



BOARD OF STUDIES
NEW SOUTH WALES

2013 HSC Ancient History Marking Guidelines

Section I — Cities of Vesuvius – Pompeii and Herculaneum Part A

Multiple-choice Answer Key

Question	Answer
1	A

Question 2

Criteria	Marks
<ul style="list-style-type: none">Provides accurate and relevant information about the diet of people in Pompeii and HerculaneumDraws evidence from Source A and other sourcesUses historical terms and concepts appropriately	3
<ul style="list-style-type: none">Provides some relevant information about the diet of people in Pompeii and HerculaneumLimited use of evidence from Source A and other sourcesUses some historical terms and concepts	2
<ul style="list-style-type: none">Makes a general observation about the diet of people in Pompeii and HerculaneumMay make limited use of Source A	1

Sample answer:

Source A shows that bread and walnuts were eaten. Evidence from a range of sources such as the walls of taverns, preserved organic material, and remains of meals shows they ate a variety of foods such as cheese, olives, seafood, poultry and vegetables. Skeletal remains from Herculaneum show that their diet was high in seafood and vegetables.

Multiple-choice Answer Key

Question	Answer
3	A
4	D
5	D
6	C
7	C

Question 8

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive and accurate understanding of how Pompeii and Herculaneum were affected differently by the eruption of Mt Vesuvius• Integrates evidence from Source <i>E</i> and other sources• Provides a detailed, structured response using historical terms and concepts appropriately	6
<ul style="list-style-type: none">• Demonstrates an accurate understanding of how Pompeii and Herculaneum were affected differently by the eruption of Mt Vesuvius• Draws evidence from Source <i>E</i> and other sources• Provides a structured response using some historical terms and concepts appropriately	4–5
<ul style="list-style-type: none">• Shows some knowledge of how Pompeii and/or Herculaneum were affected differently by the eruption of Mt Vesuvius• Refers to Source <i>E</i> and/or other sources• Provides a response using some historical terms and concepts appropriately	2–3
<ul style="list-style-type: none">• Makes limited or general statements relevant to how Pompeii and/or Herculaneum were affected by the eruption of Mt Vesuvius• May refer to the sources• May use some historical terms	1

Sample answer:

Pompeii and Herculaneum were affected by different stages of the eruption, as shown by the archaeological evidence, and therefore it had different effects. This can be seen through skeletons, wood and buildings at both sites.

In Pompeii a heavy fall of ash and lapilli covered the site over many hours. Pliny states that the wind blew the ash and lapilli towards Pompeii and Stabiae causing roofs to collapse and people to suffocate. Therefore the inhabitants had time to consider their options. Some escaped early, others waited until substantial debris had already fallen and consequently were covered in volcanic deposit, as shown by the bodies found in the Garden of the Fugitives. At Herculaneum skeletons found in the boatsheds indicate instantaneous death caused by intense heat and gas. The human remains in Herculaneum reflect the sudden impact of the pyroclastic surge causing instant death. The flipping of the roof mentioned in Source *E* indicates the ‘brute force of the eruption’.

Wood was carbonised in Herculaneum, but in Pompeii wood was ignited and therefore not preserved. Source *E* illustrates this by mentioning the ‘massive wooden beams’ that have been discovered. In Herculaneum archaeologists have found many more examples of upper storeys than in Pompeii because the weight of the debris in Pompeii caused roofs to collapse.

Section I — Cities of Vesuvius – Pompeii and Herculaneum

Part B

Question 9

Criteria	Marks
<ul style="list-style-type: none"> Provides an informed and comprehensive explanation of how new research and technologies have changed earlier interpretations of human remains Integrates ideas from Sources provided and own knowledge relating to both Pompeii and Herculaneum Provides a detailed, structured response using a range of appropriate historical terms and concepts 	9–10
<ul style="list-style-type: none"> Provides an informed explanation of how new research and technologies have changed earlier interpretations of human remains Uses ideas from Sources provided and own knowledge relating to Pompeii and Herculaneum Provides a structured response using appropriate historical terms and concepts 	7–8
<ul style="list-style-type: none"> Provides relevant information about new research and technologies and/or how they have changed earlier interpretations of human remains Uses ideas from Sources provided and own knowledge relating to Pompeii and/or Herculaneum Provides a response using some appropriate historical terms and concepts 	5–6
<ul style="list-style-type: none"> Provides some information about new research and technologies and/or how they have changed earlier interpretations of human remains May refer to Sources provided and/or own knowledge relating to Pompeii and/or Herculaneum May use some appropriate historical terms and concepts 	3–4
<ul style="list-style-type: none"> Makes a few general statements about new technologies, research or human remains in Pompeii and/or Herculaneum 	1–2

Answers could include:

- The move away from focus on skeletons for vignettes and melodramatic storytelling (Source *F*), popular history toward scientific analysis
- Use of recent research and technologies to investigate human remains eg X-rays and CT scans of resin and plaster body casts allowed closer analysis and comparison with disarticulated skeletons.
- Analysis of skeletal remains has developed a population profile – age, sex (source *G*) health, disease, diet, relationship between people (source *H*), challenging earlier interpretations about the demographic profile of the victims of the eruptions (eg Penelope Allison’s analysis of Pompeian households).
- Specific findings/research could include:
 - Sarah Bisel – used storytelling to flesh out her scientific techniques. In her work for National Geographic, she gave individual skeletons identities.

- Luigi Capasso used macroscopic and microscopic investigations of the skeletons and this has led to a reinterpretation of some of Bisel's conclusions, but he too tended toward storytelling.
- Pier Pablo Petrone – more scientific, looking at molecular structure with a focus on cause of death in Herculaneum.
- Estelle Lazer – her analysis has tested and challenged previous theories about the population in Pompeii at the time of the eruption.
- DNA analysis (Source *H*) – has enabled genetic profiling of the population further supporting the interpretations of Lazer and Allison.
- Reference to specific/international projects (eg Herculaneum Conservation Project, Anglo-American Project in Pompeii).

Section II — Ancient Societies

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

Question 10 (a)

Criteria	Marks
<ul style="list-style-type: none">Provides a range of relevant information about what is known about leisure activitiesUses appropriate historical terms and concepts	3
<ul style="list-style-type: none">Provides some information about what is known about leisure activitiesMay use appropriate historical terms and concepts	2
<ul style="list-style-type: none">Makes a general statement about leisure activities	1

Sample answer:

In Old Kingdom Egypt, there were a range of leisure activities which people took part in. Leisure was important to OK Egyptians as evidenced by the many tomb scenes from the period. Many leisure activities centred on the Nile River and included fishing, fowling and hunting. Egyptians also enjoyed being entertained by dancers and musicians who used instruments such as harps and flutes.

Question 10 (b)

Criteria	Marks
<ul style="list-style-type: none">Provides accurate information about the purpose of the festivalUses appropriate historical terms and concepts	3
<ul style="list-style-type: none">Provides some information about the purpose of the festivalMay use appropriate historical terms and concepts	2
<ul style="list-style-type: none">Makes general statements about the festival	1

Sample answer:

The Heb-Sed festival was an ancient ritual to invigorate the king's power. It was part of a festival where the king demonstrated his strength and ability to rule the people. As part of the ritual demonstrating the king's ability to rule, his coronation was re-enacted. It took place at year 30 and then every 3 years after that. At Saqqara in Djoser's step pyramid complex, archaeologists have found possible evidence of altars where the king took part in running rituals.

Question 10 (c)

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed account of the importance of the site Uses appropriate historical terms and concepts 	4
<ul style="list-style-type: none"> Provides an account of the importance of the site May use appropriate historical terms and concepts 	2–3
<ul style="list-style-type: none"> Makes general statements about the site 	1

Sample answer:

The pyramid complex was an important site during the Old Kingdom period as it was a necropolis or burial place for the kings and his nobles. It was here that the kings built their tombs, both pyramids and mastabas, so they could enter the afterlife. Saqqara is where King Djoser built the step pyramid and his funerary complex. Historians believe he held his Heb-Sed festival here. The new shape of the step pyramid suggests the rising importance of the sun god Ra. Many nobles' tombs can be found around the step pyramid complex at Saqqara. They hoped to share the king's afterlife by being buried close to him. The Saqqara complex is where stone was used as a building material for the first time.

Question 10 (d)

Criteria	Marks
<ul style="list-style-type: none"> Provides accurate and detailed information concerning what the evidence reveals about the range of economic activity Integrates evidence from the source provided and other sources Provides a well-structured response Uses historical terms and concepts appropriately 	13–15
<ul style="list-style-type: none"> Provides relevant information concerning what the evidence reveals about the range of economic activity Uses evidence from the source provided and other sources Provides a structured response Uses historical terms and concepts appropriately 	10–12
<ul style="list-style-type: none"> Provides some information concerning what the evidence reveals about some economic activities Makes some reference to the source provided and may make some reference to other sources Provides a response using some historical terms and concepts appropriately 	7–9
<ul style="list-style-type: none"> Provides limited information about some economic activities May refer to the source provided Limited use of historical terms and concepts 	4–6
<ul style="list-style-type: none"> Makes general statements in relation to the question May use historical terms and concepts 	1–3

Option B — Egypt: Society in New Kingdom Egypt to the death of Amenhotep III

Question 11 (a)

Criteria	Marks
<ul style="list-style-type: none">Provides a range of relevant information about what is known about leisure activitiesUses appropriate historical terms and concepts	3
<ul style="list-style-type: none">Provides some information about what is known about leisure activitiesMay use appropriate historical terms and concepts	2
<ul style="list-style-type: none">Makes a general statement about leisure activities	1

Sample answer:

Egyptians in this period had a variety of leisure activities. Most of the evidence for leisure activities comes from nobles' tombs, where they included scenes of what they aspired to in the afterlife. These included leisure activities on the Nile and there are many scenes of fishing and fowling. The elite hunted lions from their chariots, a new method of transport in the New Kingdom. Also scenes of banquets appeared regularly at this time where family members are shown feasting and drinking beer and wine. The women wore pleated linen dresses and had scent cones on their heads, on top of their elaborate wigs.

Question 11 (b)

Criteria	Marks
<ul style="list-style-type: none">Provides accurate information about the purpose of the festivalUses appropriate historical terms and concepts	3
<ul style="list-style-type: none">Provides some information about the purpose of the festivalMay use appropriate historical terms and concepts	2
<ul style="list-style-type: none">Makes general statements about the festival	1

Sample answer:

The Opet festival took place at the time of the inundation. It was a huge festival with processions involving Amun's barque travelling from Karnak to Luxor. It symbolised the king's divinity and involved re-enacting the king's coronation, and the sacred marriage of Amen-Re and Mut. Many pharaohs from this period commemorated this festival by extending the temples at Luxor and Karnak. All the people were involved and it provided an opportunity for the people to ask the gods for their favour.

Question 11 (c)

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed account of the importance of the site Uses appropriate historical terms and concepts 	4
<ul style="list-style-type: none"> Provides an account of the importance of the site May use appropriate historical terms and concepts 	2–3
<ul style="list-style-type: none"> Makes general statements about the site 	1

Sample answer:

Thebes was the capital city during this period. It is where the kings originated from and where they worshipped Amun-Re, the state god. Thebes was the religious centre and many temples were built here. For example, the huge temple complex of Karnak and also the temple of Luxor. These temples not only highlighted the divinity of the king but they were also used for state festivals and coronation ceremonies. Thebes was on the east bank of the Nile and it played an important role in funerary ceremonies where Egyptians crossed onto the West Bank of the Nile to the Valley of the Kings, where the royal tombs and mortuary temples were located.

Question 11 (d)

Criteria	Marks
<ul style="list-style-type: none"> Provides accurate and detailed information concerning what the evidence reveals about the range of economic activity Integrates evidence from the source provided and other sources Provides a well-structured response Uses historical terms and concepts appropriately 	13–15
<ul style="list-style-type: none"> Provides relevant information concerning what the evidence reveals about the range of economic activity Uses evidence from the source provided and other sources Provides a structured response Uses historical terms and concepts appropriately 	10–12
<ul style="list-style-type: none"> Provides some information concerning what the evidence reveals about some economic activities Makes some reference to the source provided and may make some reference to other sources Provides a response using some historical terms and concepts appropriately 	7–9
<ul style="list-style-type: none"> Provides limited information about some economic activities May refer to the source provided Limited use of historical terms and concepts 	4–6
<ul style="list-style-type: none"> Makes general statements in relation to the question May use historical terms and concepts 	1–3

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

Question 12 (a)

Criteria	Marks
<ul style="list-style-type: none">Provides a range of relevant information about what is known about leisure activitiesUses appropriate historical terms and concepts	3
<ul style="list-style-type: none">Provides some information about what is known about leisure activitiesMay use appropriate historical terms and concepts	2
<ul style="list-style-type: none">Makes a general statement about leisure activities	1

Sample answer:

In the Ramesside period, wealthy Egyptians played the game of senet and enjoyed hunting. Other sports included swimming and gymnastics. Banqueting was very popular and husbands and wives attended together. At Deir el-Medina workers had a day off when they had drunk too much beer.

Question 12 (b)

Criteria	Marks
<ul style="list-style-type: none">Provides accurate information about the purpose of the festivalUses appropriate historical terms and concepts	3
<ul style="list-style-type: none">Provides some information about the purpose of the festivalMay use appropriate historical terms and concepts	2
<ul style="list-style-type: none">Makes general statements about the festival	1

Sample answer:

The festival was associated with the cult of the dead, and involved a procession when the barque of Amun was carried from Karnak to visit the mortuary temples of deceased rulers on the western bank of the Nile. It was very important to those who had family buried in the western necropolis, allowing them to honour family and ensure that their name lived on. The procession rested at night at the temple of the reigning Pharaoh.

Question 12 (c)

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed account of the importance of the site Uses appropriate historical terms and concepts 	4
<ul style="list-style-type: none"> Provides an account of the importance of the site May use appropriate historical terms and concepts 	2–3
<ul style="list-style-type: none"> Makes general statements about the site 	1

Sample answer:

The Valley of the Kings was an important site during this period as it was the royal necropolis. Kings were buried in rock-cut tombs which were separate from the mortuary temples. This was in order to deter grave robbers and to protect funerary monuments. However tombs were still plundered. The Valley of the Kings provided employment for a special group of craftsmen who lived with their families in nearby Deir el-Medina. From the tombs in the valley we have evidence of decoration, Egyptian beliefs of the afterlife and a commemoration of the king's achievements.

Question 12 (d)

Criteria	Marks
<ul style="list-style-type: none"> Provides accurate and detailed information concerning what the evidence reveals about the range of economic activity Integrates evidence from the source provided and other sources Provides a well-structured response Uses historical terms and concepts appropriately 	13–15
<ul style="list-style-type: none"> Provides relevant information concerning what the evidence reveals about the range of economic activity Uses evidence from the source provided and other sources Provides a structured response Uses historical terms and concepts appropriately 	10–12
<ul style="list-style-type: none"> Provides some information concerning what the evidence reveals about some economic activities Makes some reference to the source provided and may make some reference to other sources Provides a response using some historical terms and concepts appropriately 	7–9
<ul style="list-style-type: none"> Provides limited information about some economic activities May refer to the source provided Limited use of historical terms and concepts 	4–6
<ul style="list-style-type: none"> Makes general statements in relation to the question May use historical terms and concepts 	1–3

Option D — The Near East: Assyrian society from Sargon II to Ashurbanipal

Question 13 (a)

Criteria	Marks
<ul style="list-style-type: none">Provides a range of relevant information about what is known about leisure activitiesUses appropriate historical terms and concepts	3
<ul style="list-style-type: none">Provides some information about what is known about leisure activitiesMay use appropriate historical terms and concepts	2
<ul style="list-style-type: none">Makes a general statement about leisure activities	1

Sample answer:

Lion hunting was popular with the elite, and others hunted as well. Assyrians enjoyed music, playing lyres and harps. They had religious holidays. Feasting could involve drinking. Men and women braided and curled their hair, and wore special clothes.

Question 13 (b)

Criteria	Marks
<ul style="list-style-type: none">Provides accurate information about the religious role of the kingUses appropriate historical terms and concepts	3
<ul style="list-style-type: none">Provides some information about the religious role of the kingMay use appropriate historical terms and concepts	2
<ul style="list-style-type: none">Makes general statements about the king	1

Sample answer:

The religious role of the king began with his appointment by the god Ashur. He was 'raised' by the gods. He had a pivotal role in religion, as he was the connection between the people and the gods. His supreme position was renewed each year at the New Year festival. On a daily basis he gave offerings and confessions to Marduk. He also had to perform prayers, divination and sacrifices.

Question 13 (c)

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed account of the importance of the site Uses appropriate historical terms and concepts 	4
<ul style="list-style-type: none"> Provides an account of the importance of the site May use appropriate historical terms and concepts 	2–3
<ul style="list-style-type: none"> Makes general statements about the site 	1

Sample answer:

Nineveh was expanded to 7 km square, by the Assyrian kings, who built new temples to Sin, Ashur, Ishtar and others. Sennacherib made Nineveh his capital. He laid out new streets and squares, and built the ‘palace without rival’. This was about 500 m by 240 m, with 80 rooms. The significant and colossal decorations illustrated construction methods, as well as religious and cultural beliefs. They also showed battle scenes. The substantial walls were made from limestone blocks and had squat towers and crenellations. There were 15 gates around the city, and 18 canals bringing water to it. The population of the city was about 100 000 – twice as large as Babylon.

Question 13 (d)

Criteria	Marks
<ul style="list-style-type: none"> Provides accurate and detailed information concerning what the evidence reveals about the range of economic activity Integrates evidence from the source provided and other sources Provides a well-structured response Uses historical terms and concepts appropriately 	13–15
<ul style="list-style-type: none"> Provides relevant information concerning what the evidence reveals about the range of economic activity Uses evidence from the source provided and other sources Provides a structured response Uses historical terms and concepts appropriately 	10–12
<ul style="list-style-type: none"> Provides some information concerning what the evidence reveals about some economic activities Makes some reference to the source provided and may make some reference to other sources Provides a response using some historical terms and concepts appropriately 	7–9
<ul style="list-style-type: none"> Provides limited information about some economic activities May refer to the source provided Limited use of historical terms and concepts 	4–6
<ul style="list-style-type: none"> Makes general statements in relation to the question May use historical terms and concepts 	1–3

Option E — The Near East: Society in Israel from Solomon to the fall of Samaria

Question 14 (a)

Criteria	Marks
<ul style="list-style-type: none">Provides a range of relevant information about what is known about leisure activitiesUses appropriate historical terms and concepts	3
<ul style="list-style-type: none">Provides some information about what is known about leisure activitiesMay use appropriate historical terms and concepts	2
<ul style="list-style-type: none">Makes a general statement about leisure activities	1

Sample answer:

Israelites had a dedicated day of leisure: the Sabbath, when they worshipped. Also there were festival times tied to the seasons, and they would go to Jerusalem for religious celebrations. They sang and played music on flutes, pipes, rams' horns, trumpets, harps, lyres, lutes and drums. They had music and wine at banquets and feasts. Children may have had knucklebones, board games and pull-along toys from nearby Egypt.

Question 14 (b)

Criteria	Marks
<ul style="list-style-type: none">Provides accurate information about the function of HebronUses appropriate historical terms and concepts	3
<ul style="list-style-type: none">Provides some information about the function of HebronMay use appropriate historical terms and concepts	2
<ul style="list-style-type: none">Makes general statements about Hebron	1

Sample answer:

Hebron was a significant site from previous ages, associated with Abraham. It was an administrative centre, and a city of refuge. It was a capital of Judah under David, where he made a compact with the elders of Israel. It was Absalom's base during his rebellion. It was a fort under Rehoboam, after the separation under Jeroboam.

Question 14 (c)

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed account of the importance of the site Uses appropriate historical terms and concepts 	4
<ul style="list-style-type: none"> Provides an account of the importance of the site May use appropriate historical terms and concepts 	2–3
<ul style="list-style-type: none"> Makes general statements about the site 	1

Sample answer:

The Jerusalem Temple was built around 960 BCE by King Solomon (1 Kings). It had vast religious and political significance. It housed permanently the portable shrine, the Ark of the Covenant containing the Tablets of Stone. This was placed in the Holy of Holies, the inner chamber. The Temple reflected Solomon's glory, and was used to legitimise his rule. It also showed the extent of his power over the people, as it was built with forced labour. It housed such wealth of treasures that it was later sacked by both Israelite and foreign leaders.

Question 14 (d)

Criteria	Marks
<ul style="list-style-type: none"> Provides accurate and detailed information concerning what the evidence reveals about the range of economic activity Integrates evidence from the source provided and other sources Provides a well-structured response Uses historical terms and concepts appropriately 	13–15
<ul style="list-style-type: none"> Provides relevant information concerning what the evidence reveals about the range of economic activity Uses evidence from the source provided and other sources Provides a structured response Uses historical terms and concepts appropriately 	10–12
<ul style="list-style-type: none"> Provides some information concerning what the evidence reveals about some economic activities Makes some reference to the source provided and may make some reference to other sources Provides a response using some historical terms and concepts appropriately 	7–9
<ul style="list-style-type: none"> Provides limited information about some economic activities May refer to the source provided Limited use of historical terms and concepts 	4–6
<ul style="list-style-type: none"> Makes general statements in relation to the question May use historical terms and concepts 	1–3

Option F — The Near East: Persian society at the time of Darius and Xerxes

Question 15 (a)

Criteria	Marks
<ul style="list-style-type: none">Provides a range of relevant information about what is known about leisure activitiesUses appropriate historical terms and concepts	3
<ul style="list-style-type: none">Provides some information about what is known about leisure activitiesMay use appropriate historical terms and concepts	2
<ul style="list-style-type: none">Makes a general statement about leisure activities	1

Sample answer:

An important leisure activity for Persians was to care for their gardens. Even satraps would look after their trees every day (Xenophon). These gardens were irrigated and included many trees and wild animals. An example is at Pasargadae. There they would hunt (Arrian), as another leisure activity. Some lower class Persians might play board games. Those with the Great King might be at a banquet with him involving huge amounts of exotic foods which amazed the Greeks who witnessed them. Some workers (kurtash) were paid so much grain, sheep and wine (PF/PT) that they could have had their own feasts.

Question 15 (b)

Criteria	Marks
<ul style="list-style-type: none">Provides accurate information about the role of Ahura-MazdaUses appropriate historical terms and concepts	3
<ul style="list-style-type: none">Provides some information about the role of Ahura-MazdaMay use appropriate historical terms and concepts	2
<ul style="list-style-type: none">Makes general statements about Ahura-Mazda	1

Sample answer:

Ahura-Mazda was the dominant god of the prophet Zoroaster. He is represented in many inscriptions as a winged disk with a human form. He was a creator god, responsible for the world, the sky, and the happiness of men (DI). He was in constant struggle for good against evil, and represented truth. It was 'By the power of Ahura-Mazda' (BI) that Darius was able to smite his foes. Therefore he gave legitimacy to the Great Kings, and maintained good order in the world. His priests were the Magi, and were paid out of the royal treasury to perform rites and ceremonies (PF/PT).

Question 15 (c)

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed account of the importance of the site Uses appropriate historical terms and concepts 	4
<ul style="list-style-type: none"> Provides an account of the importance of the site May use appropriate historical terms and concepts 	2–3
<ul style="list-style-type: none"> Makes general statements about the site 	1

Sample answer:

Naqsh-I-Rustam was the burial site of the Archaemenid kings of the period. The tombs were cut into the rock face. It was located near the administrative capital of Persepolis. There was a fire altar at the site. The site also featured extensive cuneiform inscriptions. One shows the power and status of Darius, and the position of his heir, Xerxes. An image assumed to represent Ahura-Mazda is also represented. The text links the great god with the rule of Darius, and the extent of his rule. This is important, since it lists all the satrapies at the end of his reign. Darius described the legal approach of his rule, as well as the religious basis of it, and his qualities as a warrior.

Question 15 (d)

Criteria	Marks
<ul style="list-style-type: none"> Provides accurate and detailed information concerning what the evidence reveals about the range of economic activity Integrates evidence from the source provided and other sources Provides a well-structured response Uses historical terms and concepts appropriately 	13–15
<ul style="list-style-type: none"> Provides relevant information concerning what the evidence reveals about the range of economic activity Uses evidence from the source provided and other sources Provides a structured response Uses historical terms and concepts appropriately 	10–12
<ul style="list-style-type: none"> Provides some information concerning what the evidence reveals about some economic activities Makes some reference to the source provided and may make some reference to other sources Provides a response using some historical terms and concepts appropriately 	7–9
<ul style="list-style-type: none"> Provides limited information about some economic activities May refer to the source provided Limited use of historical terms and concepts 	4–6
<ul style="list-style-type: none"> Makes general statements in relation to the question May use historical terms and concepts 	1–3

Option G — Greece: The Bronze Age – Society in Minoan Crete**Question 16 (a)**

Criteria	Marks
<ul style="list-style-type: none">Provides a range of relevant information about what is known about leisure activitiesUses appropriate historical terms and concepts	3
<ul style="list-style-type: none">Provides some information about what is known about leisure activitiesMay use appropriate historical terms and concepts	2
<ul style="list-style-type: none">Makes a general statement about leisure activities	1

Sample answer:

Frescoes of dancing, bull-leaping, processions and other ritual activities suggest Minoans enjoyed a range of leisure activities, at purpose built places such as the Theatral area at Phaistos. Young men participated in boxing bouts. The remains of hundreds of cups, dishes and jugs found at Knossos and other palaces suggest that large-scale communal feasting also took place.

Question 16 (b)

Criteria	Marks
<ul style="list-style-type: none">Provides accurate information about the role of the bullUses appropriate historical terms and concepts	3
<ul style="list-style-type: none">Provides some information about the role of the bullMay use appropriate historical terms and concepts	2
<ul style="list-style-type: none">Makes general statements about the role of the bull	1

Sample answer:

The bull appears to have had a religious role in Minoan society. Figurines of bulls were used as votive offerings at several shrines and a bull is shown as a sacrifice on the Agia Triada sarcophagus. Images of bulls and people are shown together in frescoes and on seal stones in what appear to be ritual activities. Ceremonial rhyta in the shape of bulls' heads have also been found.

Question 16 (c)

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed account of the importance of the site Uses appropriate historical terms and concepts 	4
<ul style="list-style-type: none"> Provides an account of the importance of the site May use appropriate historical terms and concepts 	2–3
<ul style="list-style-type: none"> Makes general statements about the site 	1

Sample answer:

Phaestos was one of the three great Bronze Age palaces, located on a ridge, overlooking the plain of Messara in southern Crete. Like the palaces at Knossos and Mallia, the palace at Phaestos was the administrative and religious centre for the region in which it was located. The palace was the central feature of a sizable city. In its well-paved courts, public ceremonies or displays were held, probably of a religious nature, and the elegant stairway could accommodate a considerable audience. Storage magazines and koulouras or grain storage vats are typical features of palace based economies. The festival of Ekdysia, associated with the transition of boys into manhood, was held at Phaestos.

Question 16 (d)

Criteria	Marks
<ul style="list-style-type: none"> Provides accurate and detailed information concerning what the evidence reveals about the range of economic activity Integrates evidence from the source provided and other sources Provides a well-structured response Uses historical terms and concepts appropriately 	13–15
<ul style="list-style-type: none"> Provides relevant information concerning what the evidence reveals about the range of economic activity Uses evidence from the source provided and other sources Provides a structured response Uses historical terms and concepts appropriately 	10–12
<ul style="list-style-type: none"> Provides some information concerning what the evidence reveals about some economic activities Makes some reference to the source provided and may make some reference to other sources Provides a response using some historical terms and concepts appropriately 	7–9
<ul style="list-style-type: none"> Provides limited information about some economic activities May refer to the source provided Limited use of historical terms and concepts 	4–6
<ul style="list-style-type: none"> Makes general statements in relation to the question May use historical terms and concepts 	1–3

Option H — Greece: The Bronze Age – Mycenaean society**Question 17 (a)**

Criteria	Marks
<ul style="list-style-type: none">Provides a range of relevant information about what is known about leisure activitiesUses appropriate historical terms and concepts	3
<ul style="list-style-type: none">Provides some information about what is known about leisure activitiesMay use appropriate historical terms and concepts	2
<ul style="list-style-type: none">Makes a general statement about leisure activities	1

Sample answer:

The scene on the lion hunt dagger suggests that hunting was a leisure activity in Mycenaean society, at least for the warrior class. They hunted lions and boars. Other people hunted smaller animals, ducks, and other birds. The large number of drinking cups found at Pylos suggest that communal feasts were held there. However, there is very little evidence of the leisure activities of ordinary Mycenaeans.

Question 17 (b)

Criteria	Marks
<ul style="list-style-type: none">Provides accurate information about the features of shaft gravesUses appropriate historical terms and concepts	3
<ul style="list-style-type: none">Provides some information about the features of shaft gravesMay use appropriate historical terms and concepts	2
<ul style="list-style-type: none">Makes general statements about shaft graves	1

Sample answer:

Shaft graves were deep shafts used to bury royal members of society. They were located outside the citadel and were enclosed by a protective wall. Shaft graves were marked by limestone slabs or stelae. They were decorated with scenes of warfare and contained funerary objects, including gold masks, showing the growing wealth of society. The bodies of the dead were wrapped and placed at the bottom of the shaft.

Question 17 (c)

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed account of the importance of the site Uses appropriate historical terms and concepts 	4
<ul style="list-style-type: none"> Provides an account of the importance of the site May use appropriate historical terms and concepts 	2–3
<ul style="list-style-type: none"> Makes general statements about the site 	1

Sample answer:

Mycenae was the main centre of Mycenaean civilisation during the Bronze Age. Mycenae consisted of a palace-based complex inside a citadel located on a low rocky hill overlooking the Argive Plain. The palace served as a residence for the king and his family; a religious and ritual centre focussed on the megaron with its ceremonial hearth and throne as well as other areas associated with religion, including Grave Circle A; the workshops of skilled craftsmen; and storage areas for agricultural produce, indicated by pithoi and the remains of carbonised grain. Linear B tablets found in buildings outside the citadel indicate economic activity controlled by the palace bureaucracy. The monumental Lion Gate and the massive Cyclopean walls surrounding the site are impressive reminders of the importance of Mycenae.

Question 17 (d)

Criteria	Marks
<ul style="list-style-type: none"> Provides accurate and detailed information concerning what the evidence reveals about the range of economic activity Integrates evidence from the source provided and other sources Provides a well-structured response Uses historical terms and concepts appropriately 	13–15
<ul style="list-style-type: none"> Provides relevant information concerning what the evidence reveals about the range of economic activity Uses evidence from the source provided and other sources Provides a structured response Uses historical terms and concepts appropriately 	10–12
<ul style="list-style-type: none"> Provides some information concerning what the evidence reveals about some economic activities Makes some reference to the source provided and may make some reference to other sources Provides a response using some historical terms and concepts appropriately 	7–9
<ul style="list-style-type: none"> Provides limited information about some economic activities May refer to the source provided Limited use of historical terms and concepts 	4–6
<ul style="list-style-type: none"> Makes general statements in relation to the question May use historical terms and concepts 	1–3

Option I — Greece: Spartan society to the Battle of Leuctra 371 BC**Question 18 (a)**

Criteria	Marks
<ul style="list-style-type: none">Provides a range of relevant information about what is known about leisure activitiesUses appropriate historical terms and concepts	3
<ul style="list-style-type: none">Provides some information about what is known about leisure activitiesMay use appropriate historical terms and concepts	2
<ul style="list-style-type: none">Makes a general statement about leisure activities	1

Sample answer:

One of the favourite leisure activities of the Spartans was hunting, with the use of dogs and horses, which they could borrow from other Spartans. Spartans enjoyed drinking wine, but only in small amounts, and the songs of Tyrtaeus were sung at mealtimes. There was an emphasis on moderation and self-control in enjoying themselves. Both men and women participated in athletic activities.

Question 18 (b)

Criteria	Marks
<ul style="list-style-type: none">Provides accurate information about the purpose of the festivalUses appropriate historical terms and concepts	3
<ul style="list-style-type: none">Provides some information about the purpose of the festivalMay use appropriate historical terms and concepts	2
<ul style="list-style-type: none">Makes general statements about the festival	1

Sample answer:

The purpose of the *Karneia* was to celebrate the god Apollo as ‘protector of flocks’. It took place over 9 days from late August. Part of the festival involved the blessings of the harvest, but it was mostly about the life of soldiers in camp. Groups of nine ate their meals in common. There were also competitions of racing and music. According to Herodotus, Spartans refused to cut short these celebrations even during the battle of Marathon.

Question 18 (c)

Criteria	Marks
<ul style="list-style-type: none">Provides a detailed account of why the two kings were an important part of Spartan governmentUses appropriate historical terms and concepts	4
<ul style="list-style-type: none">Provides an account of why the two kings were an important part of Spartan governmentMay use appropriate historical terms and concepts	2–3
<ul style="list-style-type: none">Makes general statements about the kings and/or Spartan government	1

Sample answer:

The two Spartan kings during this period did not have ultimate power. This was divided between kings, ephors, the gerousia and ekklesia. The kings came from two royal families – the Agiads and Euryontids. Originally they were hereditary generals for life but in Kleomenes and Demaratus' time, according to Herodotus, a change of policy meant one king stayed in Sparta when the other led the army in war, along with two ephors who advised him and checked his power. This meant there was a consistent kingly presence in Sparta, performing legal and social duties like chief priest, judge and law giver, plus it left someone to control the ever-increasing helot uprisings, deal with foreign visitors, public roads, Spartan inheritance and adoption, and safe-keeping of the oracles.

Question 18 (d)

Criteria	Marks
<ul style="list-style-type: none">• Provides accurate and detailed information concerning what the evidence reveals about the range of economic activity• Integrates evidence from the source provided and other sources• Provides a well-structured response• Uses historical terms and concepts appropriately	13–15
<ul style="list-style-type: none">• Provides relevant information concerning what the evidence reveals about the range of economic activity• Uses evidence from the source provided and other sources• Provides a structured response• Uses historical terms and concepts appropriately	10–12
<ul style="list-style-type: none">• Provides some information concerning what the evidence reveals about some economic activities• Makes some reference to the source provided and may make some reference to other sources• Provides a response using some historical terms and concepts appropriately	7–9
<ul style="list-style-type: none">• Provides limited information about some economic activities• May refer to the source provided• Limited use of historical terms and concepts	4–6
<ul style="list-style-type: none">• Makes general statements in relation to the question• May use historical terms and concepts	1–3

Option J — Greece: Athenian society in the time of Pericles

Question 19 (a)

Criteria	Marks
<ul style="list-style-type: none">Provides a range of relevant information about what is known about leisure activitiesUses appropriate historical terms and concepts	3
<ul style="list-style-type: none">Provides some information about what is known about leisure activitiesMay use appropriate historical terms and concepts	2
<ul style="list-style-type: none">Makes a general statement about leisure activities	1

Sample answer:

Athenian men could enjoy themselves at festivals and drinking parties. Attending the theatre was a popular leisure activity. The wealthier spent time in gymnasiums training. The Athenians considered that what they did in their private leisure time was a private matter. Many men frequented brothels. Women had few opportunities for leisure activities.

Question 19 (b)

Criteria	Marks
<ul style="list-style-type: none">Provides accurate information about the purpose of the festivalUses appropriate historical terms and concepts	3
<ul style="list-style-type: none">Provides some information about the purpose of the festivalMay use appropriate historical terms and concepts	2
<ul style="list-style-type: none">Makes general statements about the festival	1

Sample answer:

The purpose of the *Thesmophoria* was to celebrate Demeter. The focus was on agriculture, the civic rite of marriage, and producing 'fair children'. It lasted for three days in November, and involved married women of citizen class, of a 'blameless reputation'. There were nightly celebrations in the temple, but fasting on the last day. Then there were dances honouring Demeter and her daughter Kore.

Question 19 (c)

Criteria	Marks
<ul style="list-style-type: none">• Provides a detailed account of the importance of the site• Uses appropriate historical terms and concepts	4
<ul style="list-style-type: none">• Provides an account of the importance of the site• May use appropriate historical terms and concepts	2–3
<ul style="list-style-type: none">• Makes general statements about the site	1

Sample answer:

The Athenian acropolis was the main religious centre of Athens, and was dominated by the magnificent Parthenon, the temple of Athena, but the temples of Athena Nike and the Erechtheion were also there. Every year the festival of the Panathenaia was celebrated on the acropolis by a large procession that commenced at the city gate. This festival honoured Athena as the virgin patroness, benefactor, and protector of the city, but also the other Olympian gods who looked after the city and its people. The procession is beautifully depicted on the magnificent Parthenon frieze, which shows the cattle about to be sacrificed to thank the gods. In the Parthenon Athena's share of the tribute from the allies was stored, along with other dedications to her, which were used by the Athenians later in the Peloponnesian War for military expenses. The acropolis had no specific political function in this period.

Question 19 (d)

Criteria	Marks
<ul style="list-style-type: none">• Provides accurate and detailed information concerning what the evidence reveals about the range of economic activity• Integrates evidence from the source provided and other sources• Provides a well-structured response• Uses historical terms and concepts appropriately	13–15
<ul style="list-style-type: none">• Provides relevant information concerning what the evidence reveals about the range of economic activity• Uses evidence from the source provided and other sources• Provides a structured response• Uses historical terms and concepts appropriately	10–12
<ul style="list-style-type: none">• Provides some information concerning what the evidence reveals about some economic activities• Makes some reference to the source provided and may make some reference to other sources• Provides a response using some historical terms and concepts appropriately	7–9
<ul style="list-style-type: none">• Provides limited information about some economic activities• May refer to the source provided• Limited use of historical terms and concepts	4–6
<ul style="list-style-type: none">• Makes general statements in relation to the question• May use historical terms and concepts	1–3

Section III — Personalities in Their Times

Option A — Egypt: Hatsheput

Option B — Egypt: Akhenaten

Option C — Egypt: Ramesses II

Option D — The Near East: Sennacherib

Option E — The Near East: Xerxes

Option F — The Near East: Hannibal

Option G — Greece: Pericles

Option H — Greece: Alexander the Great

Option I — Greece: Cleopatra VII

Option J — Rome: Tiberius Gracchus

Option K — Rome: Julius Caesar

Option L — Rome: Agrippina the Younger

Questions 20–31**Part (a)**

Criteria	Marks
<ul style="list-style-type: none">• Provides a comprehensive and accurate account of the personality's background, demonstrating a clear understanding of the effect this had on their role• Supports the response with detailed historical knowledge and relevant sources• Presents a sustained, logical and cohesive response• Uses a range of appropriate historical terms and concepts	9–10
<ul style="list-style-type: none">• Provides an accurate account of the personality's background, demonstrating an understanding of the effect this had on their role• Supports the response with historical knowledge and relevant sources• Presents a logical response• Uses appropriate historical terms and concepts	7–8
<ul style="list-style-type: none">• Provides a limited account of the personality's background, with some understanding of the effect this had on their role• Makes a response with some historical knowledge and limited sources• Presents a response using some appropriate historical terms and concepts	5–6
<ul style="list-style-type: none">• Makes general statements about the personality's background• Includes some historical terms and concepts and may refer to sources	3–4
<ul style="list-style-type: none">• Makes very limited statements about the personality	1–2

Part (b)

Criteria	Marks
<ul style="list-style-type: none"> • Provides a comprehensive judgement on the contribution of the personality to their time • Identifies a wide range of appropriate issues relevant to the success or failure of the personality • Supports the response with detailed and accurate information from relevant sources • Presents a sustained, logical and cohesive response • Uses a range of appropriate historical terms and concepts 	13–15
<ul style="list-style-type: none"> • Provides a judgement on the contribution of the personality to their time • Identifies a range of appropriate issues relevant to the success or failure of the personality • Supports the response with accurate information from relevant sources • Presents a logical response • Uses appropriate historical terms and concepts 	10–12
<ul style="list-style-type: none"> • Provides information on the contribution of the personality to their time • Identifies some appropriate issues relevant to the success or failure of the personality • Supports the response with information from relevant sources • Presents a response using some appropriate historical terms and concepts 	7–9
<ul style="list-style-type: none"> • Provides limited information about the personality during their time • May provide some information from relevant sources • Includes some historical terms and concepts 	4–6
<ul style="list-style-type: none"> • Makes a few general statements about the personality 	1–3

Section IV — Historical Periods

Questions	32 (a)	33(b)	34 (b)	35 (a)	36 (a)	36 (b)	37 (b)
	40 (a)	41 (b)	42 (b)	44 (b)	45 (b)	46 (b)	

Criteria	Marks
<ul style="list-style-type: none"> • Provides a sustained and logical account of why and/or how individuals, groups, events, institutions and ideas are related • Demonstrates comprehensive and accurate historical knowledge and understanding relevant to the question • Supports the response with detailed and accurate information from relevant sources (including source provided where applicable); may analyse and evaluate sources • Presents a cohesive response using a range of appropriate historical terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides a logical account of why and/or how some individuals, groups, events, institutions and ideas are related • Demonstrates detailed and accurate historical knowledge and understanding relevant to the question • Supports the response with information from relevant sources (including source provided where applicable) • Presents a response using appropriate historical terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides an account of why and/or how some individuals, groups, events, institutions and ideas are related • Demonstrates sound historical knowledge and understanding relevant to the question • Provides a response with some information from relevant sources (may include source provided where applicable) • Presents a response using some historical terms and concepts 	11–15
<ul style="list-style-type: none"> • Makes statements about individuals, groups, events, institutions and ideas • Demonstrates some historical knowledge and/or understanding relevant to the question • May provide basic information from relevant sources • Presents a limited response with basic use of historical terms and concepts 	6–10
<ul style="list-style-type: none"> • Presents a limited narration/description of people and/or events from this period • May make very limited use of historical terms and concepts 	1–5

Section IV — Historical Periods (continued)

Questions	32 (b)	33 (a)	34 (a)	35 (b)	37 (a)	38 (a)	38 (b)
	39 (a)	39 (b)	40 (b)	41 (a)	42 (a)	43 (a)	43 (b)
	44 (a)	45 (a)	46 (a)	47 (a)	47 (b)		

Criteria	Marks
<ul style="list-style-type: none"> • Makes a sustained and logical judgement of the value/outcomes of the different roles played by individuals, groups, events, institutions and ideas • Demonstrates comprehensive and accurate historical knowledge and understanding relevant to the question • Supports the response with detailed and accurate information from relevant sources (including source provided where applicable); may analyse and evaluate sources • Presents a cohesive response using a range of appropriate historical terms and concepts 	21–25
<ul style="list-style-type: none"> • Makes a logical judgement of the value/outcomes of the different roles played by individuals, groups, events, institutions and ideas • Demonstrates detailed and accurate historical knowledge and understanding relevant to the question • Supports the response with information from relevant sources (including source provided where applicable) • Presents a response using appropriate historical terms and concepts 	16–20
<ul style="list-style-type: none"> • Makes some judgement of the value/outcomes of some of the different roles played by individuals, groups, events, institutions and ideas • Demonstrates sound historical knowledge and understanding relevant to the question • Provides a response with some information from relevant sources (may include source provided where applicable) • Presents a response using some historical terms and concepts 	11–15
<ul style="list-style-type: none"> • Makes statements about the different roles played by individuals, groups, events, institutions and ideas • Demonstrates some historical knowledge and/or understanding relevant to the question • May provide basic information from relevant sources • Presents a limited response with basic use of historical terms and concepts 	6–10
<ul style="list-style-type: none"> • Presents limited narration/description of people and/or events from this period • May make very limited use of historical terms and concepts 	1–5

Ancient History

2013 HSC Examination Mapping Grid

Section I — Cities of Vesuvius – Pompeii and Herculaneum Part A

Question	Marks	Content	Syllabus outcomes
1	1	Cities of Vesuvius – Pompeii and Herculaneum	H 3.1, 4.1
2	3	Cities of Vesuvius – Pompeii and Herculaneum	H3.1, H4.1
3	1	Cities of Vesuvius – Pompeii and Herculaneum	H3.1, H4.1
4	1	Cities of Vesuvius – Pompeii and Herculaneum	H3.1, H4.1
5	1	Cities of Vesuvius – Pompeii and Herculaneum	H3.1, H4.1
6	1	Cities of Vesuvius – Pompeii and Herculaneum	H3.1, H4.1
7	1	Cities of Vesuvius – Pompeii and Herculaneum	H3.1, H4.1
8	6	Cities of Vesuvius – Pompeii and Herculaneum	H 1.1, H3.1, H4.1

Section I — Cities of Vesuvius – Pompeii and Herculaneum Part B

Question	Marks	Content	Syllabus outcomes
9	10	Cities of Vesuvius – Pompeii and Herculaneum	H 3.1, H3.2, H3.4, H3.6, H4.1

Section II — Ancient Societies

Question	Marks	Content	Syllabus outcomes
10 (a)	3	Egypt: Society in Old Kingdom Egypt, Dynasties III to VI	H1.1, H 4.1
10 (b)	3	Egypt: Society in Old Kingdom Egypt, Dynasties III to VI	H1.1, 4.1, 4.2
10 (c)	4	Egypt: Society in Old Kingdom Egypt, Dynasties III to VI	H1.1, H3.1, H4.1, H4.2
10 (d)	15	Egypt: Society in Old Kingdom Egypt, Dynasties III to VI	H1.1, H3.1, H3.3, H4.2
11 (a)	3	Egypt: Society in New Kingdom Egypt to the death of Amenhotep III	H1.1, H 4.1
11 (b)	3	Egypt: Society in New Kingdom Egypt to the death of Amenhotep III	H1.1, 4.1, 4.2
11 (c)	4	Egypt: Society in New Kingdom Egypt to the death of Amenhotep III	H1.1, H3.1, H4.1, H4.2
11 (d)	15	Egypt: Society in New Kingdom Egypt to the death of Amenhotep III	H1.1, H3.1, H3.3, H4.2
12 (a)	3	Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX and XX	H1.1, H 4.1
12 (b)	3	Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX and XX	H1.1, 4.1, 4.2
12 (c)	4	Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX and XX	H1.1, H3.1, H4.1, H4.2
12 (d)	15	Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX and XX	H1.1, H3.1, H3.3, H4.2
13 (a)	3	The Near East: Assyrian Society from Sargon II to Ashurbanipal	H1.1, H 4.1
13 (b)	3	The Near East: Assyrian Society from Sargon II to Ashurbanipal	H1.1, 4.1, 4.2
13 (c)	4	The Near East: Assyrian Society from Sargon II to Ashurbanipal	H1.1, H3.1, H4.1, H4.2

Question	Marks	Content	Syllabus outcomes
13 (d)	15	The Near East: Assyrian Society from Sargon II to Ashurbanipal	H1.1, H3.1, H3.3, H4.2
14 (a)	3	The Near East: Society in Israel from Solomon to the fall of Samaria	H1.1, H 4.1
14 (b)	3	The Near East: Society in Israel from Solomon to the fall of Samaria	H1.1, 4.1, 4.2
14 (c)	4	The Near East: Society in Israel from Solomon to the fall of Samaria	H1.1, H3.1, H4.1, H4.2
14 (d)	15	The Near East: Society in Israel from Solomon to the fall of Samaria	H1.1, H3.1, H3.3, H4.2
15 (a)	3	The Near East: Persian society at the time of Darius and Xerxes	H1.1, H 4.1
15 (b)	3	The Near East: Persian society at the time of Darius and Xerxes	H1.1, 4.1, 4.2
15 (c)	4	The Near East: Persian society at the time of Darius and Xerxes	H1.1, H3.1, H4.1, H4.2
15 (d)	15	The Near East: Persian society at the time of Darius and Xerxes	H1.1, H3.1, H3.3, H4.2
16 (a)	3	Greece: The Bronze Age – Society in Minoan Crete	H1.1, H 4.1
16 (b)	3	Greece: The Bronze Age – Society in Minoan Crete	H1.1, 4.1, 4.2
16 (c)	4	Greece: The Bronze Age – Society in Minoan Crete	H1.1, H3.1, H4.1, H4.2
16 (d)	15	Greece: The Bronze Age – Society in Minoan Crete	H1.1, H3.1, H3.3, H4.2
17 (a)	3	Greece: The Bronze Age – Mycenaean society	H1.1, H 4.1
17 (b)	3	Greece: The Bronze Age – Mycenaean society	H1.1, 4.1, 4.2
17 (c)	4	Greece: The Bronze Age – Mycenaean society	H1.1, H3.1, H4.1, H4.2
17 (d)	15	Greece: The Bronze Age – Mycenaean society	H1.1, H3.1, H3.3, H4.2
18 (a)	3	Greece: Spartan society to the Battle of Leuctra 371 BC	H1.1, H 4.1
18 (b)	3	Greece: Spartan society to the Battle of Leuctra 371 BC	H1.1, 4.1, 4.2
18 (c)	4	Greece: Spartan society to the Battle of Leuctra 371 BC	H1.1, H3.1, H4.1, H4.2
18 (d)	15	Greece: Spartan society to the Battle of Leuctra 371 BC	H1.1, H3.1, H3.3, H4.2
19 (a)	3	Greece: Athenian society in the time of Pericles	H1.1, H 4.1
19 (b)	3	Greece: Athenian society in the time of Pericles	H1.1, 4.1, 4.2
19 (c)	4	Greece: Athenian society in the time of Pericles	H1.1, H3.1, H4.1, H4.2
19 (d)	15	Greece: Athenian society in the time of Pericles	H1.1, H3.1, H3.3, H4.2

Section III — Personalities in Their Times

Question	Marks	Content	Syllabus outcomes
20 (a)	10	Egypt: Hatshepsut	H1.1, H3.1, H4.1, H4.2
(b)	15	Egypt: Hatshepsut	H1.1, H3.1, H4.1, H4.2
21 (a)	10	Egypt: Akhenaten	H1.1, H3.1, H4.1, H4.2
(b)	15	Egypt: Akhenaten	H1.1, H3.1, H4.1, H4.2
22 (a)	10	Egypt: Ramesses II	H1.1, H3.1, H4.1, H4.2
(b)	15	Egypt: Ramesses II	H1.1, H3.1, H4.1, H4.2
23 (a)	10	The Near East: Sennacherib	H1.1, H3.1, H4.1, H4.2
(b)	15	The Near East: Sennacherib	H1.1, H3.1, H4.1, H4.2

Question	Marks	Content	Syllabus outcomes
24 (a)	10	The Near East: Xerxes	H1.1, H3.1, H4.1, H4.2
(b)	15	The Near East: Xerxes	H1.1, H3.1, H4.1, H4.2
25 (a)	10	The Near East: Hannibal	H1.1, H3.1, H4.1, H4.2
(b)	15	The Near East: Hannibal	H1.1, H3.1, H4.1, H4.2
26 (a)	10	Greece: Pericles	H1.1, H3.1, H4.1, H4.2
(b)	15	Greece: Pericles	H1.1, H3.1, H4.1, H4.2
27 (a)	10	Greece: Alexander the Great	H1.1, H3.1, H4.1, H4.2
(b)	15	Greece: Alexander the Great	H1.1, H3.1, H4.1, H4.2
28 (a)	10	Greece: Cleopatra VII	H1.1, H3.1, H4.1, H4.2
(b)	15	Greece: Cleopatra VII	H1.1, H3.1, H4.1, H4.2
29 (a)	10	Rome: Tiberius Gracchus	H1.1, H3.1, H4.1, H4.2
(b)	15	Rome: Tiberius Gracchus	H1.1, H3.1, H4.1, H4.2
30 (a)	10	Rome: Julius Caesar	H1.1, H3.1, H4.1, H4.2
(b)	15	Rome: Julius Caesar	H1.1, H3.1, H4.1, H4.2
31 (a)	10	Rome: Agrippina the Younger	H1.1, H3.1, H4.1, H4.2
(b)	15	Rome: Agrippina the Younger	H1.1, H3.1, H4.1, H4.2

Section IV – Historical periods

Question	Marks	Content	Syllabus outcomes
32 (a)	25	Egypt: From Unification to the First Intermediate Period	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
32 (b)	25	Egypt: From Unification to the First Intermediate Period	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
33 (a)	25	Egypt: New Kingdom Egypt to the death of Thutmose IV	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
33 (b)	25	Egypt: New Kingdom Egypt to the death of Thutmose IV	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
34 (a)	25	Egypt: New Kingdom Egypt from Amenhotep III to the death of Ramesses II	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
34 (b)	25	Egypt: New Kingdom Egypt from Amenhotep III to the death of Ramesses II	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
35 (a)	25	The Near East: Assyria from Tiglath-Pileser III to the fall of Assyria 609 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
35 (b)	25	The Near East: Assyria from Tiglath-Pileser III to the fall of Assyria 609 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
36 (a)	25	The Near East: Israel and Judah from Solomon to the fall of Jerusalem	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
36 (b)	25	The Near East: Israel and Judah from Solomon to the fall of Jerusalem	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
37 (a)	25	The Near East: Persia from Cyrus II to the death of Darius III	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
37 (b)	25	The Near East: Persia from Cyrus II to the death of Darius III	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
38 (a)	25	Greece: The development of the Greek world 800–500 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
38 (b)	25	Greece: The development of the Greek world 800–500 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2

Question	Marks	Content	Syllabus outcomes
39 (a)	25	Greece: The Greek world 500–440 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
39 (b)	25	Greece: The Greek world 500–440 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
40 (a)	25	Greece: The Greek world 446–399 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
40 (b)	25	Greece: The Greek world 446–399 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
41 (a)	25	Greece: Fourth-century Greece to the death of Philip II of Macedon	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
41 (b)	25	Greece: Fourth-century Greece to the death of Philip II of Macedon	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
42 (a)	25	Rome: 264–133 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
42 (b)	25	Rome: 264–133 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
43 (a)	25	Rome: Political revolution in Rome 133–78 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
43 (b)	25	Rome: Political revolution in Rome 133–78 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
44 (a)	25	Rome: The fall of the Republic 78–31 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
44 (b)	25	Rome: The fall of the Republic 78–31 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
45 (a)	25	Rome: The Augustan Age 44 BC – AD 14	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
45 (b)	25	Rome: The Augustan Age 44 BC – AD 14	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
46 (a)	25	Rome: Rome in the time of the Julio-Claudians AD 14–69	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
46 (b)	25	Rome: Rome in the time of the Julio-Claudians AD 14–69	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
47 (a)	25	Rome: The Roman Empire AD 69–235	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
47 (b)	25	Rome: The Roman Empire AD 69–235	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2