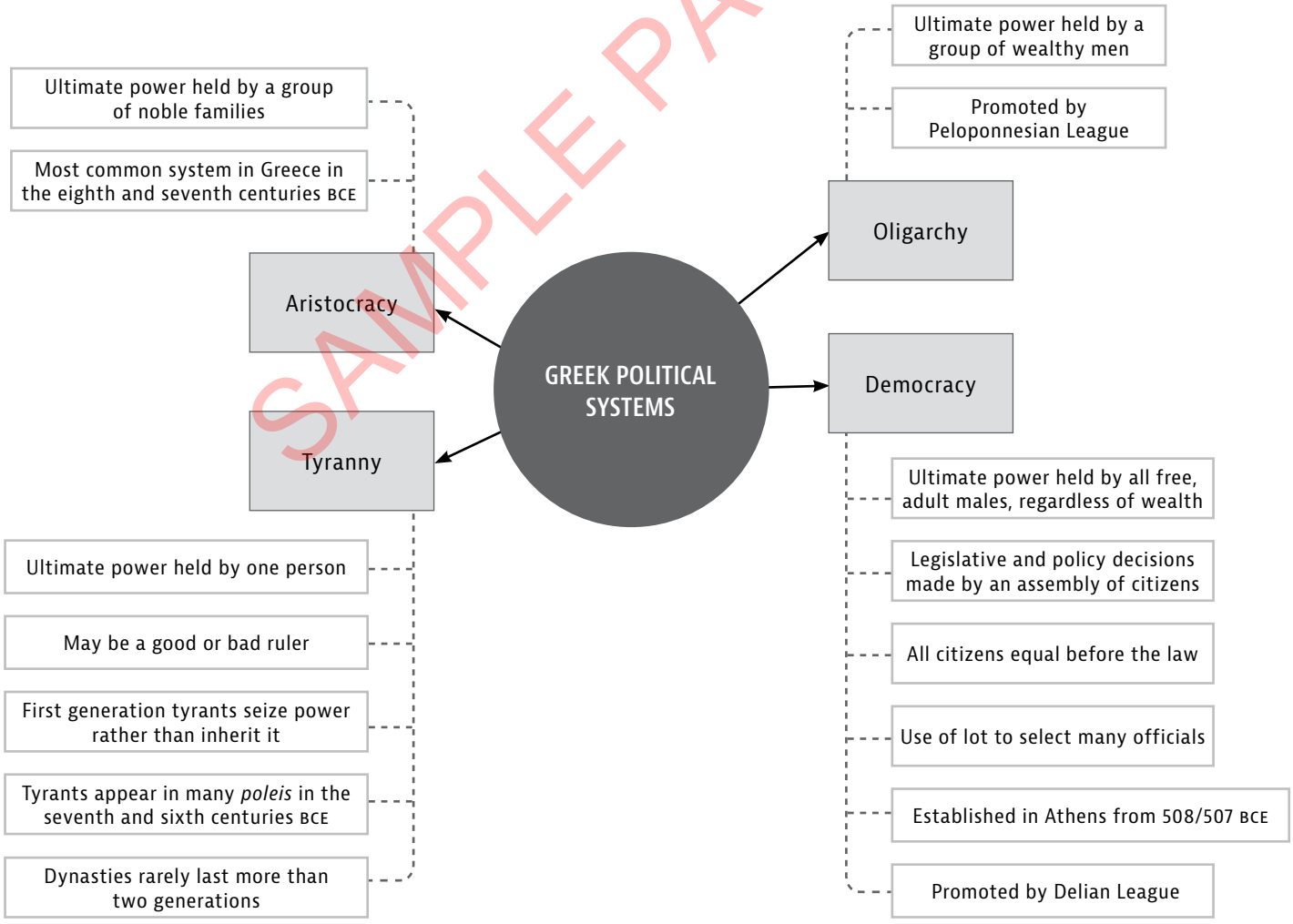
	VIEWPOINT	KEY QUOTATION
Thomas R. Martin (2013)[19]	Political change and the emergence of democracy were enabled by the lack of unity among elites in Greek society.	*'It seems possible that the elite in Greek society had become less cohesive as its members competed … for status and wealth. Their lack of unity then weakened the effectiveness of the opposition to the growing idea [among] the poor that it was unjust to exclude them from political participation. When the poor agitated for power in the citizen community, … there would have been no united front of members of the elite and hoplites to oppose them, making compromise necessary to prevent destructive civil unrest.'*
Aristotle[20] **(384–322 BCE)**	The Spartan constitution was focused on war.	*'In praising the Spartan constitution they [some people] express admiration for the aim of its founder on the ground that he framed the whole of his legislation with a view to conquest and to war.'*
Paul Cartledge[21] **(1989)**	The effectiveness of the Spartan system came from a combination of values and institutions.	*'Spartan success can usefully be located on two broadly distinguishable planes: the ideological and the institutional.'*

MIND MAP: **GREEK POLITICAL SYSTEMS**



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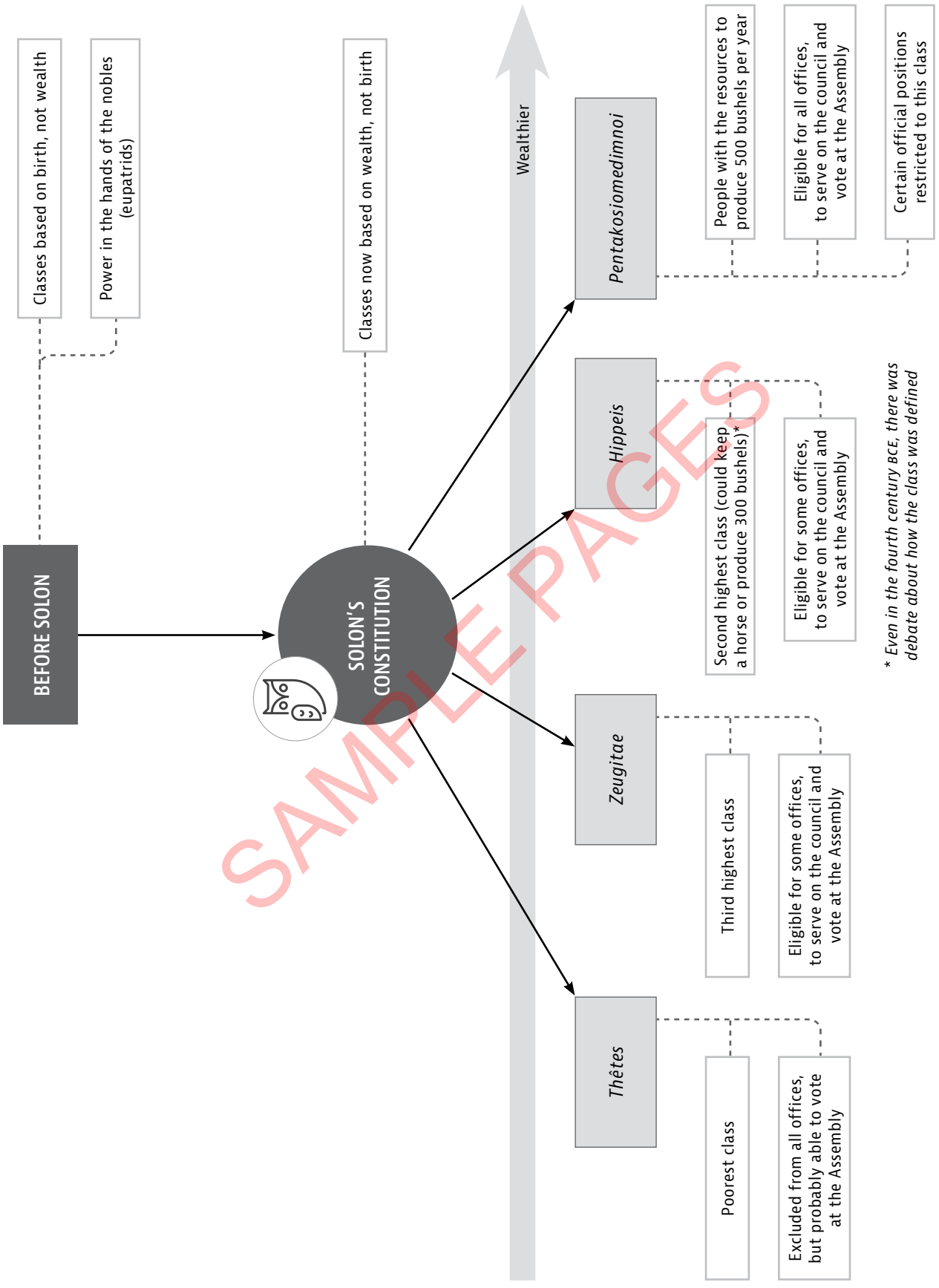
MIND MAP: **SOLON'S ATHENIAN CLASS SYSTEM**



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EVALUATION OF HISTORICAL SOURCES

This SAC will require you to analyse historical sources and use them to construct arguments about the ancient society. Your teacher may choose any combination of primary and secondary sources, and any combination of written and visual sources.

For this SAC, teachers often assign questions that are formatted in a similar way to the ones that appear in Section A of the exam. You can find guidance on how to respond to these types of exam questions on p. 87. You will also need to ask your teacher about their requirements for the SAC.

WORKING WITH PRIMARY SOURCES

Primary sources are documents and objects created at the time being studied. These include ancient written histories, such as transcripts of speeches, laws, inscriptions and decrees; statues and busts; surviving buildings or building foundations; pottery artefacts such as amphorae; and images and writing on pottery, including ostraca. They provide contemporary historical perspectives that give historians direct insight into how the history we are studying was understood by people living at the time. Historians use primary sources as evidence to support their arguments about how and why change occurred in history.

In VCE History: Ancient History, writers from ancient times provide historical perspectives. Some of these authors were contemporary witnesses, such as:

- Thucydides, who was an Athenian leader in the Peloponnesian War
- Xenophon, who lived in Athens and Sparta.

Others were writing sometime after the periods they were describing. However, they are seen as reflecting the thinking of the ancient world (such as how women were regarded) and had access to primary sources from earlier writers; hence, they are accepted as providing a historical perspective for the purposes of VCE History: Ancient History. These writers include

- Plutarch, who wrote in the first century CE about prominent Greeks and Romans from previous centuries
- Herodotus, who wrote about the Persian Wars (499–479 BCE) during the Peloponnesian Wars (roughly during the Archidamian War to the Sicilian Expedition period). He encompassed the values of Ancient Greece, was pro-Athenian and pro-democracy, and projected a desire for a united Greece onto his writing.

When working with primary sources, it is important to pose intelligent questions that help you to contextualise them and evaluate their usefulness as historical evidence. To prepare for the SAC, you might practise unpacking some sources using the method below.

ASPECT	GUIDING QUESTIONS
Format	What **type** of source is this (e.g., speech, historical account, image on a vase)? How might the source's format affect its context, purpose and reliability?
Context	**When** was the source created? What **insight** does it provide into the period being studied? What people, groups, ideas or events are discussed or depicted in this source? How does this source **fit in to the larger history** we are studying?

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ASPECT	GUIDING QUESTIONS
Perspective	**Who** created the source? What **view** of the past does this source present? To what extent might this be influenced by the creator's involvement in the event/development?
Purpose	Who is the **intended audience**? What **effect** is the author hoping to have on them?
Strength of evidence	Are the claims or views expressed in this source **corroborated** by other sources of evidence? To what extent does the source present a compelling argument or viewpoint? What, if anything, would make you doubt its claims/depictions?

WORKING WITH SECONDARY SOURCES

Secondary sources are texts created by historians after the time being studied. They present **historical interpretations** of how and why change occurred in history. This SAC may require you to analyse and evaluate different interpretations about life, developments, individuals and/or crises in an ancient society.

Your teacher may provide you with one or more extracts from historians that offer interpretations of an aspect of the ancient society. You may be required to compare and evaluate different interpretations, or to use an interpretation to help contextualise and interpret one or more primary sources. You should aim to use these interpretations to assist you in forming your own conclusions about an ancient society.

When historians differ in their interpretations of history, it is often because of one or more of the following factors:

- Limited evidence: No historian has access to a complete and objective record. Sometimes educated guesses must be made where gaps appear in the record.
- New evidence: occasionally, new evidence emerges, thus, changing prior interpretations.
- Different emphases: Some historians tend to focus on structural factors (such as broad political/social/economic conditions), while others focus on the role of individuals. Some historians adopt a certain political viewpoint that affects their conclusions. In the context of ancient societies, historians may differ over the characterisation and motives of different leaders or the long-term causes of wars and upheavals.

Both ancient and modern historians comment on several aspects of individuals, and changes are evident over time. Many of the ancient writers were more sympathetic to aristocrats or conservatives, painting figures such as Aristides, Pericles or Nicias in a more positive light than 'brash upstarts' such as Themistocles or Cleon. Some representations, such as those of tyrants in Greece, have darkened over time as attitudes evolve and the influence of propaganda is better understood. Historians argue over issues such as the existence and impact of the Hoplite Revolution. However, **do not get too distracted by the historians themselves**.

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The key skill you are being asked to use is to analyse how a historical event, development, group or an individual or idea can be interpreted, and to reach your own conclusions. You might prepare for the SAC by identifying historians' interpretations of a key event in your Ancient History textbook, and what evidence can be used to justify these.

SAMPLE RESPONSES

The following are sample responses to three possible types of source-based questions you might receive on this SAC.

Q

Identify two ways in which the oligarchs gained power in Athens in 411 BCE according to Source 1. (2 marks)

Firstly, Source 1 states that oligarchs were able to convince the Assembly to enact 'a series of temporary constitutional adjustments'. Secondly, they also assassinated pro-democracy citizens and 'sought to create fear and suspicion among the citizenry'. *(36 words)*

The student commences with a statement directly responding to the question and introducing the source.

The student uses clear **signposts** to identify the main points they have extracted from the source and to distinguish between the points.

All points extracted from the source are illustrated with **short, direct quotations**, and are clearly explained in the student's own words.

Q

Referring to Source 2 and your own knowledge, explain the political impact of ostracism in Athens. (6 marks)

Ostracism had a considerable political impact in Athens. As noted in Source 2, ostracism exiled a leader for ten years to solve political disputes, because the citizens 'might not hear his voice'. In turn, nobles were targeted, as 'aristocratic natures are little in accord with the multitude'. The conservative Aristides was ostracised in 482 BCE following a dispute with Themistocles over how to use the windfall from a rich vein of silver discovered at the Laurion mines in 483 BCE. Aristides championed the tradition of distributing the funds equally, and Themistocles wished to use it to build ships. The ostracism of Aristides and development of the navy paved the way for the lower-class thētes*, who rowed the triremes, to have a stronger political voice and access to offices due to their participation in the defence of the city. Themistocles himself was ostracised (472 BCE) for being domineering in a democratic society. In 461 BCE, Cimon was 'brought to trial by his fellow citizens' (Source 2). His ostracism allowed for the reforms of Ephialtes and others, breaking the power of the Areopagus supreme court and resulting in the payment of juries.* *(190 words)*

Clear, one-sentence **direct response** to the whole question. As the question mentions that information must come from both the provided source and own knowledge, the student avoids mentioning the source in the opening statement.

Quotation from a written source is used to support the argument, and this is clearly marked with a **signpost phrase** ('As noted in Source 2 …').

Specific evidence from own knowledge is provided, such as the names of Athenian politicians who were ostracised and when.

ACTIVITY

Use different highlighter colours to identify where the response:

- provides evidence from own knowledge
- links to the source
- links to the key terms of the question.

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SOURCE-BASED QUESTIONS

These often contain additional requirements:

- If a question asks you to use a named source, you must use quotations or details from that source to support your response to access the highest marks.
- If a question asks you to 'use evidence' or use 'your own knowledge', you must extend beyond the ideas contained in the source and include other facts you have learnt to access the highest marks.

TWO-PART QUESTIONS

Some questions will contain two key knowledge outcomes or two scope words. When this happens, you effectively need to answer *two separate questions* to achieve full marks. It is usually easy to spot these questions, as the word 'and' will appear in between two key knowledge or scope words.

SAMPLE QUESTION	WHAT YOU NEED TO DO TO ACHIEVE FULL MARKS
*Explain how the reforms of Solon (early sixth century BCE) changed **social and economic** features of Athenian society.*	• Explain how the reforms of Solon changed **social features** in Athens (e.g., by creating a new class system and abolishing debt slavery ['shaking off of burdens']). • Explain how the reforms of Solon changed **economic features** in Athens (e.g., by banning the export of grain and removing the tithes tenant farmers were obliged to pay ['freeing the black earth']).
*Explain the **causes and outcomes** of the oligarchic revolution of 411 BCE in Athens.*	• Explain the **causes** of the oligarchic revolution (e.g., Athens's defeat in the Sicilian Expedition leading to a loss of faith in the democratic system, and the aristocrats in Athens believing they alone were capable of ruling). • Explain the **outcomes** of the oligarchic revolution (e.g., the murder of democrats leading to fewer leaders in Athens, the return of Alcibiades, and disunity in Athens).

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TIMEFRAMES IN QUESTIONS

Some questions will restrict you to discussing developments during a certain timeframe. In this case, you should ignore developments that occur before or after the nominated timeframe, as these will not earn any marks. In these cases, questions usually provide *inclusive* definitions of timeframes—if a question says 'to 454 BCE', that means you can discuss events during the year 454 BCE, as well as before the year 454 BCE.

The dates chosen in the question will usually correspond to major events that provide logical starting and ending points for your response.

You will find it easier to tackle these types of questions if you create an annotated timeline (like the ones located earlier in this study guide) to help you revise the key features and impact of crises in each of the ancient societies.

SAMPLE QUESTION	WHAT YOU NEED TO DO TO ACHIEVE FULL MARKS
Evaluate the impact of the plague on warfare in Athens ***to 416 BCE***.	• Often, questions about the period of the Peloponnesian War focus on how events and individuals led to success or defeat in the war. • However, this question asks you to explore only events **up to 416 BCE**, so you should not discuss the Sicilian Expedition or Decelean War at all but instead focus on the consequences of the plague in the decade after it struck Athens.
Describe how the Athenian Empire treated its subject-allies ***from 460–432 BCE***.	• **460 BCE** relates to the start of the First Peloponnesian War. Hence, subject-allies such as Aegina and Chalcis can be used, moving on to Samos (440 BCE). • **432 BCE** relates to the siege of Potidaea. The expectation is that students would recognise that the other key events of 432 BCE (the crisis at Corcyra, Megarian Decree, and assemblies at Sparta) did not involve 'subject-allies' of Athens.

Below is an example of how you can unpack a question.

The key verb 'analyse' tells you that you need to develop a **detailed and structured discussion** that breaks down this concept into several steps and connect them together to craft your response.

These terms identify the **key knowledge focus**. You will be rewarded for including facts about Pericles's building programs, but not other actions.

Analyse how the building programs of Pericles demonstrated his motives from 454–432 BCE. (8 marks)

Your analysis should **apply your facts** to the historical concept of the motives of a leader. Therefore, after giving the facts, you should explain how they demonstrated his motives (encouraging Athens's imperial ambitions).

This defines the **timeframe** of the question (454–432 BCE). You will be rewarded for selecting examples that span this timeframe, but you will not receive marks for content outside this timeframe.

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HOW TO MANAGE YOUR TIME

Bring a watch into all SACs and the exam and place it at the top of your table. Regularly check your watch to ensure that you do not spend too long on one question, thereby leaving you with insufficient time to complete the rest.

TIME MANAGEMENT IN SACS

Try to divide your time equally between questions. For example, if you are completing a 100-minute SAC with questions totalling 50 marks, then for every 1 mark allocated to a question, you should devote two minutes of writing time. A 5-mark question would be allocated ten minutes, while a 20-mark question would be allocated forty minutes.