

**2005 HSC Notes from  
the Marking Centre  
Ancient History**

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# **2005 HSC NOTES FROM THE MARKING CENTRE**

## **ANCIENT HISTORY**

### **Introduction**

This document has been produced for the teachers and candidates of the Stage 6 course in Ancient History. It provides comments with regard to responses to the Higher School Certificate examination of 2005, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and in each question.

This document should be read along with the 1999 syllabus, the 2005 Higher School Certificate examination, the marking guidelines and other support documents that have been developed by the Board of Studies to assist in the teaching and learning of Ancient History.

### **Section I – Personalities in Their Times**

#### **General Comments**

As in previous years, responses to the Personalities in Their Times section revealed candidates' confidence and generally good knowledge of the issues relevant to the personalities being studied and assessed.

The most popular personalities were Hatshepsut, Agrippina II, Akhenaton and Xerxes followed by Caesar, Pericles and Alexander. There was a much smaller candidature for Ramesses II, Cleopatra, Jezebel, Sennacherib and Scipio Africanus.

Many candidates continued to write excessively lengthy responses to Part (a) of each question, which did not reflect its 5 mark value. Candidates needed to pay careful attention to the marks allocated for each part of the question and adjust the length of their answers accordingly. For example, a question asking candidates to 'briefly describe' required a maximum one page response without the necessity to refer to sources or use arguments to gain full marks.

Some candidates continued to experience difficulty interpreting the requirements of questions with glossary terms such as 'explain' and 'assess'. Weaker candidates relied on description or narration, rather than analysis, when faced with these terms.

Many responses to part (c) presented prepared answers on 'achievements' or 'legacy' and did not make the judgements necessary in this part of the question.

It was pleasing to note that a wide range of candidates displayed a sound knowledge of the relevant sources and were able to integrate them very well into their responses. An increasing number of candidates are able to present detailed, coherent and accurate arguments.

#### **Question 1 – Option A – Egypt: Hatshepsut**

- (a) The majority of candidates were able to display a sound knowledge of the main features of Hatshepsut's religious beliefs.

- (b) Many candidates showed a general understanding of the relationship between Hatshepsut and Senenmut but lacked specific detail about the range of Senenmut's responsibilities and the nature of their relationship, for example. Weaker candidates resorted to describing their 'supposed' intimate relationship. The best responses considered conflicting interpretations to help make the relationship between Hatshepsut and Senenmut clearly evident.
- (c) In assessing Hatshepsut's images candidates adopted a variety of valid approaches. Some interpreted the question to mean her images in statues and reliefs. Others took images to be the different interpretations on perspectives of Hatshepsut in both ancient and modern sources; some wrote about the image Hatshepsut herself wished to project. Better responses made clear judgements about Hatshepsut's images in terms of either the justification for them, or the validity of modern interpretations. Weaker responses relied on describing or explaining her images without attempting any judgement.

### **Question 2 – Option B – Egypt: Akhenaten**

The overall quality of the responses to the Akhenaten question displayed a pleasing standard of knowledge and argument.

- (a) The majority of candidates were able to provide relevant details of Akhenaten's family background.
- (b) Better responses to this part of the question were able to clearly explain the purpose of Akhetaten by identifying religious and/or political reasons for its foundation. They balanced this explanation with a clear indication of the main features of the city including palaces, temples, working and residential areas.

Weaker responses focused only on Akhenaten's religious agenda in establishing the city and displayed limited knowledge of any specific features or areas of the city. Some responses were limited to a description of the Great Temple of the Aten. A small number of candidates misread the question and interpreted Akhetaten as Akhenaten.

- (c) Sound responses offered intelligent judgements of the attempts to suppress or erase Akhenaten from history by examining, for example, either the success of such attempts or whether the attempts were justified from either an ancient or modern perspective. The majority of the responses showed a good knowledge of archaeological evidence. Weaker responses displayed a detailed knowledge of the various attempts to erase Akhenaten from history but limited their response to a description of these erasures without offering any judgement.

### **Question 6 – Option F – Near East: Xerxes**

- (a) The majority of responses to this part revealed a sound knowledge of Xerxes' family background. Some responses limited their description to family alone, without including other aspects of his personal background, such as his education and early activities. Some weaker responses interpreted personal background to include material relating to the whole of his reign.
- (b) Better responses made the reason for Xerxes' building program and its significance during his reign clear. While candidates could accurately identify many of Xerxes' building projects, their knowledge of specific detail was limited, including their ability to link this knowledge to an explanation of its purpose in his building program.

- (c) Better responses were able to offer a balanced judgement of Xerxes' impact on both the Persian and Greek worlds. A particular strength of superior responses was the ability to offer sound judgements from the Persian perspective.

Weaker responses tended to focus on one to the exclusion of the other with limited use of detail and/or sources.

### **Question 12 – Option L – Rome: Agrippina the Younger**

- (a) This question was generally well answered. Candidates displayed a clear understanding of Agrippina's early life. Weaker responses focused only on her immediate family background.
- (b) Better responses made the specific roles of Agrippina during the reign of Claudius clearly evident, including as a wife of an emperor, a mother and a step-mother. Weaker responses tended to give simple descriptions of Agrippina's ambitions using limited historical examples.
- (c) Most candidates displayed a sound understanding of the images of Agrippina. Better responses sustained a coherent judgement supported with analysis and clear examples and references to a variety of images. These responses included ancient – written and archaeological – images, as well as modern interpretations. Weaker responses merely provided descriptions and did not apply their knowledge to the question asked.

## **Section II – Ancient Societies**

### **General Comments**

There were thirteen questions in Section Two. The majority of candidates attempted Question 15 – Society in New Kingdom Egypt during the Ramesside period; Question 21 – Spartan Society to the Battle of Leuctra 371 BC; and Question 24 – Society in Rome from Augustus to Titus. A large number of candidates also continued to attempt Old Kingdom Egypt, Persia, Minoans and Athenian Society. Sparta once again remains the most popular question.

It is important to emphasise that candidates must study all items set down for a particular Ancient Society in the Syllabus. It was evident that in certain cases, candidates did not expect questions on topics such as the importance of communication networks in Mycenaean times, and the role of the imperial bureaucracy in Roman Society – Augustus to Titus.

Candidates need to be aware that Questions (a) to (d) could be answered without referring to sources. Candidates may add this material, but it is possible to gain full marks for each question without using sources. However, for Question (e) the candidate must refer to the source given and place it in context, as well as provide other evidence to obtain a maximum mark.

### **Question 15 – Option C – Egypt: Society in New Kingdom Egypt during the Ramesside Period. Dynasties XIX – XX.**

This question continues to be very popular and has generally been handled very well by candidates. Responses were generally very detailed, displaying an obvious knowledge of content and sources as well as some excellent analysis. Many candidates were able to achieve full marks.

- (a) Most candidates were able to achieve the maximum two marks by naming two gods/goddesses worshipped in the Ramesside Period.
- (b) Most candidates were able to achieve the maximum two marks by identifying two funerary customs of the Ramesside Period.
- (c) The majority of candidates answered this question quite well. Candidates were able to define the office of the Vizier and give a detailed account of his numerous roles and responsibilities. Better responses even referred to sources.
- (d) The majority of responses were lengthy and displayed an extensive knowledge of the main features of foreign tribute and trade in the Ramesside Period. Candidates were able to distinguish clearly between tribute and trade, as well as citing numerous examples. There was also frequent reference to sources.
- (e) This was generally handled very well and produced some very good responses. Better responses displayed excellent use of both written and archaeological evidence. The majority of candidates were familiar with the role of women in all strata of society during the Ramesside Period, and could easily distinguish between their respective roles. Candidates made extensive and accurate reference to the source provided, as well as to their own general knowledge about the topic. In better responses, for example, candidates pointed out that most women, like most men, were unskilled workers, mainly involved in agriculture, and that opportunities for women in public life were limited. These candidates also made careful reference to the source provided and other evidence, discussing how the Queen was linked to the Gods, and that, like the Pharaoh, the Queen had important ritual roles to perform.

#### **Question 19 – Option G – Greece: Bronze Age Society – Minoan Society**

Minoan Society continues to be one of the most popular options. The better responses demonstrated excellent knowledge.

- (a) Better responses chose cultures which were neighbours to Minoan Crete eg Aegean islands, Egypt and Mycenae.
- (b) Better responses named architectural features of the palace eg ‘walls’, and more specific aspects such as light wells and the Queen’s Megaron.
- (c) In better responses, candidates were creative in finding a broad topic which allowed detailed discussion eg the role of women, sacrifice, processions, bulls, nature, and animals.
- (d) Better candidates demonstrated awareness of the possible various roles in religion that may have been performed by women. Many were aware of the ‘female’ shape of the seat in the Throne Room though some were confused as to who had first suggested this. Strong responses made reference to roles as goddesses, priestesses and prominence in religious ritual. In weaker responses there was confusion with the role of women in general in Minoan society.
- (e) In the outstanding responses to this question, candidates demonstrated knowledge of examples of art from frescoes, pottery and jewellery. Some candidates discussed art in terms of social values, and a wide range of responses was rewarded. Descriptions of Minoan industry were not relevant.

### Question 21 – Option I – Greece: Spartan Society to the Battle of Leuctra

Question 21 was the most popular question answered in Section 2.

- (a) This part of the question was generally well answered with the majority of candidates able to name two Spartan kings. Some candidates named the Spartan royal houses, rather than the kings, or Spartan kings outside of the specified time period of the society.
- (b) Most candidates were able to identify two geographical features of ancient Sparta.
- (c) Most candidates were able to outline the role of the Spartan *Krypteia* in Spartan society well. Stronger responses mentioned sources to support their answer, although this was not required for high marks. Weaker responses were very general and demonstrated a lack of a wider knowledge of the role of the *Krypteia*.
- (d) Most candidates answered this challenging part of the question well. Stronger responses showed understanding of the meaning of the term ‘cultural life in Sparta’ and an ability to describe the main features such as military life, festivals and religion, poetry, singing and dancing. Weaker responses tended to be restricted to one feature of culture such as military life or festivals.
- (e) Many candidates understood the organisation of Spartan society quite well, although in some responses women were not mentioned as part of that organisation. Better responses were able to integrate the source and other evidence to give a detailed explanation of *Spartiates*, *Inferiors*, *Perioeci* and *Helots* and their role within society. Weaker responses explained the organisation of Spartan society in terms of their political structure.

### Question 24 – Option L – Rome: Society in Rome from Augustus to Titus

- (a) Candidates handled the question quite well.
- (b) Most candidates had a good knowledge of the features of the Roman economy and could name two.
- (c) Stronger responses went beyond Augustus, for example outlining the role of specialised departments under Claudius. Some weaker responses reflected poor understanding of the term ‘imperial bureaucracy’ or tended to a limited discussion of the political role of freedmen or imperial women.
- (d) Better responses mentioned the role of specific imperial women in political intrigue, patronage, trials and influence in the administration of the empire. Weaker candidates tended to narrate the story of imperial women rather than describe their role.
- (e) Stronger candidates demonstrated a clear understanding of the source and were able to expand on the role of the *princeps*, using appropriate examples from a variety of emperors in the areas of finance, religion, law, politics and provincial administration. Weaker responses were restricted to the Augustan period, indicating no change in the role of the *princeps* over the period of the society, or demonstrating limited knowledge of the role of the *princeps* and restricting their responses to building programs. In some weaker responses, candidates simply described the source.



## Section III – Historical Periods

### Egypt and Near East

#### General Comments

New Kingdom Egypt was the most popular option in the Egypt and Near Eastern section of Historical Periods. The best responses were able to present sustained, logical arguments to the question asked, supported with detailed information, citing sources both ancient and modern. Weaker responses relied on narrative and description of the period rather than tailoring the material presented to the question asked. Candidates should be aware of the demands of questions requiring them to evaluate. They need to be familiar with the term ‘significance’.

#### Question 26

- (a) This question was well answered overall. Candidates were able to detail the various changes to religion throughout the Old Kingdom, citing abundant archaeological sources. Better responses presented well sustained and supported arguments which incorporated the formation of the state religion, assimilation of the gods of the Osirian cult into the Heliopolitan family, the decline of the Heliopolitan tradition, growing influence of the cult of the sun and the growth of ‘personal’ religion. These answers were also supported with a range of modern scholarship. Weaker responses detailed the development of pyramid construction and tried to relate this to the question.

#### Question 28

- (b) This question attracted a large number of responses. Candidates demonstrated a thorough knowledge of the course of expansion in the period. Better responses gave detailed and accurate information explaining how Egypt reaped great wealth and diplomatic benefits from the expansion of empire. These responses presented well supported arguments showing how expansion enabled Egypt to maintain a sense of security, gain access to the valuable resources of Syria/Palestine and Nubia, enhance the image of the ‘Warrior Pharaoh’, and preserve the interests of the ruling classes, bureaucracy and priesthood. Weaker responses gave detailed narratives of the events of expansion with an over-emphasis on the Megiddo campaign of Thutmose III. Some responses presented prepared answers on the expulsion of the Hyksos rather than addressing the question.

#### Question 33

- (a) Persia was the most popular of the Near East topics. Better responses provided explanation of both parts of the question, covering how the empire was maintained and defended over a broad range of time. Responses dealt with changes to the satrapy system, the policy of toleration, communication, economic development and administration and the effect of these on the maintenance of the empire. Better responses also considered the army and how the empire was defended from revolts and incursions in the different reigns, with variations in policy in the later empire. These responses were supported by a range of evidence from archaeological, written and modern sources. Weaker responses were more generic, with only cursory reference to the later period, and dealt with the policies that maintained the empire only in a narrative fashion, or concentrated only on the army and the wars with Greece.

## **Greece and Rome**

There were some pleasing indications that candidates were being taught to be critical of sources. It remains a concern that some candidates ‘name drop’ – ‘Caesar had blue eyes’ (Plutarch) in a way which is irrelevant to the overall response. Some responses referred to historians anachronistically or invented historians.

There was a consensus that candidates wrote significant answers and that on the whole they were trying to answer the question. A pleasing aspect this year was the significant decline in prepared answers.

## **Section IV — Additional Historical Period OR Additional Ancient Society**

### **Egyptian Historical Periods**

#### **Question 47**

- (a) Better responses provided a recount of the wars of liberation from the *Hyksos*, and went on to evaluate the significance of the expulsion. Some excellent responses featured evaluation of both the positive and negative contributions of the expulsion to Egyptian development. These answers were supported by accurate, relevant sources. In some weaker responses, candidates struggled with the requirement to evaluate.

#### **Question 47**

- (b) In better responses, candidates were able to link the growth of the Amun cult and priesthood to the development of the early 18<sup>th</sup> Dynasty. Responses were structured effectively according to features of this development eg the growing power of the royal family, imperialism, and pharaonic sponsorship of temples. These answers were supported by accurate, relevant sources. Weaker responses relied on a chronological recount of the activities of each pharaoh with some reference to Amun.

#### **Question 48**

- (a) Better answers were able to evaluate art, architecture and foreign policy changes in terms of religious reforms, assessing the impact of these on New Kingdom society. Some superior responses competently evaluated both short and long term impact. Some weaker answers to this question gave a catalogue of the features of Akhenaten’s reign with little specific reference to his religious reforms and little to no evaluation. Some candidates showed limited skill in evaluation. Of concern was the number of candidates who appear to be unaware of more recent assessments of Akhenaten’s foreign policy.

### **Near East**

Some candidates wrote excellent assessments of Persian building programs and were able to give competent explanations of the Persian Wars and their significance for Persia. Weaker responses relied on descriptive recounts with little to no reference to significance.

## **Greek Historical Periods**

In this section, Question 54 was the most popular, with most candidates answering Question 54(a). Question 53 was also popular with candidates.

### **Question 53**

- (a) This was more popular of the two alternatives for this period and better responses effectively evaluated the consequences of colonisation, giving specific details of colonies and mother cities to support their argument. In weaker responses, candidates described the results of colonisation with very little assessment

### **Question 54**

- (a) This was the most popular Greek question and elicited a variety of responses. Better responses effectively followed the instruction to assess the significance, covered the period to the battle of the Eurymedon and realised that a ‘military event’ could be more than simply a battle. Weaker candidates were confined to a narrative of two battles with frequent inaccuracies.

## **Roman Historical Periods**

Question 61 was the most popular question in both the Greek and Roman areas of Section IV. Question 59 also elicited a reasonable number of responses. More candidates responded to Question 60 this year.

### **Question 61**

- (a) Candidates showed a wide area of knowledge with regard to Augustus. Better responses could differentiate between the establishment and the maintenance of power, linking the policies to both parts of the question. In weaker responses, candidates simply listed Augustus’ policies with little analysis.
- (b) Most responses identified a number of prominent Roman women, and while the stronger candidates evaluated both their influence and contribution, the weaker candidates simply narrated episodes in these women’s lives.

## **Additional Ancient Societies**

### **General Comments**

Overall, there was a pleasing improvement in the standard of responses in the areas of Egypt and the Near East.

### **Egyptian Societies**

### **Question 64**

- (a) Better responses to this question gave excellent information of the range of occupations in Old Kingdom Society and were able to clearly address the significance of these in the overall development and maintenance of the Old Kingdom, using relevant, accurate sources. Weaker responses merely described the range of occupations, neglecting the areas of significance and the use of sources.

### **Question 66**

- (b) Better responses to this question were able to link the many occupations (both male and female) to the institution of Ramesside kingship and New Kingdom imperialism, using relevant and accurate source materials. Weaker responses described the range of occupations but did not address the area of ‘significance’ and neglected the use of sources.

### **Near Eastern Societies**

The most popular choices in terms of responses were from Persian Society (Questions 69(a) and (b)).

### **Question 69**

- (a) In better responses, candidates were able to provide a detailed and accurate description of provincial administration and explain its overall significance to Persian kingship and imperialism. These candidates supported their responses with an array of relevant sources.

### **Greek Societies**

Once again in Section IV the Greek societies were the most popular choices. The vast majority of these candidates chose to answer a question on Ancient Sparta. Minoan Crete also attracted a significant number of candidates.

### **Question 70**

- (a) Better responses to this question demonstrated wide-ranging knowledge and understanding and showed candidates’ ability to write a sophisticated explanation, drawing on many archaeological sources and relevant historiography. Weaker answers tended to make general statements about the role of women in society.
- (b) In better responses to this question, candidates were able to explain the significance of palatial architecture in Minoan Crete by drawing on a wide range of specific evidence and archaeology in a detailed, well structured essay. Weaker responses tended to be limited in their understanding of what palatial architecture was, with some simply describing frescos in the palace of Knossos.

### **Question 71**

- (a) Responses demonstrated a detailed understanding of occupations in Mycenaean society and an excellent knowledge of recent scholarship and historiography. Weaker responses were limited to describing only a few occupations.
- (b) This was the least popular of all Greek society questions. Some answers were very sophisticated in their ability to explain many facets of Mycenaean cultural life; weaker responses read as though they wanted to answer another question and demonstrated very limited understanding of Mycenaean society.

### Question 72

- (a) This was the most popular question in Section IV. Most responses were very well structured, presented accurate, historical information and addressed the issue of explaining the significance of the role of women in Spartan society. Better responses demonstrated an excellent knowledge of the available source material and how it can be used to come to an understanding of Spartan society. Weaker responses presented a narrow description of the eugenic preoccupation of Spartan society and how the wives and daughters of *Spartiates* contributed to this ethos.
- (b) This question was also attempted by many candidates. There were a significant number of better responses in which candidates wrote at length and in detail, explaining how a variety of ancient sources contributes to our understanding of Spartan society. Weaker responses tended to be narrow, and were confined to only a few aspects of Spartan society, such as education or social structure.

### Question 73

- (a) Better responses were outstanding in their breadth, detail and analysis of the Athenian economy, explaining the significance of the Athenian economy and using both ancient and modern writers in a very sophisticated manner. Weaker responses were obviously prepared answers, simply altered in an attempt to fit the task at hand.
- (b) There were some very well structured responses to this question. Many had a detailed and specific understanding of the layout of the city of Athens and how this was significant about 5<sup>th</sup> century BC society. Weaker responses tended to be limited, detailing only a few aspects of the city of Athens.

### Roman Societies

The majority of candidates answered on Roman Society — Augustus to Titus. There were many detailed responses displaying a solid understanding of the chosen topic. Better candidates were able to present a well structured, sustained and logical argument in answer to the question. There was an improvement in the use of written and archaeological sources. It was pleasing that a significant number of candidates were able to deal effectively with the terms ‘explain’ and ‘significance’.

### Question 74

- (a) Most candidates identified relevant features of the composition and organisation of the Roman military during the time of Cicero. Historical terms were used accurately. In better responses, candidates explained the significance of the military during this period, particularly its impact on Republican politics after the changes to the military brought about by the Marian reforms.
- (b) Most candidates were able to identify the key features of the layout of the city of Rome during the time of Cicero, while better responses provided explanation of the importance of the layout of the city in terms of economics, religion, entertainment, social classes and infrastructure, and made connections between key features.

**Question 75**

- (a) This was the most commonly attempted question in the Roman section. Most candidates identified key aspects of the structure of Roman government during the period from Augustus to Titus. In better responses, candidates linked key developments such as the development of the principate, the growth of the Praetorian Guard, the increasing influence of imperial freedmen and the role of imperial women when explaining the significance of government during the period. Some candidates presented material on Augustus only, while others looked at social classes rather than the government.
- (b) Most candidates described key features of the layout of the city of Rome during the period from Augustus to Titus. In better responses, candidates explained the significance of these key features in terms of economics, religion, entertainment, politics, social classes and infrastructure, and saw connections between key features. Effective use of sources, both written and archaeological, was evident in a significant number of responses.

# Ancient History

## 2005 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Section I — Personalities in Their Times</b>			
1 (a)	5	Egypt: Hatshepsut	H1.1, H1.2
1 (b)	8	Egypt: Hatshepsut	H1.1, H1.2, H3.1, H4.1
1 (c)	12	Egypt: Hatshepsut	H1.1, H4.1, H4.2
2 (a)	5	Egypt: Akhenaten	H1.1, H1.2
2 (b)	8	Egypt: Akhenaten	H1.1, H1.2, H3.1, H4.1
2 (c)	12	Egypt: Akhenaten	H1.1, H4.1, H4.2
3 (a)	5	Egypt: Ramesses II	H1.1, H1.2
3 (b)	8	Egypt: Ramesses II	H1.1, H1.2, H3.1, H4.1
3 (c)	12	Egypt: Ramesses II	H1.1, H4.1, H4.2
4 (a)	5	Near East: Sennacherib	H1.1, H1.2
4 (b)	8	Near East: Sennacherib	H1.1, H1.2, H3.1, H4.1
4 (c)	12	Near East: Sennacherib	H1.1, H4.1, H4.2
5 (a)	5	Near East: Jezebel	H1.1, H1.2
5 (b)	8	Near East: Jezebel	H1.1, H1.2, H3.1, H4.1
5 (c)	12	Near East: Jezebel	H1.1, H4.1, H4.2
6 (a)	5	Near East: Xerxes	H1.1, H1.2
6 (b)	8	Near East: Xerxes	H1.1, H1.2, H3.1, H4.1
6 (c)	12	Near East: Xerxes	H1.1, H4.1, H4.2
7 (a)	5	Greece: Pericles	H1.1, H1.2
7 (b)	8	Greece: Pericles	H1.1, H1.2, H3.1, H4.1
7 (c)	12	Greece: Pericles	H1.1, H4.1, H4.2
8 (a)	5	Greece: Alexander the Great	H1.1, H1.2
8 (b)	8	Greece: Alexander the Great	H1.1, H1.2, H3.1, H4.1
8 (c)	12	Greece: Alexander the Great	H1.1, H4.1, H4.2
9 (a)	5	Greece: Cleopatra VII	H1.1, H1.2
9 (b)	8	Greece: Cleopatra VII	H1.1, H1.2, H3.1, H4.1
9 (c)	12	Greece: Cleopatra VII	H1.1, H4.1, H4.2
10 (a)	5	Rome: Scipio Africanus	H1.1, H1.2
10 (b)	8	Rome: Scipio Africanus	H1.1, H1.2, H3.1, H4.1
10 (c)	12	Rome: Scipio Africanus	H1.1, H4.1, H4.2
11 (a)	5	Rome: Julius Caesar	H1.1, H1.2

Question	Marks	Content	Syllabus outcomes
11 (b)	8	Rome: Julius Caesar	H1.1, H1.2, H3.1, H4.1
11 (c)	12	Rome: Julius Caesar	H1.1, H4.1, H4.2
12 (a)	5	Rome: Agrippina the Younger	H1.1, H1.2
12 (b)	8	Rome: Agrippina the Younger	H1.1, H1.2, H3.1, H4.1
12 (c)	12	Rome: Agrippina the Younger	H1.1, H4.1, H4.2
<b>Section II — Ancient Societies</b>			
13 (a)	2	Old Kingdom Egypt	H1.2, H3.1
13 (b)	2	Old Kingdom Egypt	H1.2, H3.1
13 (c)	5	Old Kingdom Egypt	H1.2, H3.1
13 (d)	6	Old Kingdom Egypt	H1.2, H3.1
13 (e)	10	Old Kingdom Egypt	H1.2, H3.1, H4.2, H5.1
14 (a)	2	Middle Kingdom Egypt	H1.2, H3.1
14 (b)	2	Middle Kingdom Egypt	H1.2, H3.1
14 (c)	5	Middle Kingdom Egypt	H1.2, H3.1
14 (d)	6	Middle Kingdom Egypt	H1.2, H3.1
14 (e)	10	Middle Kingdom Egypt	H1.2, H3.1, H4.2, H5.1
15 (a)	2	New Kingdom Egypt	H1.2, H3.1
15 (b)	2	New Kingdom Egypt	H1.2, H3.1
15 (c)	5	New Kingdom Egypt	H1.2, H3.1
15 (d)	6	New Kingdom Egypt	H1.2, H3.1
15 (e)	10	New Kingdom Egypt	H1.2, H3.1, H4.2, H5.1
16 (a)	2	Assyrian Society	H1.2, H3.1
16 (b)	2	Assyrian Society	H1.2, H3.1
16 (c)	5	Assyrian Society	H1.2, H3.1
16 (d)	6	Assyrian Society	H1.2, H3.1
16 (e)	10	Assyrian Society	H1.2, H3.1, H4.2, H5.1
17 (a)	2	Society in Israel	H1.2, H3.1
17 (b)	2	Society in Israel	H1.2, H3.1
17 (c)	5	Society in Israel	H1.2, H3.1
17 (d)	6	Society in Israel	H1.2, H3.1
17 (e)	10	Society in Israel	H1.2, H3.1, H4.2, H5.1



Question	Marks	Content	Syllabus outcomes
18 (a)	2	Persian Society	H1.2, H3.1
18 (b)	2	Persian Society	H1.2, H3.1
18 (c)	5	Persian Society	H1.2, H3.1
18 (d)	6	Persian Society	H1.2, H3.1
18 (e)	10	Persian Society	H1.2, H3.1, H4.2, H5.1
19 (a)	2	Minoan Society	H1.2, H3.1
19 (b)	2	Minoan Society	H1.2, H3.1
19 (c)	5	Minoan Society	H1.2, H3.1
19 (d)	6	Minoan Society	H1.2, H3.1
19 (e)	10	Minoan Society	H1.2, H3.1, H4.2, H5.1
20 (a)	2	Mycenaean Society	H1.2, H3.1
20 (b)	2	Mycenaean Society	H1.2, H3.1
20 (c)	5	Mycenaean Society	H1.2, H3.1
20 (d)	6	Mycenaean Society	H1.2, H3.1
20 (e)	10	Mycenaean Society	H1.2, H3.1, H4.2, H5.1
21 (a)	2	Spartan Society	H1.2, H3.1
21 (b)	2	Spartan Society	H1.2, H3.1
21 (c)	5	Spartan Society	H1.2, H3.1
21 (d)	6	Spartan Society	H1.2, H3.1
21 (e)	10	Spartan Society	H1.2, H3.1, H4.2, H5.1
22 (a)	2	Athenian Society in the time of Pericles	H1.2, H3.1
22 (b)	2	Athenian Society in the time of Pericles	H1.2, H3.1
22 (c)	5	Athenian Society in the time of Pericles	H1.2, H3.1
22 (d)	6	Athenian Society in the time of Pericles	H1.2, H3.1
22 (e)	10	Athenian Society in the time of Pericles	H1.2, H3.1, H4.2, H5.1
23 (a)	2	Roman Society in the time of Cicero	H1.2, H3.1
23 (b)	2	Roman Society in the time of Cicero	H1.2, H3.1
23 (c)	5	Roman Society in the time of Cicero	H1.2, H3.1
23 (d)	6	Roman Society in the time of Cicero	H1.2, H3.1
23 (e)	10	Roman Society in the time of Cicero	H1.2, H3.1, H4.2, H5.1

Question	Marks	Content	Syllabus outcomes
24 (a)	2	Roman Society from Augustus to Titus	H1.2, H3.1
24 (b)	2	Roman Society from Augustus to Titus	H1.2, H3.1
24 (c)	5	Roman Society from Augustus to Titus	H1.2, H3.1
24 (d)	6	Roman Society from Augustus to Titus	H1.2, H3.1
24 (e)	10	Roman Society from Augustus to Titus	H1.2, H3.1, H4.2, H5.1
25 (a)	2	Roman Society in the Fourth Century AD	H1.2, H3.1
25 (b)	2	Roman Society in the Fourth Century AD	H1.2, H3.1
25 (c)	5	Roman Society in the Fourth Century AD	H1.2, H3.1
25 (d)	6	Roman Society in the Fourth Century AD	H1.2, H3.1
25 (e)	10	Roman Society in the Fourth Century AD	H1.2, H3.1, H4.2, H5.1
<b>Section III — Historical Periods</b>			
26 (a)	25	Old Kingdom Egypt	H1.1, H2.1, H3.1, H4.2, H6.1
26 (b)	25	Old Kingdom Egypt	H1.1, H2.1, H3.1, H4.2, H6.1
27 (a)	25	Middle Kingdom Egypt	H1.1, H2.1, H3.1, H4.2, H6.1
27 (b)	25	Middle Kingdom Egypt	H1.1, H2.1, H3.1, H4.2, H6.1
28 (a)	25	New Kingdom Egypt to Thutmosis IV	H1.1, H2.1, H3.1, H4.2, H6.1
28 (b)	25	New Kingdom Egypt to Thutmosis IV	H1.1, H2.1, H3.1, H4.2, H6.1
29 (a)	25	New Kingdom Egypt from Amenhotep III to Ramesses II	H1.1, H2.1, H3.1, H4.2, H6.1
29 (b)	25	New Kingdom Egypt from Amenhotep III to Ramesses II	H1.1, H2.1, H3.1, H4.2, H6.1
30 (a)	25	Assyria from Tiglath-Pileser I to Tiglath-Pileser III	H1.1, H2.1, H3.1, H4.2, H6.1
30 (b)	25	Assyria from Tiglath-Pileser I to Tiglath-Pileser III	H1.1, H2.1, H3.1, H4.2, H6.1
31 (a)	25	Assyria from Sargon II to the Fall of Nineveh	H1.1, H2.1, H3.1, H4.2, H6.1
31 (b)	25	Assyria from Sargon II to the Fall of Nineveh	H1.1, H2.1, H3.1, H4.2, H6.1
32 (a)	25	Israel and Judah	H1.1, H2.1, H3.1, H4.2, H6.1
32 (b)	25	Israel and Judah	H1.1, H2.1, H3.1, H4.2, H6.1
33 (a)	25	Persia from Cyrus II to Darius III	H1.1, H2.1, H3.1, H4.2, H6.1
33 (b)	25	Persia from Cyrus II to Darius III	H1.1, H2.1, H3.1, H4.2, H6.1
34 (a)	25	Greek World 800–500 BC	H1.1, H2.1, H3.1, H4.2, H6.1
34 (b)	25	Greek World 800–500 BC	H1.1, H2.1, H3.1, H4.2, H6.1
35 (a)	25	Greek World 500–440 BC	H1.1, H2.1, H3.1, H4.2, H6.1
35 (b)	25	Greek World 500–440 BC	H1.1, H2.1, H3.1, H4.2, H6.1
36 (a)	25	Greek World 446–399 BC	H1.1, H2.1, H3.1, H4.2, H6.1
36 (b)	25	Greek World 446–399 BC	H1.1, H2.1, H3.1, H4.2, H6.1

Question	Marks	Content	Syllabus outcomes
37 (a)	25	Fourth Century Greece	H1.1, H2.1, H3.1, H4.2, H6.1
37 (b)	25	Fourth Century Greece	H1.1, H2.1, H3.1, H4.2, H6.1
38 (a)	25	Hellenistic Period	H1.1, H2.1, H3.1, H4.2, H6.1
38 (b)	25	Hellenistic Period	H1.1, H2.1, H3.1, H4.2, H6.1
39 (a)	25	Rome's Wars of Expansion	H1.1, H2.1, H3.1, H4.2, H6.1
39 (b)	25	Rome's Wars of Expansion	H1.1, H2.1, H3.1, H4.2, H6.1
40 (a)	25	Political Revolution in Rome	H1.1, H2.1, H3.1, H4.2, H6.1
40 (b)	25	Political Revolution in Rome	H1.1, H2.1, H3.1, H4.2, H6.1
41 (a)	25	The Fall of the Roman Republic	H1.1, H2.1, H3.1, H4.2, H6.1
41 (b)	25	The Fall of the Roman Republic	H1.1, H2.1, H3.1, H4.2, H6.1
42 (a)	25	Augustus and the Julio–Claudians	H1.1, H2.1, H3.1, H4.2, H6.1
42 (b)	25	Augustus and the Julio–Claudians	H1.1, H2.1, H3.1, H4.2, H6.1
43 (a)	25	Roman Empire AD 68–235	H1.1, H2.1, H3.1, H4.2, H6.1
43 (b)	25	Roman Empire AD 68–235	H1.1, H2.1, H3.1, H4.2, H6.1
44 (a)	25	Roman Empire AD 235–410	H1.1, H2.1, H3.1, H4.2, H6.1
44 (b)	25	Roman Empire AD 235–410	H1.1, H2.1, H3.1, H4.2, H6.1
<b>Section IV — Additional Historical Period or Additional Ancient Society</b>			
<b>Historical Periods</b>			
45 (a)	25	Old Kingdom Egypt	H1.1, H2.1, H3.1, H4.2, H6.1
45 (b)	25	Old Kingdom Egypt	H1.1, H2.1, H3.1, H4.2, H6.1
46 (a)	25	Middle Kingdom Egypt	H1.1, H2.1, H3.1, H4.2, H6.1
46 (b)	25	Middle Kingdom Egypt	H1.1, H2.1, H3.1, H4.2, H6.1
47 (a)	25	New Kingdom Egypt to Thutmosis IV	H1.1, H2.1, H3.1, H4.2, H6.1
47 (b)	25	New Kingdom Egypt to Thutmosis IV	H1.1, H2.1, H3.1, H4.2, H6.1
48 (a)	25	New Kingdom Egypt from Amenhotep III to Ramesses II	H1.1, H2.1, H3.1, H4.2, H6.1
48 (b)	25	New Kingdom Egypt from Amenhotep III to Ramesses II	H1.1, H2.1, H3.1, H4.2, H6.1
49 (a)	25	Assyria from Tiglath-Pileser I to Tiglath-Pileser III	H1.1, H2.1, H3.1, H4.2, H6.1
49 (b)	25	Assyria from Tiglath-Pileser I to Tiglath-Pileser III	H1.1, H2.1, H3.1, H4.2, H6.1
50 (a)	25	Assyria from Sargon II to the Fall of Nineveh	H1.1, H2.1, H3.1, H4.2, H6.1
50 (b)	25	Assyria from Sargon II to the Fall of Nineveh	H1.1, H2.1, H3.1, H4.2, H6.1
51 (a)	25	Israel and Judah	H1.1, H2.1, H3.1, H4.2, H6.1
51 (b)	25	Israel and Judah	H1.1, H2.1, H3.1, H4.2, H6.1
52 (a)	25	Persia from Cyrus II to Darius III	H1.1, H2.1, H3.1, H4.2, H6.1
52 (b)	25	Persia from Cyrus II to Darius III	H1.1, H2.1, H3.1, H4.2, H6.1

Question	Marks	Content	Syllabus outcomes
53 (a)	25	Greek World 800–500 BC	H1.1, H2.1, H3.1, H4.2, H6.1
53 (b)	25	Greek World 800–500 BC	H1.1, H2.1, H3.1, H4.2, H6.1
54 (a)	25	Greek World 500–440 BC	H1.1, H2.1, H3.1, H4.2, H6.1
54 (b)	25	Greek World 500–440 BC	H1.1, H2.1, H3.1, H4.2, H6.1
55 (a)	25	Greek World 446–399 BC	H1.1, H2.1, H3.1, H4.2, H6.1
55 (b)	25	Greek World 446–399 BC	H1.1, H2.1, H3.1, H4.2, H6.1
56 (a)	25	Fourth Century Greece	H1.1, H2.1, H3.1, H4.2, H6.1
56 (b)	25	Fourth Century Greece	H1.1, H2.1, H3.1, H4.2, H6.1
57 (a)	25	Hellenistic Period	H1.1, H2.1, H3.1, H4.2, H6.1
57 (b)	25	Hellenistic Period	H1.1, H2.1, H3.1, H4.2, H6.1
58 (a)	25	Rome's Wars of Expansion	H1.1, H2.1, H3.1, H4.2, H6.1
58 (b)	25	Rome's Wars of Expansion	H1.1, H2.1, H3.1, H4.2, H6.1
59 (a)	25	Political Revolution in Rome	H1.1, H2.1, H3.1, H4.2, H6.1
59 (b)	25	Political Revolution in Rome	H1.1, H2.1, H3.1, H4.2, H6.1
60 (a)	25	The Fall of the Roman Republic	H1.1, H2.1, H3.1, H4.2, H6.1
60 (b)	25	The Fall of the Roman Republic	H1.1, H2.1, H3.1, H4.2, H6.1
61 (a)	25	Augustus and the Julio–Claudians	H1.1, H2.1, H3.1, H4.2, H6.1
61 (b)	25	Augustus and the Julio–Claudians	H1.1, H2.1, H3.1, H4.2, H6.1
62 (a)	25	Roman Empire AD 68–235	H1.1, H2.1, H3.1, H4.2, H6.1
62 (b)	25	Roman Empire AD 68–235	H1.1, H2.1, H3.1, H4.2, H6.1
63 (a)	25	Roman Empire AD 235–410	H1.1, H2.1, H3.1, H4.2, H6.1
63 (b)	25	Roman Empire AD 235–410	H1.1, H2.1, H3.1, H4.2, H6.1
<b>Section IV — Additional Historical Period or Additional Ancient Society</b>			
<b>Ancient Societies</b>			
64 (a)	25	Old Kingdom Egypt	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
64 (b)	25	Old Kingdom Egypt	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
65 (a)	25	Middle Kingdom Egypt	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
65 (b)	25	Middle Kingdom Egypt	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
66 (a)	25	New Kingdom Egypt	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
66 (b)	25	New Kingdom Egypt	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
67 (a)	25	Assyrian Society	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
67 (b)	25	Assyrian Society	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
68 (a)	25	Society in Israel	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
68 (b)	25	Society in Israel	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
69 (a)	25	Persian Society	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1

Question	Marks	Content	Syllabus outcomes
69 (b)	25	Persian Society	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
70 (a)	25	Minoan Society	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
70 (b)	25	Minoan Society	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
71 (a)	25	Mycenaean Society	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
71 (b)	25	Mycenaean Society	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
72 (a)	25	Spartan Society	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
72 (b)	25	Spartan Society	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
73 (a)	25	Athenian Society in the time of Pericles	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
73 (b)	25	Athenian Society in the time of Pericles	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
74 (a)	25	Roman Society in the time of Cicero	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
74 (b)	25	Roman Society in the time of Cicero	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
75 (a)	25	Roman Society from Augustus to Titus	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
75 (b)	25	Roman Society from Augustus to Titus	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
76 (a)	25	Roman Society in the Fourth Century AD	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
76 (b)	25	Roman Society in the Fourth Century AD	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1



## 2005 HSC Ancient History Marking Guidelines

### Section I — Personalities in Their Times

#### Option A — Egypt: Hatsheput

##### Question 1 (a)

*Outcomes assessed: H1.1, H1.2*

##### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>Clearly indicates the main features of Hapshepsut's religious beliefs</li><li>Provides relevant information with some detail</li></ul>	4–5
<ul style="list-style-type: none"><li>Provides some relevant information about Hapshepsut's religious beliefs</li></ul>	3
<ul style="list-style-type: none"><li>Makes one or more general points about Hapshepsut's religious beliefs</li></ul>	1–2

### Question 1 (b)

*Outcomes assessed: H1.1, H1.2, H3.1, H4.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Makes the relationship between Hatshepsut and Senenmut clearly evident using specific historical examples</li> <li>Develops a coherent response using terms and concepts accurately</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Makes the relationship between Hatshepsut and Senenmut evident using some historical examples</li> <li>Develops a response using appropriate terms and concepts</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Provides a limited description of the relationship between Hatshepsut and Senenmut</li> <li>Uses some appropriate terms and concepts</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes one or two relevant points about the relationship between Hatshepsut and Senenmut</li> </ul>	1–2

### Question 1 (c)

*Outcomes assessed: H1.1, H4.1, H4.2*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a detailed, accurate and coherent judgement of the images of Hatshepsut</li> <li>Supports with detailed reference to relevant sources and specific examples</li> </ul>	11–12
<ul style="list-style-type: none"> <li>Provides some detailed and coherent judgement of the images of Hatshepsut</li> <li>Supports with reference to relevant sources and specific examples</li> </ul>	8–10
<ul style="list-style-type: none"> <li>Provides a description with some judgement of the images of Hatshepsut</li> <li>Some reference to sources and examples</li> </ul>	6–7
<ul style="list-style-type: none"> <li>Provides some description of the images of Hatshepsut</li> <li>May mention some sources</li> </ul>	3–5
<ul style="list-style-type: none"> <li>Makes one or two relevant points about the images of Hatshepsut</li> </ul>	1–2

## Option B — Egypt: Akhenaten

### Question 2 (a)

*Outcomes assessed: H1.1, H1.2*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Clearly indicates the main features of Akhenaten's family background</li> <li>Provides relevant information with some detail</li> </ul>	4–5
<ul style="list-style-type: none"> <li>Provides some relevant information about Akhenaten's family background</li> </ul>	3
<ul style="list-style-type: none"> <li>Makes one or more general points about Akhenaten's family background</li> </ul>	1–2

### Question 2 (b)

*Outcomes assessed: H1.1, H1.2, H3.1, H4.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Makes the function and layout of Akhetaten clearly evident using specific historical examples</li> <li>Develops a coherent response using terms and concepts accurately</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Makes the function and layout of Akhetaten evident using some historical examples</li> <li>Develops a response using appropriate terms and concepts</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Provides a limited description of the function and/or layout of Akhetaten</li> <li>Uses some appropriate terms and concepts</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes one or two relevant points about the function and/or layout of Akhetaten</li> </ul>	1–2



**Question 2 (c)***Outcomes assessed: H1.1, H4.1, H4.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides a detailed, accurate and coherent judgement of the attempts to suppress or erase Akhenaten from history</li><li>• Supports with detailed reference to relevant sources and specific examples</li></ul>	11–12
<ul style="list-style-type: none"><li>• Provides some detailed and coherent judgement of the attempts to suppress or erase Akhenaten from history</li><li>• Supports with reference to relevant sources and specific examples</li></ul>	8–10
<ul style="list-style-type: none"><li>• Provides a description with some judgement of the attempts to suppress or erase Akhenaten from history</li><li>• Some reference to sources and examples</li></ul>	6–7
<ul style="list-style-type: none"><li>• Provides some description of the attempts to suppress or erase Akhenaten from history</li><li>• May mention some sources</li></ul>	3–5
<ul style="list-style-type: none"><li>• Makes one or two relevant points about the attempts to suppress or erase Akhenaten from history</li></ul>	1–2

## Option C — Egypt: Ramesses II

### Question 3 (a)

*Outcomes assessed: H1.1, H1.2*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Clearly indicates the main features of Ramesses II's early years and co-regency</li> <li>Provides relevant information with some detail</li> </ul>	4–5
<ul style="list-style-type: none"> <li>Provides some relevant information about Ramesses II's early years and co-regency</li> </ul>	3
<ul style="list-style-type: none"> <li>Makes one or more general points about Ramesses II's early years and co-regency</li> </ul>	1–2

### Question 3 (b)

*Outcomes assessed: H1.1, H1.2, H3.1, H4.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Makes the main features of the military career of Ramesses II clearly evident using specific historical examples</li> <li>Develops a coherent response using terms and concepts accurately</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Makes the main features of the military career of Ramesses II evident using some historical examples</li> <li>Develops a response using appropriate terms and concepts</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Provides a limited description of the main features of the military career of Ramesses II</li> <li>Uses some appropriate terms and concepts</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes one or two relevant points about the main features of the military career of Ramesses II</li> </ul>	1–2

### Question 3 (c)

*Outcomes assessed: H1.1, H4.1, H4.2*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a detailed, accurate and coherent judgement of the significance of Ramesses' epithet (title) 'the Great'</li> <li>Supports with detailed reference to relevant sources and specific examples</li> </ul>	11–12
<ul style="list-style-type: none"> <li>Provides some detailed and coherent judgement of the significance of Ramesses' epithet (title) 'the Great'</li> <li>Supports with reference to relevant sources and specific examples</li> </ul>	8–10
<ul style="list-style-type: none"> <li>Provides a description with some judgement of the significance of Ramesses' epithet (title) 'the Great'</li> <li>Some reference to sources and examples</li> </ul>	6–7
<ul style="list-style-type: none"> <li>Provides some description of Ramesses' epithet (title) 'the Great'</li> <li>May mention some sources</li> </ul>	3–5
<ul style="list-style-type: none"> <li>Makes one or two relevant points about Ramesses' epithet (title) 'the Great'</li> </ul>	1–2

## Option D — Near East: Sennacherib

### Question 4 (a)

*Outcomes assessed: H1.1, H1.2*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Clearly indicates the main features of Sennacherib's early political and administrative career</li> <li>Provides relevant information with some detail</li> </ul>	4–5
<ul style="list-style-type: none"> <li>Provides some relevant information about Sennacherib's early political and administrative career</li> </ul>	3
<ul style="list-style-type: none"> <li>Makes one or more general points about Sennacherib's early political and administrative career</li> </ul>	1–2

### Question 4 (b)

*Outcomes assessed: H1.1, H1.2, H3.1, H4.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Makes the main features of the military career of Sennacherib clearly evident using specific historical examples</li> <li>Develops a coherent response using terms and concepts accurately</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Makes the main features of the military career of Sennacherib evident using specific historical examples</li> <li>Develops a response using appropriate terms and concepts</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Provides a limited description of the main features of the military career of Sennacherib</li> <li>Uses some appropriate terms and concepts</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes one or two relevant points about the main features of the military career of Sennacherib</li> </ul>	1–2

**Question 4 (c)***Outcomes assessed: H1.1, H4.1, H4.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides a detailed, accurate and coherent judgement of the images of Sennacherib</li><li>• Supports with detailed reference to relevant sources and specific examples</li></ul>	11–12
<ul style="list-style-type: none"><li>• Provides some detailed and coherent judgement of the images of Sennacherib</li><li>• Supports with reference to relevant sources and specific examples</li></ul>	8–10
<ul style="list-style-type: none"><li>• Provides a description with some judgement of the images of Sennacherib</li><li>• Some reference to sources and examples</li></ul>	6–7
<ul style="list-style-type: none"><li>• Provides some description of the images of Sennacherib</li><li>• May mention some sources</li></ul>	3–5
<ul style="list-style-type: none"><li>• Makes one or two relevant points about the images of Sennacherib</li></ul>	1–2

## Option E — Near East: Jezebel

### Question 5 (a)

*Outcomes assessed: H1.1, H1.2*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Clearly indicates the main features of Jezebel's religious beliefs</li> <li>Provides relevant information with some detail</li> </ul>	4–5
<ul style="list-style-type: none"> <li>Provides some relevant information about Jezebel's religious beliefs</li> </ul>	3
<ul style="list-style-type: none"> <li>Makes one or more general points about Jezebel's religious beliefs</li> </ul>	1–2

### Question 5 (b)

*Outcomes assessed: H1.1, H1.2, H3.1, H4.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Makes the manner and impact of Jezebel's death clearly evident using specific historical examples</li> <li>Develops a coherent response using terms and concepts accurately</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Makes the manner and impact of Jezebel's death evident using some historical examples</li> <li>Develops a response using appropriate terms and concepts</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Provides a limited description of the manner and impact of Jezebel's death</li> <li>Uses some appropriate terms and concepts</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes one or two relevant points about the manner and impact of Jezebel's death</li> </ul>	1–2

**Question 5 (c)***Outcomes assessed: H1.1, H4.1, H4.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides a detailed, accurate and coherent judgement of Jezebel's power and influence</li><li>• Supports with detailed reference to relevant sources and specific examples</li></ul>	11–12
<ul style="list-style-type: none"><li>• Provides some detailed and coherent judgement of Jezebel's power and influence</li><li>• Supports with reference to relevant sources and specific examples</li></ul>	8–10
<ul style="list-style-type: none"><li>• Provides a description with some judgement of Jezebel's power and influence</li><li>• Some reference to sources and examples</li></ul>	6–7
<ul style="list-style-type: none"><li>• Provides some description of Jezebel's power and influence</li><li>• May mention some sources</li></ul>	3–5
<ul style="list-style-type: none"><li>• Makes one or two relevant points about Jezebel's power and influence</li></ul>	1–2

## Option F — Near East: Xerxes

### Question 6 (a)

*Outcomes assessed: H1.1, H1.2*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Clearly indicates the main features of Xerxes' personal background</li> <li>Provides relevant information with some detail</li> </ul>	4–5
<ul style="list-style-type: none"> <li>Provides some relevant information about Xerxes' personal background</li> </ul>	3
<ul style="list-style-type: none"> <li>Makes one or more general points about Xerxes' personal background</li> </ul>	1–2

### Question 6 (b)

*Outcomes assessed: H1.1, H1.2, H3.1, H4.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Makes the relationship between Xerxes and his building program clearly evident using specific historical examples</li> <li>Develops a coherent response using terms and concepts accurately</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Makes the relationship between Xerxes and his building program evident using some historical examples</li> <li>Develops a response using appropriate terms and concepts</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Provides a limited description of Xerxes and his building program</li> <li>Uses some appropriate terms and concepts</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes one or two relevant points about Xerxes' building program</li> </ul>	1–2



### Question 6 (c)

*Outcomes assessed: H1.1, H4.1, H4.2*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a detailed, accurate and coherent judgement of Xerxes' impact on the Persian and Greek worlds</li> <li>Supports with detailed reference to relevant sources and specific examples</li> </ul>	11–12
<ul style="list-style-type: none"> <li>Provides some detailed and coherent judgement of Xerxes' impact on the Persian and Greek worlds</li> <li>Supports with reference to relevant sources and specific examples</li> </ul>	8–10
<ul style="list-style-type: none"> <li>Provides a description with some judgement of Xerxes' impact on the Persian and Greek worlds</li> <li>Some reference to sources and examples</li> </ul>	6–7
<ul style="list-style-type: none"> <li>Provides some description of Xerxes' impact on the Persian and/or Greek worlds</li> <li>May mention some sources</li> </ul>	3–5
<ul style="list-style-type: none"> <li>Makes one or two relevant points about Xerxes' impact on the Persian and/or Greek worlds</li> </ul>	1–2

## Option G — Greece: Pericles

### Question 7 (a)

*Outcomes assessed: H1.1, H1.2*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Clearly indicates the main features of the early career of Pericles</li> <li>Provides relevant information with some detail</li> </ul>	4–5
<ul style="list-style-type: none"> <li>Provides some relevant information about the early career of Pericles</li> </ul>	3
<ul style="list-style-type: none"> <li>Makes one or more general points about the early career of Pericles</li> </ul>	1–2

### Question 7 (b)

*Outcomes assessed: H1.1, H1.2, H3.1, H4.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Makes the manner and impact of Pericles' death clearly evident using specific historical examples</li> <li>Develops a coherent response using terms and concepts accurately</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Makes the manner and impact of Pericles' death evident using some historical examples</li> <li>Develops a response using appropriate terms and concepts</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Provides a limited description of the manner and impact of Pericles' death</li> <li>Uses some appropriate terms and concepts</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes one or two relevant points about the manner and impact of Pericles' death</li> </ul>	1–2

### Question 7 (c)

*Outcomes assessed: H1.1, H4.1, H4.2*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a detailed, accurate and coherent judgement of Pericles' impact as an Athenian leader</li> <li>Supports with detailed reference to relevant sources and specific examples</li> </ul>	11–12
<ul style="list-style-type: none"> <li>Provides some detailed and coherent judgement of Pericles' impact as an Athenian leader</li> <li>Supports with reference to relevant sources and specific examples</li> </ul>	8–10
<ul style="list-style-type: none"> <li>Provides a description with some judgement of Pericles' impact as an Athenian leader</li> <li>Some reference to sources and examples</li> </ul>	6–7
<ul style="list-style-type: none"> <li>Provides some description of Pericles' impact as an Athenian leader</li> <li>May mention some sources</li> </ul>	3–5
<ul style="list-style-type: none"> <li>Makes one or two relevant points about Pericles' impact as an Athenian leader</li> </ul>	1–2

## Option H — Greece: Alexander the Great

### Question 8 (a)

*Outcomes assessed: H1.1, H1.2*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Clearly indicates the main features of the early career of Alexander the Great</li> <li>Provides relevant information with some detail</li> </ul>	4–5
<ul style="list-style-type: none"> <li>Provides some relevant information about the early career of Alexander the Great</li> </ul>	3
<ul style="list-style-type: none"> <li>Makes one or more general points about the early career of Alexander the Great</li> </ul>	1–2

### Question 8 (b)

*Outcomes assessed: H1.1, H1.2, H3.1, H4.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Makes the relationships with non-Greeks clearly evident using specific historical examples</li> <li>Develops a coherent response using terms and concepts accurately</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Makes Alexander's relationships with non-Greeks evident using some historical examples</li> <li>Develops a response using appropriate terms and concepts</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Provides a limited description of Alexander's relationship with non-Greeks</li> <li>Uses some appropriate terms and concepts</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes one or two relevant points about Alexander's relationships with non-Greeks</li> </ul>	1–2

### Question 8 (c)

*Outcomes assessed: H1.1, H4.1, H4.2*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a detailed, accurate and coherent judgement of the significance of Alexander's epithet (title) 'the Great'</li> <li>Supports with detailed reference to relevant sources and specific examples</li> </ul>	11–12
<ul style="list-style-type: none"> <li>Provides some detailed and coherent judgement of the significance of Alexander's epithet (title) 'the Great'</li> <li>Supports with reference to relevant sources and specific examples</li> </ul>	8–10
<ul style="list-style-type: none"> <li>Provides a description with some judgement of the significance of Alexander's epithet (title) 'the Great'</li> <li>Some reference to sources and examples</li> </ul>	6–7
<ul style="list-style-type: none"> <li>Provides some description of the significance of Alexander's epithet (title) 'the Great'</li> <li>May mention some sources</li> </ul>	3–5
<ul style="list-style-type: none"> <li>Makes one or two relevant points about the significance of Alexander's epithet (title) 'the Great'</li> </ul>	1–2

## Option I — Greece: Cleopatra VII

### Question 9 (a)

*Outcomes assessed: H1.1, H1.2*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Clearly indicates the main features of the early career of Cleopatra VII</li> <li>Provides relevant information with some detail</li> </ul>	4–5
<ul style="list-style-type: none"> <li>Provides some relevant information about the early career of Cleopatra VII</li> </ul>	3
<ul style="list-style-type: none"> <li>Makes one or more general points about the early career of Cleopatra VII</li> </ul>	1–2

### Question 9 (b)

*Outcomes assessed: H1.1, H1.2, H3.1, H4.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Makes Cleopatra's eastern acquisitions and the 'Donations' of Alexandria clearly evident using specific historical examples</li> <li>Develops a coherent response using terms and concepts accurately</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Makes Cleopatra's eastern acquisitions and the 'Donations' of Alexandria evident using some historical examples</li> <li>Develops a response using appropriate terms and concepts</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Provides a limited description of Cleopatra's eastern acquisitions and the 'Donations' of Alexandria</li> <li>Uses some appropriate terms and concepts</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes one or two relevant points about Cleopatra's eastern acquisitions and the 'Donations' of Alexandria</li> </ul>	1–2

### Question 9 (c)

*Outcomes assessed: H1.1, H4.1, H4.2*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a detailed, accurate and coherent judgement of the impact of Cleopatra VII on Egypt and the Roman world</li> <li>Supports with detailed reference to relevant sources and specific examples</li> </ul>	11–12
<ul style="list-style-type: none"> <li>Provides some detailed and coherent judgement of the impact of Cleopatra VII on Egypt and the Roman world</li> <li>Supports with reference to relevant sources and specific examples</li> </ul>	8–10
<ul style="list-style-type: none"> <li>Provides a description with some judgement of the impact of Cleopatra VII on Egypt and the Roman world</li> <li>Some reference to sources and examples</li> </ul>	6–7
<ul style="list-style-type: none"> <li>Provides some description of the impact of Cleopatra VII on Egypt and the Roman world</li> <li>May mention some sources</li> </ul>	3–5
<ul style="list-style-type: none"> <li>Makes one or two relevant points about the impact of Cleopatra VII on Egypt and the Roman world</li> </ul>	1–2

## Option J — Rome: Scipio Africanus

### Question 10 (a)

*Outcomes assessed: H1.1, H1.2*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Clearly indicates the main features of the early career of Scipio Africanus</li> <li>Provides relevant information with some detail</li> </ul>	4–5
<ul style="list-style-type: none"> <li>Provides some relevant information about the early career of Scipio Africanus</li> </ul>	3
<ul style="list-style-type: none"> <li>Makes one or more general points about the early career of Scipio Africanus</li> </ul>	1–2

### Question 10 (b)

*Outcomes assessed: H1.1, H1.2, H3.1, H4.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Makes the opposition to the Scipios in Rome and their trial clearly evident using specific historical examples</li> <li>Develops a coherent response using terms and concepts accurately</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Makes the opposition to the Scipios in Rome and their trial evident using some historical examples</li> <li>Develops a response using appropriate terms and concepts</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Provides a limited description of the opposition to the Scipios in Rome and their trial</li> <li>Uses some appropriate terms and concepts</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes one or two relevant points about the opposition to the Scipios in Rome and their trial</li> </ul>	1–2



### Question 10 (c)

*Outcomes assessed: H1.1, H4.1, H4.2*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a detailed, accurate and coherent judgement of the achievements of Scipio Africanus as a general</li> <li>Supports with detailed reference to relevant sources and specific examples</li> </ul>	11–12
<ul style="list-style-type: none"> <li>Provides some detailed and coherent judgement of the achievements of Scipio Africanus as a general</li> <li>Supports with reference to relevant sources and specific examples</li> </ul>	8–10
<ul style="list-style-type: none"> <li>Provides a description with some judgement of the achievements of Scipio Africanus as a general</li> <li>Some reference to sources and examples</li> </ul>	6–7
<ul style="list-style-type: none"> <li>Provides some description of the achievements of Scipio Africanus as a general</li> <li>May mention some sources</li> </ul>	3–5
<ul style="list-style-type: none"> <li>Makes one or two relevant points about the achievements of Scipio Africanus as a general</li> </ul>	1–2

## Option K — Rome: Julius Caesar

### Question 11 (a)

*Outcomes assessed: H1.1, H1.2*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Clearly indicates the main features of the early career of Julius Caesar</li> <li>Provides relevant information with some detail</li> </ul>	4–5
<ul style="list-style-type: none"> <li>Provides some relevant information about the early career of Julius Caesar</li> </ul>	3
<ul style="list-style-type: none"> <li>Makes one or more general points about the early career of Julius Caesar</li> </ul>	1–2

### Question 11 (b)

*Outcomes assessed: H1.1, H1.2, H3.1, H4.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Makes Caesar's relationship with the senate clearly evident using specific historical examples</li> <li>Develops a coherent response using terms and concepts accurately</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Makes Caesar's relationship with the senate evident using some historical examples</li> <li>Develops a response using appropriate terms and concepts</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Provides a limited description of Caesar's relationship with the senate</li> <li>Uses some appropriate terms and concepts</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes one or two relevant points about Caesar's relationship with the senate</li> </ul>	1–2

### Question 11 (c)

*Outcomes assessed: H1.1, H4.1, H4.2*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a detailed, accurate and coherent judgement of the achievements of Julius Caesar as a general</li> <li>Supports with detailed reference to relevant sources and specific examples</li> </ul>	11–12
<ul style="list-style-type: none"> <li>Provides some detailed and coherent judgement of the achievements of Julius Caesar as a general</li> <li>Supports with reference to relevant sources and specific examples</li> </ul>	8–10
<ul style="list-style-type: none"> <li>Provides a description with some judgement of the achievements of Julius Caesar as a general</li> <li>Some reference to sources and examples</li> </ul>	6–7
<ul style="list-style-type: none"> <li>Provides some description of the achievements of Julius Caesar as a general</li> <li>May mention some sources</li> </ul>	3–5
<ul style="list-style-type: none"> <li>Makes one or two relevant points about the achievements of Julius Caesar as a general</li> </ul>	1–2

## Option L — Rome: Agrippina the Younger

### Question 12 (a)

*Outcomes assessed: H1.1, H1.2*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Clearly indicates the main features of the early life of Agrippina the Younger</li> <li>Provides relevant information with some detail</li> </ul>	4–5
<ul style="list-style-type: none"> <li>Provides some relevant information about the early life of Agrippina the Younger</li> </ul>	3
<ul style="list-style-type: none"> <li>Makes one or more general points about the early life of Agrippina the Younger</li> </ul>	1–2

### Question 12 (b)

*Outcomes assessed: H1.1, H1.2, H3.1, H4.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Makes Agrippina's role during the reign of Claudius clearly evident using specific historical examples</li> <li>Develops a coherent response using terms and concepts accurately</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Makes Agrippina's role during the reign of Claudius evident using some historical examples</li> <li>Develops a response using appropriate terms and concepts</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Provides a limited description Agrippina's role during the reign of Claudius</li> <li>Uses some appropriate terms and concepts</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes one or two relevant points about Agrippina's role during the reign of Claudius</li> </ul>	1–2

### Question 12 (c)

*Outcomes assessed: H1.1, H4.1, H4.2*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a detailed, accurate and coherent judgement of the images of Agrippina the Younger</li> <li>Supports with detailed reference to relevant sources and specific examples</li> </ul>	11–12
<ul style="list-style-type: none"> <li>Provides some detailed and coherent judgement of the images of Agrippina the Younger</li> <li>Supports with reference to relevant sources and specific examples</li> </ul>	8–10
<ul style="list-style-type: none"> <li>Provides a description with some judgement of the images of Agrippina the Younger</li> <li>Some reference to sources and examples</li> </ul>	6–7
<ul style="list-style-type: none"> <li>Provides some description of the images of Agrippina the Younger</li> <li>May mention some sources</li> </ul>	3–5
<ul style="list-style-type: none"> <li>Makes one or two relevant points about the images of Agrippina the Younger</li> </ul>	1–2

## Section II — Ancient Societies

### Option A — Egypt: Society in Old Kingdom Egypt, Dynasties III–VI

#### Question 13 (a)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Names TWO titles of officials in Old Kingdom society	2
• Names ONE title of officials in Old Kingdom society	1

#### Question 13 (b)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies TWO technological developments in Old Kingdom Egypt	2
• Identifies ONE technological development in Old Kingdom Egypt	1

#### Question 13 (c)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Accurately indicates the main features of the importance of the river Nile in Old Kingdom Egypt	4–5
• Identifies some features of the importance of the river Nile in Old Kingdom Egypt	2–3
• Makes ONE relevant point about the importance of the river Nile in Old Kingdom Egypt	1

### Question 13 (d)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Accurately provides the main features of Saqqara	5–6
• Provides some features of Saqqara	3–4
• Makes one or two relevant points about Saqqara	1–2

### Question 13 (e)

*Outcomes assessed: H1.2, H3.1, H4.2, H5.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Makes the significance of funerary architecture and texts in the Old Kingdom clearly evident using a range of examples</li> <li>• Refers closely to the source and other evidence</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Makes the significance of funerary architecture and texts in the Old Kingdom evident using some examples</li> <li>• Refers to the source and other evidence</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Describes the funerary architecture and texts in the Old Kingdom</li> <li>• Refers to the source or other evidence</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Makes some relevant points about funerary architecture and texts in the Old Kingdom</li> <li>• May refer to the source or other evidence</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes one or two relevant points about funerary architecture and texts in the Old Kingdom</li> </ul>	1–2

## Option B — Egypt: Society in Middle Kingdom Egypt, Dynasties XI–XII

### Question 14 (a)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Names TWO burial sites in Middle Kingdom Egypt	2
• Names ONE burial site in Middle Kingdom Egypt	1

### Question 14 (b)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies TWO aspects of the Middle Kingdom economy	2
• Identifies ONE aspect of the Middle Kingdom economy	1

### Question 14 (c)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Accurately indicates the main features of the importance of the Cult of Osiris in Middle Kingdom Egypt	4–5
• Identifies some features of the importance of the Cult of Osiris in Middle Kingdom Egypt	2–3
• Makes ONE relevant point about the importance of the Cult of Osiris in Middle Kingdom Egypt	1

### Question 14 (d)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Accurately provides the main characteristics and features of the development of town sites in Middle Kingdom Egypt	5–6
• Provides some characteristics and features of the development of town sites in Middle Kingdom Egypt	3–4
• Makes one or two relevant points about the development of town sites in Middle Kingdom Egypt	1–2



### Question 14 (e)

*Outcomes assessed: H1.2, H3.1, H4.2, H5.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Makes the nature and importance of the army in Middle Kingdom Egypt clearly evident using a range of examples</li> <li>Refers closely to the source and other evidence</li> </ul>	9–10
<ul style="list-style-type: none"> <li>Makes the nature and importance of the army in Middle Kingdom Egypt evident using some examples</li> <li>Refers to the source and other evidence</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Describes the nature and importance of the army in Middle Kingdom Egypt</li> <li>Refers to the source or other evidence</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Makes some relevant points about the nature and importance of the army in Middle Kingdom Egypt</li> <li>May refer to the source or other evidence</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes one or two relevant points about the nature and importance of the army in Middle Kingdom Egypt</li> </ul>	1–2

## Option C — Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX–XX

### Question 15 (a)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Names TWO gods/goddesses worshipped in the Ramesside period	2
• Names ONE god/goddess worshipped in the Ramesside period	1

### Question 15 (b)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies TWO funerary customs during the Ramesside period	2
• Identifies ONE funerary custom during the Ramesside period	1

### Question 15 (c)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Accurately indicates the main features of the importance of the Vizier during the Ramesside period	4–5
• Identifies some features of the importance of the Vizier during the Ramesside period	2–3
• Makes ONE relevant point about the importance of the Vizier during the Ramesside period	1

### Question 15 (d)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Accurately provides the main characteristics and features of foreign tribute and trade in the Ramesside period</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Provides some characteristics and features of foreign tribute and trade in the Ramesside period</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes one or two relevant points about foreign tribute and trade in the Ramesside period</li> </ul>	1–2

### Question 15 (e)

*Outcomes assessed: H1.2, H3.1, H4.2, H5.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Makes the roles of women during the Ramesside period clearly evident using a range of examples</li> <li>Refers closely to the source and other evidence</li> </ul>	9–10
<ul style="list-style-type: none"> <li>Makes the roles of women during the Ramesside period evident using some examples</li> <li>Refers to the source and other evidence</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Describes the roles of women during the Ramesside period</li> <li>Refers to the source or other evidence</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Makes some relevant points about the roles of women during the Ramesside period</li> <li>May refer to the source or other evidence</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes one or two relevant points about the roles of women during the Ramesside period</li> </ul>	1–2

## Option D — Near East: Assyrian Society in the Sargonid Period from Sargon II to Ashurbanipal

### Question 16 (a)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Names TWO social groups in Assyrian society	2
• Names ONE social group in Assyrian society	1

### Question 16 (b)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies TWO features of the Assyrian military	2
• Identifies ONE feature of the Assyrian military	1

### Question 16 (c)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Accurately indicates the main features of the importance of diviners in Assyrian society	4–5
• Identifies some features of the importance of diviners in Assyrian society	2–3
• Makes ONE relevant point about the importance of diviners in Assyrian society	1

### Question 16 (d)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Accurately provides the main features of the Assyrian structure of government</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Provides some features of the Assyrian structure of government</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes one or two relevant points about the Assyrian structure of government</li> </ul>	1–2

### Question 16 (e)

*Outcomes assessed: H1.2, H3.1, H4.2, H5.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Makes what art reveals about Assyrian society in the Sargonid period clearly evident using a range of examples</li> <li>Refers closely to the source and other evidence</li> </ul>	9–10
<ul style="list-style-type: none"> <li>Makes what art reveals about Assyrian society in the Sargonid period evident using some examples</li> <li>Refers to the source and other evidence</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Describes what art reveals about Assyrian society in the Sargonid period</li> <li>Refers to the source or other evidence</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Makes some relevant points about art and what it reveals about Assyrian society in the Sargonid period</li> <li>May refer to the source or other evidence</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes one or two relevant points about art and what it reveals about Assyrian society in the Sargonid period</li> </ul>	1–2

## Option E — Near East: Society in Israel from Jeroboam I to the Fall of Samaria

### Question 17 (a)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Names TWO prophets of ancient Israel	2
• Names ONE prophet of ancient Israel	1

### Question 17 (b)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies TWO aspects of Yahwism	2
• Identifies ONE aspect of Yahwism	1

### Question 17 (c)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Accurately indicates the main features of the importance of fortified palace settlements	4–5
• Identifies some features of the importance of fortified palace settlements	2–3
• Makes ONE relevant point about the importance of fortified palace settlements	1

### Question 17 (d)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Accurately provides the main characteristics and features of the roles of royal women in Israelite society</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Provides some characteristics and features of the roles of royal women in Israelite society</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes one or two relevant points about the roles of royal women in Israelite society</li> </ul>	1–2

### Question 17 (e)

*Outcomes assessed: H1.2, H3.1, H4.2, H5.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Makes the main features of the significance of polytheism during this period clearly evident using a range of examples</li> <li>Refers closely to the source and other evidence</li> </ul>	9–10
<ul style="list-style-type: none"> <li>Makes the main features of the significance of polytheism during this period evident using some examples</li> <li>Refers to the source and other evidence</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Describes the main features of polytheism during this period</li> <li>Refers to the source or other evidence</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Makes some relevant points about the polytheism during this period</li> <li>May refer to the source or other evidence</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes one or two relevant points about polytheism during this period</li> </ul>	1–2

## Option F — Near East: Persian Society in the time of Darius and Xerxes

### Question 18 (a)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Names TWO occupations in Persian society during this period	2
• Names ONE occupation in Persian society during this period	1

### Question 18 (b)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies TWO features of the Persian economy	2
• Identifies ONE feature of the Persian economy	1

### Question 18 (c)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Accurately indicates the main features of the importance of religious tolerance in the Persian empire	4–5
• Identifies some features of the importance of religious tolerance in the Persian empire	2–3
• Makes ONE relevant point about the importance of religious tolerance in the Persian empire	1



### Question 18 (d)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Accurately provides the characteristics and features of the main roles of royal women in Persian society</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Provides some characteristics and features of the main roles of women in Persian society</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes one or two relevant points about the main roles of royal women in Persian society</li> </ul>	1–2

### Question 18 (e)

*Outcomes assessed: H1.2, H3.1, H4.2, H5.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Makes the significance of Persepolis in Persia and the empire clearly evident using a range of examples</li> <li>Refers closely to the source and other evidence</li> </ul>	9–10
<ul style="list-style-type: none"> <li>Makes the significance of Persepolis in Persia and the empire evident using some examples</li> <li>Refers to the source and other evidence</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Describes the significance of Persepolis in Persia and the empire</li> <li>Refers to the source or other evidence</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Makes some relevant points about the significance of Persepolis in Persia and the empire</li> <li>May refer to the source or other evidence</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes one or two relevant points about the significance of Persepolis in Persia and the empire</li> </ul>	1–2

## Option G — Greece: Bronze Age Society – Minoan Society

### Question 19 (a)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Names TWO neighbouring cultures of Minoan Crete	2
• Names ONE neighbouring culture of Minoan Crete	1

### Question 19 (b)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies TWO features of the palace of Knossos	2
• Identifies ONE feature of the palace of Knossos	1

### Question 19 (c)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Accurately indicates the main features of ONE aspect of religious practice in Minoan society	4–5
• Identifies some features of ONE aspect of religious practice in Minoan society	2–3
• Makes ONE relevant point about ONE aspect of religious practice in Minoan society	1

### Question 19 (d)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Accurately provides the main characteristics and features of the role of women in Minoan religion	5–6
• Provides some characteristics and features of the role of women in Minoan religion	3–4
• Makes one or two relevant points about the role of women in Minoan religion	1–2

**Question 19 (e)***Outcomes assessed: H1.2, H3.1, H4.2, H5.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Makes what art reveals about Minoan society clearly evident using a range of examples</li><li>• Refers closely to the source and other evidence</li></ul>	9–10
<ul style="list-style-type: none"><li>• Makes what art reveals about Minoan society evident using some examples</li><li>• Refers to the source and other evidence</li></ul>	7–8
<ul style="list-style-type: none"><li>• Describes what art reveals about Minoan society</li><li>• Refers to the source or other evidence</li></ul>	5–6
<ul style="list-style-type: none"><li>• Makes some relevant points about art and what it reveals about Minoan society</li><li>• May refer to the source or other evidence</li></ul>	3–4
<ul style="list-style-type: none"><li>• Makes one or two relevant points about art and what it reveals about Minoan society</li></ul>	1–2

## Option H — Greece: Bronze Age Society – Mycenaean Society

### Question 20 (a)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Names TWO occupations in Mycenaean society	2
• Names ONE occupation in Mycenaean society	1

### Question 20 (b)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies TWO features of Mycenaean writing	2
• Identifies ONE feature of Mycenaean writing	1

### Question 20 (c)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Accurately indicates the main features of the importance of communication networks in Mycenaean times	4–5
• Identifies some features of the importance of communication networks in Mycenaean times	2–3
• Makes ONE relevant point about the importance of communication networks in Mycenaean times	1

### Question 20 (d)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Accurately provides the main characteristics and features of burial practices in Mycenaean Greece	5–6
• Provides some characteristics and features of burial practices in Mycenaean Greece	3–4
• Makes one or two relevant points about burial practices in Mycenaean Greece	1–2

**Question 20 (e)***Outcomes assessed: H1.2, H3.1, H4.2, H5.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Makes what art reveals about Mycenaean society clearly evident using a range of examples</li><li>• Refers closely to the source and other evidence</li></ul>	9–10
<ul style="list-style-type: none"><li>• Makes what art reveals about Mycenaean society evident using some examples</li><li>• Refers to the source and other evidence</li></ul>	7–8
<ul style="list-style-type: none"><li>• Describes what art reveals about Mycenaean society</li><li>• Refers to the source or other evidence</li></ul>	5–6
<ul style="list-style-type: none"><li>• Makes some relevant points about art and what it reveals about Mycenaean society</li><li>• May refer to the source or other evidence</li></ul>	3–4
<ul style="list-style-type: none"><li>• Makes one or two relevant points about art and what it reveals about Mycenaean society</li></ul>	1–2

## Option I — Greece: Spartan Society to the Battle of Leuctra 371 BC

### Question 21 (a)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Names TWO Spartan kings	2
• Names ONE Spartan king	1

### Question 21 (b)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies TWO geographical features of ancient Sparta	2
• Identifies ONE geographical feature of ancient Sparta	1

### Question 21 (c)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Accurately indicates the main features of the role of the <i>Krypteia</i> in Spartan society	4–5
• Identifies some features of the role of the <i>Krypteia</i> in Spartan society	2–3
• Makes ONE relevant point about the role of the <i>Krypteia</i> in Spartan society	1

### Question 21 (d)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Accurately provides the main characteristics and features of Spartan cultural life	5–6
• Provides some characteristics and features of Spartan cultural life	3–4
• Makes one or two relevant points about Spartan cultural life	1–2

### Question 21 (e)

*Outcomes assessed: H1.2, H3.1, H4.2, H5.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Makes the organisation of Spartan society clearly evident using a range of examples</li> <li>Refers closely to the source and other evidence</li> </ul>	9–10
<ul style="list-style-type: none"> <li>Makes the organisation of Spartan society evident using some examples</li> <li>Refers to the source and other evidence</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Describes the organisation of Spartan society</li> <li>Refers to the source or other evidence</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Makes some relevant points about the organisation of Spartan society</li> <li>May refer to the source or other evidence</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes one or two relevant points about the organisation of Spartan society</li> </ul>	1–2

## Option J — Greece: Athenian Society in the time of Pericles

### Question 22 (a)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Names TWO non-citizen classes in Periclean Athens	2
• Names ONE non-citizen class in Periclean Athens	1

### Question 22 (b)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies TWO features of the city of Athens	2
• Identifies ONE feature of the city of Athens	1

### Question 22 (c)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Accurately indicates the main features of the role of the Athenian navy	4–5
• Identifies some features of the role of the Athenian navy	2–3
• Makes ONE relevant point about the role of the Athenian navy	1



### Question 22 (d)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Accurately provides the characteristics and features of the main occupations of Athenians during the time of Pericles</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Provides some characteristics and features of the main occupations of Athenians during the time of Pericles</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes one or two relevant points about the main occupations of Athenians during the time of Pericles</li> </ul>	1–2

### Question 22 (e)

*Outcomes assessed: H1.2, H3.1, H4.2, H5.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Makes the roles of women in Athenian society clearly evident using a range of examples</li> <li>Refers closely to the source and other evidence</li> </ul>	9–10
<ul style="list-style-type: none"> <li>Makes the roles of women in Athenian society evident using some examples</li> <li>Refers to the source and other evidence</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Describes the roles of women in Athenian society</li> <li>Refers to the source or other evidence</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Makes some relevant points about the roles of women in Athenian society</li> <li>May refer to the source or other evidence</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes one or two relevant points about the roles of women in Athenian society</li> </ul>	1–2

## Option K — Rome: Roman Society in the time of Cicero

### Question 23 (a)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Names TWO industries in Roman society in the time of Cicero	2
• Names ONE industry in Roman society in the time of Cicero	1

### Question 23 (b)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies TWO marriage customs in the time of Cicero	2
• Identifies ONE marriage custom in the time of Cicero	1

### Question 23 (c)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Accurately indicates the main features of the administration of the provinces	4–5
• Identifies some features of the administration of the provinces	2–3
• Makes ONE relevant point about the administration of the provinces	1

### Question 23 (d)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Accurately provides the main characteristics and features of the living conditions within the city of Rome	5–6
• Provides some characteristics and features of the living conditions within the city of Rome	3–4
• Makes one or two relevant points about the living conditions within the city of Rome	1–2

### Question 23 (e)

*Outcomes assessed: H1.2, H3.1, H4.2, H5.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Makes the role of the family in Roman society during this period clearly evident using a range of examples</li> <li>Refers closely to the source and other evidence</li> </ul>	9–10
<ul style="list-style-type: none"> <li>Makes the role of the family in Roman society during this period evident using some examples</li> <li>Refers to the source and other evidence</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Describes the role of the family in Roman society during this period</li> <li>Refers to the source or other evidence</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Makes some relevant points about the role of the family in Roman society during this period</li> <li>May refer to the source or other evidence</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes one or two relevant points about the role of the family in Roman society during this period</li> </ul>	1–2

## Option L — Rome: Society in Rome from Augustus to Titus

### Question 24 (a)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Names TWO foreign cults worshipped during this period	2
• Names ONE foreign cult worshipped during this period	1

### Question 24 (b)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies TWO features of the Roman economy	2
• Identifies ONE feature of the Roman economy	1

### Question 24 (c)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Accurately indicates the main features of the role of the imperial bureaucracy	4–5
• Identifies some features of the role of the imperial bureaucracy	2–3
• Makes ONE relevant point about the role of the imperial bureaucracy	1

### Question 24 (d)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Accurately provides the main characteristics and features of the role of imperial women in this period	5–6
• Provides some characteristics and features of the role of imperial women in this period	3–4
• Makes one or two relevant points about the role of imperial women in this period	1–2

## Question 24 (e)

Outcomes assessed: H1.2, H3.1, H4.2, H5.1

### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Makes the role of the <i>princeps</i> (emperor) in Roman society during this period clearly evident using a range of examples</li> <li>Refers closely to the source and other evidence</li> </ul>	9–10
<ul style="list-style-type: none"> <li>Makes the role of the <i>princeps</i> (emperor) in Roman society during this period evident using some examples</li> <li>Refers to the source and other evidence</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Describes the role of the <i>princeps</i> (emperor) in Roman society during this period</li> <li>Refers to the source or other evidence</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Makes some relevant points about the role of the <i>princeps</i> (emperor) in Roman society during this period</li> <li>May refer to the source or other evidence</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes one or two relevant points about the role of the <i>princeps</i> (emperor) in Roman society during this period</li> </ul>	1–2

## Option M — Rome: Roman Society in the Fourth Century AD

### Question 25 (a)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Names TWO architectural features of Constantinople	2
• Names ONE architectural feature of Constantinople	1

### Question 25 (b)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies TWO features of moral and social legislation	2
• Identifies ONE feature of moral and social legislation	1

### Question 25 (c)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Accurately indicates the main features of the role of women as Christian patrons	4–5
• Identifies some features of the role of women as Christian patrons	2–3
• Makes ONE relevant point about the role of women as Christian patrons	1

### Question 25 (d)

*Outcomes assessed: H1.2, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Accurately provides the main characteristics and features of the role of the military during this period	5–6
• Provides some characteristics and features of the role of the military during this period	3–4
• Makes one or two relevant points about the role of the military during this period	1–2

**Question 25 (e)***Outcomes assessed: H1.2, H3.1, H4.2, H5.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Makes the growth of the Dominate in the Fourth Century AD clearly evident using a range of examples</li><li>• Refers closely to the source and other evidence</li></ul>	9–10
<ul style="list-style-type: none"><li>• Makes the growth of the Dominate in the Fourth Century AD evident using some examples</li><li>• Refers to the source and other evidence</li></ul>	7–8
<ul style="list-style-type: none"><li>• Describes the growth of the Dominate in the Fourth Century AD</li><li>• Refers to the source or other evidence</li></ul>	5–6
<ul style="list-style-type: none"><li>• Makes some relevant points about the growth of the Dominate in the Fourth Century AD</li><li>• May refer to the source or other evidence</li></ul>	3–4
<ul style="list-style-type: none"><li>• Makes one or two relevant points about the growth of the Dominate in the Fourth Century AD</li></ul>	1–2

## Section III — Historical Periods

<b>Questions</b>	<b>26 (a)</b>	<b>27 (b)</b>	<b>28 (a)</b>	<b>29 (b)</b>	<b>30 (b)</b>	<b>31 (a)</b>	<b>32 (a)</b>
	<b>34 (b)</b>	<b>35 (a)</b>	<b>36 (b)</b>	<b>37 (a)</b>	<b>39 (b)</b>	<b>40 (b)</b>	<b>41 (a)</b>
	<b>42 (b)</b>	<b>43 (a)</b>					

*Outcomes assessed: H1.2, H2.1, H3.1, H4.2, H6.1*

### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Makes a judgement based on clearly evident criteria in an accurate and detailed manner</li> <li>Presents a sustained, logical and well-structured response drawing on a clear identification of relevant features of the period</li> <li>Supports the response with detailed and accurate information from relevant sources. Uses a range of appropriate terms and concepts</li> </ul>	21–25
<ul style="list-style-type: none"> <li>Makes a judgement based on clearly evident criteria in a detailed manner</li> <li>Presents a sustained, logical response drawing on an identification of relevant features of the period</li> <li>Supports the response with information from relevant sources. Uses appropriate terms and concepts</li> </ul>	16–20
<ul style="list-style-type: none"> <li>Makes some judgement based on evident criteria</li> <li>Presents a response drawing on an identification of relevant features of the period</li> <li>Refers to relevant sources and uses appropriate terms and concepts in their response</li> </ul>	11–15
<ul style="list-style-type: none"> <li>Makes statements about the different roles played by individuals, groups, events and ideas</li> <li>Provides a descriptive narration which may include relevant features of the period</li> <li>Basic use of historical terms and concepts; may refer to sources</li> </ul>	6–10
<ul style="list-style-type: none"> <li>Very limited narration/description of people and/or events from the past</li> <li>Very limited knowledge of individuals, groups, events and ideas</li> <li>Very little support from relevant sources</li> <li>Very limited use of appropriate terms and concepts</li> </ul>	1–5



## Section III — Historical Periods (continued)

<b>Questions</b>	<b>26 (b)</b>	<b>27 (a)</b>	<b>28 (b)</b>	<b>30 (a)</b>	<b>31 (b)</b>	<b>32 (b)</b>	
	<b>33 (b)</b>	<b>34 (a)</b>	<b>35 (b)</b>	<b>36 (a)</b>	<b>37 (b)</b>	<b>38 (b)</b>	<b>39 (a)</b>
	<b>40 (a)</b>	<b>43 (b)</b>	<b>44 (a)</b>				

*Outcomes assessed: H1.2, H2.1, H3.1, H4.2, H6.1*

### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a sustained, logical and well-structured explanation of why and/or how individuals, groups, events, institutions, forces and ideas are related</li> <li>Accurate and detailed knowledge of individuals, groups, events and ideas</li> <li>Supports the response with detailed and accurate information from relevant sources; may analyse and evaluate sources</li> <li>Uses a range of appropriate terms and concepts</li> </ul>	21–25
<ul style="list-style-type: none"> <li>Provides a sustained, logical and well-structured explanation of why and/or how individuals, groups, events, institutions, forces and ideas are related</li> <li>Detailed knowledge of individuals, groups, events and ideas</li> <li>Supports the response with information from relevant sources; may analyse sources</li> <li>Uses appropriate terms and concepts</li> </ul>	16–20
<ul style="list-style-type: none"> <li>Provides a sustained, logical and well-structured explanation of why and/or how individuals, groups, events, institutions, forces and ideas are related</li> <li>Some knowledge of individuals, groups, events and ideas</li> <li>Supports the response with some information from relevant sources</li> <li>Uses some appropriate terms and concepts</li> </ul>	11–15
<ul style="list-style-type: none"> <li>Describes/narrates why and/or how individuals, groups, events, institutions, forces and ideas are related</li> <li>Basic knowledge of individuals, groups, events and ideas</li> <li>May support the response with basic information from relevant sources</li> <li>Basic use of appropriate terms and concepts</li> </ul>	6–10
<ul style="list-style-type: none"> <li>Very limited description why and/or how individuals, groups, events, institutions, forces and ideas are related</li> <li>Very limited knowledge of individuals, groups, events and ideas</li> <li>Very little support from relevant sources</li> <li>Very limited use of appropriate terms and concepts</li> </ul>	1–5

## Section III — Historical Periods (continued)

**Questions**    **29 (a)**        **33(a)**        **38 (a)**        **41 (b)**        **42 (a)**        **44 (b)**

*Outcomes assessed: H1.2, H2.1, H3.1, H4.2, H6.1*

### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Makes accurate and detailed judgements of the value/outcomes of the different roles played by individuals, groups, events and ideas</li> <li>Presents a sustained, logical and well-structured response drawing on a clear identification of relevant features of the period</li> <li>Supports the response with detailed and accurate information from relevant sources. Uses a range of appropriate terms and concepts</li> </ul>	21–25
<ul style="list-style-type: none"> <li>Makes detailed judgements of the different roles played by individuals, groups, events and ideas</li> <li>Presents a sustained, logical response drawing on an identification of relevant features of the period</li> <li>Supports the response with information from relevant sources. Uses appropriate terms and concepts</li> </ul>	16–20
<ul style="list-style-type: none"> <li>Makes some judgements of the different roles played by individuals, groups, events and ideas</li> <li>Presents a response drawing on an identification of relevant features of the period</li> <li>Refers to relevant sources and uses appropriate terms and concepts in their response</li> </ul>	11–15
<ul style="list-style-type: none"> <li>Makes statements about the different roles played by individuals, groups, events and ideas</li> <li>Provides a descriptive narration which may include relevant features of the period</li> <li>Basic use of historical terms and concepts; may refer to sources</li> </ul>	6–10
<ul style="list-style-type: none"> <li>Very limited narration/description of people and/or events from the past</li> <li>Very limited knowledge of individuals, groups, events and ideas</li> <li>Very little support from relevant sources</li> <li>Very limited use of appropriate terms and concepts</li> </ul>	1–5

## Section IV — Historical Periods

<b>Questions</b>	<b>46 (a)</b>	<b>47 (a)</b>	<b>48 (a)</b>	<b>49 (b)</b>	<b>50 (a)</b>	<b>52 (b)</b>	<b>53 (a)</b>
	<b>55 (a)</b>	<b>56 (a)</b>	<b>57 (b)</b>	<b>58 (b)</b>	<b>59 (a)</b>	<b>61 (b)</b>	<b>62 (a)</b>

*Outcomes assessed: H1.2, H2.1, H3.1, H4.2, H6.1*

### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Makes a judgement based on clearly evident criteria in an accurate and detailed manner</li> <li>Presents a sustained, logical and well-structured response drawing on a clear identification of relevant features of the period</li> <li>Supports the response with detailed and accurate information from relevant sources. Uses a range of appropriate terms and concepts</li> </ul>	21–25
<ul style="list-style-type: none"> <li>Makes a judgement based on clearly evident criteria in a detailed manner</li> <li>Presents a sustained, logical response drawing on an identification of relevant features of the period</li> <li>Supports the response with information from relevant sources. Uses appropriate terms and concepts</li> </ul>	16–20
<ul style="list-style-type: none"> <li>Makes some judgement based on evident criteria</li> <li>Presents a response drawing on an identification of relevant features of the period</li> <li>Refers to relevant sources and uses appropriate terms and concepts in their response</li> </ul>	11–15
<ul style="list-style-type: none"> <li>Makes statements about the different roles played by individuals, groups, events and ideas</li> <li>Provides a descriptive narration which may include relevant features of the period</li> <li>Basic use of historical terms and concepts; may refer to sources</li> </ul>	6–10
<ul style="list-style-type: none"> <li>Very limited narration/description of people and/or events from the past</li> <li>Very limited knowledge of individuals, groups, events and ideas</li> <li>Very little support from relevant sources</li> <li>Very limited use of appropriate terms and concepts</li> </ul>	1–5

## Section IV — Historical Periods (continued)

<b>Questions</b>	<b>45 (b)</b>	<b>46 (b)</b>	<b>47 (b)</b>	<b>48 (b)</b>	<b>49 (a)</b>	<b>50 (b)</b>	<b>51 (b)</b>
	<b>52 (a)</b>	<b>53 (b)</b>	<b>54 (b)</b>	<b>56 (b)</b>	<b>57 (a)</b>	<b>58 (a)</b>	<b>59 (b)</b>
	<b>60 (a)</b>	<b>61 (a)</b>	<b>62 (b)</b>	<b>63 (b)</b>			

*Outcomes assessed: H1.2, H2.1, H3.1, H4.2, H6.1*

### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a sustained, logical and well-structured explanation of why and/or how individuals, groups, events, institutions, forces and ideas are related</li> <li>Accurate and detailed knowledge of individuals, groups, events and ideas</li> <li>Supports the response with detailed and accurate information from relevant sources; may analyse and evaluate sources</li> <li>Uses a range of appropriate terms and concepts</li> </ul>	21–25
<ul style="list-style-type: none"> <li>Provides a sustained, logical and well-structured explanation of why and/or how individuals, groups, events, institutions, forces and ideas are related</li> <li>Detailed knowledge of individuals, groups, events and ideas</li> <li>Supports the response with information from relevant sources; may analyse sources</li> <li>Uses appropriate terms and concepts</li> </ul>	16–20
<ul style="list-style-type: none"> <li>Provides some explanation of why and/or how individuals, groups, events, institutions, forces and ideas are related</li> <li>Some knowledge of individuals, groups, events and ideas</li> <li>Supports the response with some information from relevant sources</li> <li>Uses some appropriate terms and concepts</li> </ul>	11–15
<ul style="list-style-type: none"> <li>Describes/narrates why and/or how individuals, groups, events, institutions, forces and ideas are related</li> <li>Basic knowledge of individuals, groups, events and ideas</li> <li>May support the response with basic information from relevant sources</li> <li>Basic use of appropriate terms and concepts</li> </ul>	6–10
<ul style="list-style-type: none"> <li>Very limited description why and/or how individuals, groups, events, institutions, forces and ideas are related</li> <li>Very limited knowledge of individuals, groups, events and ideas</li> <li>Very little support from relevant sources</li> <li>Very limited use of appropriate terms and concepts</li> </ul>	1–5

## Section IV — Historical Periods (continued)

**Questions**      **45 (a)**      **51 (a)**      **54 (a)**      **55 (b)**      **60 (b)**      **63 (a)**

*Outcomes assessed: H1.2, H2.1, H3.1, H4.2, H6.1*

### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Makes accurate and detailed judgements of the value/outcomes of different roles played by individuals, groups, events and ideas</li> <li>• Presents a sustained, logical and well-structured response drawing on a clear identification of relevant features of the period</li> <li>• Supports the response with detailed and accurate information from relevant sources. Uses a range of appropriate terms and concepts</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Makes detailed judgements of the different roles played by individuals, groups, events and ideas</li> <li>• Presents a sustained, logical response drawing on an identification of relevant features of the period</li> <li>• Supports the response with information from relevant sources. Uses appropriate terms and concepts</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Makes some judgements of the different roles played by individuals, groups, events and ideas</li> <li>• Presents a response drawing on an identification of relevant features of the period</li> <li>• Refers to relevant sources and uses appropriate terms and concepts in their response</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Makes statements about the different roles played by individuals, groups, events and ideas</li> <li>• Provides a descriptive narration which may include relevant features of the period</li> <li>• Basic use of historical terms and concepts; may refer to sources</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Very limited narration/description of people and/or events from the past</li> <li>• Very limited knowledge of individuals, groups, events and ideas</li> <li>• Very little support from relevant sources</li> <li>• Very limited use of appropriate terms and concepts</li> </ul>	1–5

## Section IV — Ancient Societies

### Questions 64–76

*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H4.2, H6.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Makes the relationship between relevant political, military, religious, social, cultural or economic features clearly evident in a detailed and wide-ranging manner</li> <li>Presents a sustained, logical and well-structured response drawing on a clear understanding of relevant features of this period</li> <li>Supports the response with detailed and accurate information from relevant sources. Uses a range of appropriate terms and concepts</li> </ul>	21–25
<ul style="list-style-type: none"> <li>Makes the relationship between relevant political, military, religious, social, cultural or economic features clearly evident in a detailed manner</li> <li>Presents a sustained, logical response drawing on an identification of relevant features of the period</li> <li>Supports the response with information from relevant sources. Uses appropriate terms and concepts</li> </ul>	16–20
<ul style="list-style-type: none"> <li>Makes some of the relationships between relevant political, military, religious, social, cultural or economic features evident</li> <li>Presents a response drawing on a description or narration of relevant features of the period</li> <li>Supports the response with some information from relevant sources. Uses some appropriate terms and concepts</li> </ul>	11–15
<ul style="list-style-type: none"> <li>Makes statements about political, military, religious, social, cultural or economic features</li> <li>Provides a descriptive narration which may include relevant features of the period</li> <li>May refer to sources. Basic use of historical terms and concepts</li> </ul>	6–10
<ul style="list-style-type: none"> <li>Very limited narration/description of political, military, religious, social, cultural or economic features</li> <li>Very little support from relevant sources</li> <li>Very limited use of appropriate terms and concepts</li> </ul>	1–5