

**2003 HSC Notes from
the Marking Centre
Ancient History**

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2003 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 selected responses to the 2003 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the responses in each section.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2003 Higher School Certificate Examination, the Marking Guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Ancient History.

General comments

The 2003 Ancient History paper allowed all candidates equity in demonstrating their historical knowledge and skills.

The more able candidates demonstrated that they were better prepared to address all aspects of the questions by relating syllabus outcomes to the examination. They demonstrated ability to apply glossary terms such as 'outline', 'explain' and 'assess'.

Better responses contained extensive and accurate references to ancient and modern sources, used specific and relevant detail and applied terms and concepts appropriately. Answers placed in the top mark range accessed new sources and current scholarship to support their argument.

Examiners noted that some candidates did not address the questions asked but presented a prepared answer. A note of concern was that many candidates were dependent on information from general textbooks rather than accessing primary sources and academic scholarship.

Section I – Personalities in Their Times

The most popular personalities in Section 1 were: Hatshepsut, Agrippina, Akhenaten, Xerxes and Caesar. Pericles, Alexander, Cleopatra and Ramesses remain significantly attempted options. This year Ramesses and Akhenaten have become more popular than in previous years. The quality of responses on Akhenaten has shown a marked improvement. Few candidates attempted Sennacherib, Scipio Africanus and Jezebel.

Part (a)

In this part only the candidates in the top mark range could clearly outline the social position of the personality they had studied. Adequate responses provided a description of the family background. Less able candidates interpreted ‘social position’ to mean ‘social life’ or popularity. Some candidates, however, still demonstrated poor examination techniques by writing excessive responses in relation to the value of the question.

Part (b)

This part allowed candidates to display their historical knowledge of the personality. Detailed responses were provided and it was noted that candidates supported their answers with relevant sources. Only the best responses were able to place the personality in their historical context. Some candidates found it difficult to provide a cohesive and concise explanation in response to the question. They relied on descriptive narrative at the expense of explaining a set of reasons.

Part (c)

In this part, the better candidates were able to accurately assess the achievements of the personality and support their judgement with reference to relevant ancient and modern sources. Quality responses demonstrated the ability to present a detailed and coherent argument and to reach a conclusion supported by relevant sources. A number of candidates simply provided a description of the personality and their achievement without any assessment.

With regard to future directions, candidates should be instructed to do the following:

- take the time to read the question carefully and understand its specific requirements
- address the requirements of the question, not simply provide a narrative
- identify relevant and accurate sources for the personality
- avoid reliance upon a selection of general information (eg student textbooks instead of historical scholarship)
- avoid the fabrication of historical sources, both ancient and modern
- write clearly and legibly to facilitate the marking process.

Specific Comments

Question 1 – Option A – Egypt: Hatshepsut

- a) The majority of candidates demonstrated a clear understanding of Hatshepsut’s social position as pharaoh. Interesting responses outlined her changing position from childhood to maturity. Generally, all candidates were able to competently and accurately describe Hatshepsut’s family background and make it relevant to the question.
- b) A significant number of candidates displayed a very thorough knowledge of the key officials of Hatshepsut’s reign and their responsibilities. The best responses were also able to explain the nature of Hatshepsut’s relations with her officials, eg the importance of the Amun priesthood and other political and economic factors. Less able candidates offered a catalogue of officials with limited explanation of the relationship.

Outstanding responses in this section offered a comprehensive judgement of Hatshepsut's achievements in relation to specific criteria, eg traditional role of the pharaoh. In these answers, source material was integrated to support the argument rather than merely cited.

Weaker responses relied on either narrative or description of her achievements with limited use of, or reference to, sources.

Examiners were pleased to note the increasing use of a wide range of relevant modern sources in addition to the ancient sources.

Question 1 – Option F – Near East: Xerxes

- a) This question was generally well-handled. The better-prepared candidates could identify Xerxes' social position rather than his family background.
- b) Better responses clearly referred to the complexities of the administration of the Persian Empire. These responses provided detailed knowledge supported by accurate terminology, concepts and recent scholarship. They also placed Xerxes' role within the historical and political evolution of the Persian Empire.
- c) Better responses offered a detailed explanation of the achievements of Xerxes supported by relevant sources. The best responses managed to make a judgement using historical interpretations.

Question 1 – Option K – Rome: Julius Caesar

- a) The best responses were able to outline Caesar's background within the patrician class and refer to his political connections to the *populares*. Change and development of Caesar's social stature within the context of the Roman political system was also indicated.
- b) Most candidates displayed a broad understanding of factors that contributed to Caesar's military successes. Only better-prepared candidates made the reasons for success in Gaul explicit through specific examples. Answers that provided a detailed description of the battle of Alesia were considered to be adequate responses only.
- c) Most candidates demonstrated sound knowledge of Caesar's career with a strong emphasis on his personal achievements. Better-prepared candidates also referred to his legacy in order to assess his achievements as a basis for reaching a conclusion. Those responses which also analysed sources were awarded marks in the high range.

Section II – Ancient Societies

There were thirteen questions in Section II. The majority of candidates however did Questions 15, 19, 21 and 24. Interestingly, the number of candidates doing Old Kingdom Egypt showed a marked increase from 2002. Conversely, the number doing Sparta decreased. Possibly, those doing two Society questions decided that they would do the Spartan question in Section IV.

It is important to emphasise that candidates must study all items set down for a particular Society in the syllabus. It was clear that some candidates did not expect questions on topics such as occupations of ordinary Egyptians, features of the Mycenaean economy and the Spartan economy.

Finally, the points (a) to (d) may 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, in part (e) the candidate must refer to the Source given and place it in context as well as offer other evidence to obtain a maximum mark.

Question 19 Greece: Bronze Age Society – Minoan Society

This was a popular question attempted by over 1000 candidates. There were many outstanding responses where candidates showed very detailed knowledge and a thorough understanding of Minoan society.

Part (a) Most candidates were able to name two palace sites to gain two marks.

Part (b) The majority of candidates were able to name two forms of Minoan writing.

Part (c) Many candidates handled this question very well, providing a detailed description of one legend. However some candidates confused basic facts to give very garbled versions of different legends. The conception and birth of the Minotaur, Daedalus and the creation of the Labyrinth, Theseus and the Minotaur, and Daedalus and his escape flight were some of the legends chosen by candidates. Some responses offered very extensive descriptions of a series of legends. Better responses focused closely on one legend, describing its characteristics and features clearly.

Part (d) Many candidates answered this question with a detailed description of the subject matter of Minoan frescoes. Better responses outlined a range of material including frescoes (technique and subject matter), pottery and its decoration, jewellery, figurines and seals.

Part (e) There were many excellent responses where candidates gave very detailed descriptions of the different types of tombs used by the Minoans and the rituals associated with death and burial. These responses made clear reference to the Tholos tomb in the Source and to other evidence, eg the Aghia Triadha Sarcophagus, the tombs at Mochlos, and conical cups found in tombs. Many candidates, however, made only passing reference to the Source, failing to incorporate it into their response. Others gave very general descriptions without including any other evidence. It is most important to respond to the first part of the question in part (e) which clearly specifies the need to refer to the Source and to other evidence. This is essential for higher marks in this question.

Question 21 Spartan Society to the Battle of Leuctra 371 BC

Over 2000 candidates answered this question. Many responses were very detailed, some requiring extra booklets.

Part (a) needed two resources. They could be physical or societal. Answers included agricultural land and timber, as well as mentioning Helots.

Part (b) required knowledge of Helots. All candidates knew what Helots were and what they did.

Part (c) proved difficult for some candidates who suggested that the ‘agoge’ was a leisure activity. Many did know that dancing, singing, hunting and horse-riding, among other activities, were popular pastimes.

Part (d) This was not well-understood by many. Some thought ‘economy’ meant describing how Spartans raised their children or governed themselves. Better responses stated who produced what in Laconia and how the elements of Spartiates, Perioikoi and Helots combined to provide the needs of and to drive the Spartan economy.

Part (e) was about Spartan religion. It was important for candidates to place the Sanctuary of Artemis Orthia in context. Better responses dealt with religious practice as well as festivals to honour the gods and explored how religion governed Sparta’s response to events within Sparta and in other parts of Greece.

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

This question continues to grow in overall popularity, and has generally been handled very well by those candidates who choose to undertake it in the HSC. Not only do candidates write in great detail; there is also an obvious knowledge of content and sources, as well as some excellent analytical responses.

Part (a) Most candidates were able to achieve the maximum two marks by naming two imperial women of the time.

Part (b) Again most candidates achieved the maximum two marks by being able to give a clear definition of the term ‘princeps’.

Part (c) The majority of candidates performed very well in this question. Some candidates discussed the social customs and practices associated with marriage at that time. Other candidates actually looked at the customs associated with the various marriage ceremonies of the time, such as the *Usus*, *Confarreatio* and the *Coemptio*. The best candidates actually merged both aspects and wrote in great detail, producing some outstanding responses.

Part (d) Once again the majority of candidates wrote lengthy responses and the quality was quite good. Candidates knew that freedmen were ex-slaves who had been granted manumission. Candidates were also aware that freedmen still owed certain social/economic obligations to their former masters, and that there were still restrictions placed upon their lives. Most candidates could also discuss what roles were available to freedmen (as well as freedwomen), and there was frequent reference to written sources. Candidates were also quite familiar with the importance of the role of

freedmen and their function within the Civil Service by the reign of Claudius – most being able to mention Narcissus, Pallas and Callistus.

Part (e) This part produced some excellent responses. In particular what impressed markers was the fact that the better responses covered the whole period and made use of both written and archaeological evidence. Most candidates were familiar with the archaeological evidence associated with the Forum of Augustus and could discuss individual structures such as the Ara Pacis and the temple of Mars Ultor. But candidates were also able to refer to other imperial building programs such as Ostia, the Colosseum and the Arch of Titus, and did so in great detail. The majority of candidates also pointed out that imperial building programs made a statement about an emperor's leadership, or their family, and were therefore of immense propaganda value, as well as helping to promote the prestige of Rome. Candidates also pointed out that the imperial building programs provided long-term employment, and therefore kept people satisfied with imperial administration in the main, as well as taking people off the Corn Dole.

Section III – Historical Periods

Egypt And Near East

General comments

New Kingdom Egypt proved once again this year to be the most popular option in the Near Eastern Section although there was an increase in the number of candidates attempting Old Kingdom questions. The best responses were able to give detailed information about the period in question, sustain a logical argument throughout and support the argument with sources both ancient and modern. Weaker responses presented simple narratives with little regard for the question asked. Candidates had some difficulty with the 'significance' or 'impact' aspect of the question asked. Many could give very detailed knowledge covering the whole period but failed to extract from this knowledge the 'consequences' for the period being addressed.

Egypt

Questions 26(a), 28(a) and 29(a) were the questions that received most responses from candidates.

Question 26(a)

This question was answered well by the majority of candidates. Typical responses included detailed information on the evidence for unification including pre-dynastic wars and the Narmer Palette. The best responses were able to apply the events and evidence of unification to the results for Egypt. These candidates saw the significance of unification in the establishment of the administrative centre at Memphis, divine kingship, the role of early kings and queens, and were able to present discussion of the importance of the Turin Canon, Herodotus and Manetho. Weaker responses described the Narmer Palette with lengthy detail but often with little regard to the question asked.

Question 28(a)

This was a very popular question with candidates, attracting the majority of responses for this period. Candidates were able to present detailed knowledge on the legacy of the Hyksos and explain the significance for Egypt for both the short- and long-term. Candidates were well-prepared on the whole period.

The better responses were able to discuss the effects of the Hyksos occupation and the subsequent Egyptian reaction including development of the army, development of the warrior pharaoh image, extension of the empire, administration and resulting wealth. Examples were drawn from the reigns of a number of pharaohs throughout the period. Good use was made of evidence and scholarly opinion to illustrate and support points presented.

Weaker responses limited their material to detailed description of the war of liberation, with little regard to the significance of the wars for Egypt in the first half of the New Kingdom period.

Question 29(a)

This was the more popular option in this section and typical answers were able to explain how and why the dynasty began and dealt in some detail with the achievements of Seti I and Ramesses (mainly Ramesses). The military campaigns, building projects and the reforms of Seti I were not as well known as the career of Ramesses II where some candidates had the advantage of the personality study. The ‘significance’ aspect of the question and substantial evidence tended to be addressed by only the best responses.

Some weaker responses had difficulty recognising that the ‘Ramesside Dynasty’ in this question covers the period from Seti I to Ramesses II and started their account with Amenhotep III. Others, obviously influenced by the Society study, went though to the end of the 20th Dynasty and recounted those events.

Near East

Not many responses were received for areas outside Egypt. Very few responses were presented for the first Assyrian period.

Question 32(a)

This question was generally well-answered by the candidates who attempted it. Better responses covered the entire period and were able to link the events, assassinations, role of the army and prophets, geographic and economic factors, cultural diversity and foreign intervention to the eventual fall of Israel. Typical responses were more narrative in approach and included the early coups d’etat, the problems caused by Jezebel, the fall of the Omride Dynasty and the eventual collapse of the Northern Kingdom. The weaker responses tended to concentrated on the division of the kingdom and did not really venture any further.

Question 33(a)

After Egypt, Persia was the area most popular with candidates, and responses on the whole were well done. The best responses addressed the requirements of the question (ie contributions and impact of Cyrus) as well as demonstrating a breadth of knowledge and understanding of the period by cleverly analysing the relevant contributions and arguing their impact as well as challenging the interpretations of the period. These candidates were able to discuss the impact of military conquests, the satrapy system, reorganisation of imperial administration, policy of tolerance, building projects and appointment of officials to the bureaucracy. A range of evidence – archaeological, written and modern scholarship – was used correctly to support the arguments presented.

Weaker responses presented very detailed narratives of the reign of Cyrus II without discussing the impact of his rule. These narratives were generally limited to the story of Persian expansion.

Greece and Rome

General Comments

The Greek World 500–440 BC and Rome: Augustus and the Julio-Claudians were the most popular options in Section 3. There was an increase in the number of candidates attempting the Delian League question.

The best responses were able to give detailed and accurate information about the period in question, sustain a logical argument throughout, and support the response with detailed and accurate information from relevant sources. Weaker responses presented simple narratives with little regard to the question asked.

Candidates need to be instructed in the mechanics of answering questions that ask them to ‘Explain’, ‘Assess’ or ‘Account for’. Many candidates displayed good subject knowledge but were not able to bring their knowledge to bear to answer the question. Often candidates began with an introduction that addressed or analysed the question, but then proceeded to ‘tell a story’. Some candidates returned to the question in their conclusion.

Many candidates appear to have come to the examination with knowledge of parts of topics only. Consequently they have been unable to address questions which ask for knowledge of an aspect of the period, such as ‘violence’ or ‘naval power’. In many questions the examination demands that candidates be prepared to answer questions across the whole topic/period.

Question 35(a)

This was a very popular question. ‘Assess’ caused many candidates a problem. Many seemed to have little idea of how to arrive at an assessment of an historical event or action.

There were candidates who could not adequately address this question because they had little knowledge of one of the two Athenian leaders required. The best responses displayed outstanding knowledge of the period, made accurate and detailed judgements of the value/outcomes of the different roles played by Miltiades and Themistocles, and supported the response with detailed and accurate information from relevant sources. Some were able to critique the sources, particularly Herodotos, raising issues about reliability and validity of the perspective presented.

Question 35(b)

This was a very popular question. While candidates knew the origins, they generally struggled to ‘explain’ the activities of the Delian League. The best responses included detailed information on the period, made the relationships between individuals (eg Pausanias, Themistocles, Cimon, Aristides and Pericles) and events (eg battle of Eurymedon, revolt of Thasos, removal of the treasury, decrees etc) clearly evident in an accurate and detailed manner. They explained both the origins and activities of the league and presented a sustained, logical and well-structured response by drawing on a clear identification of relevant features of the period eg the behaviour of Pausanias, Athenian prestige after the Persian Wars, Sparta’s domestic issues and Athenian leadership contributing to the origins of the League. These responses also established the significance of various activities of the League, related cause and effect and examined the different phases of the transformation of the League into an Athenian Empire. Additionally, these responses made excellent use of sources, both ancient and modern, to support their argument.

Question 42(a)

The ‘constitutional’ position of Augustus caused many candidates problems. They were able to relate the ‘powers’ of Augustus but did not effectively identify a ‘legal’ position for Augustus. Many candidates had a tendency to provide a list of reforms that Augustus undertook with little regard or link to ‘constitutional’ position. The best responses were able to clearly show how Augustus gained his constitutional position, included detailed information on the period, and made the relationship between individuals, groups and events clearly evident in an accurate and detailed manner. They also demonstrated a clear understanding of the powers of Augustus and how these related to his ‘legal’ position. Additionally, these responses made excellent use of sources, both ancient and modern, to support their argument.

Section IV –Additional Historical Period or Additional Ancient Society

The Greek World 500–440 BC, Rome: The Fall of the Roman Republic 78–28 BC and Rome: Augustus and the Julio-Claudians were the most popular options in Section IV – Additional Historical Periods.

Egyptian Historical Periods

Question 47(a)

This question was typically answered with an account of the expansion of the empire under Thutmose III and his methods of controlling the empire that he had acquired. Better responses covered the motives of the early kings and the effects of the Hyksos occupation, Thutmose I and the effect the empire had on building programs, and general wealth of the New Kingdom for the whole period. The reasons for expansion, and the effect it had on both the peoples of Egypt and the peoples of the Empire, were dealt with only by the best responses. These responses used evidence effectively and were familiar with both ancient and modern sources.

Near East Historical Periods

Question 52(a)

The additional historical response for Persia in Section IV was not answered as well as the corresponding responses in Section III. Scripts on the whole tended to be shorter and more descriptive, limiting the material to detailed narratives with little use of supporting evidence. Better responses for this part were able to detail a number of building programs from the period in question eg Cyrus' capital at Pasagardae, Persepolis, the tomb of Darius I and Susa. Not only did candidates explain the purpose and significance of such building programs but they also drew conclusions about the impact of the Persians during the period. Weaker responses gave short narratives describing the Palace at Perspolis or individual buildings, drawing little or no significance from the descriptions presented. Little or no evidence beyond descriptions of the archaeological sites was included.

Egyptian Societies

The most popular choice by candidates attempting Egypt and Near Eastern Societies was New Kingdom Egypt during the Ramesside period. The next most popular choice was Old Kingdom Egypt. The strongest responses in terms of argument and use of sources came from the questions on bureaucracy and composition and organisation of the army.

There were significantly fewer responses to both Society in Israel and Middle Kingdom Egypt.

Candidates must be aware of the need to address all parts of the given question and to use the relevant primary and secondary sources to support their response. Candidates must also make sure that they use the appropriate structure for an 'explain' question (relate cause and effect; make the relationship between things evident; provide why and/or how).

Question 64(a)

The best responses were able to focus on the main features of Old Kingdom Egyptian bureaucracy and go beyond a simple description to provide an explanation of its significance in Egyptian society.

Question 64(b)

The very best responses to this question presented specific evidence for each and every aspect of daily life that was explained. Accurate use of evidence from tombs featured in these responses.

The poorer responses offered a description that was poorly supported, or totally unsupported, by evidence. These responses covered a narrow range of aspects of everyday life.

Question 65(a)

There were very few responses to this question.

Question 65(b)

The better responses to this question were able to adequately identify a range of aspects of Middle Kingdom everyday life, and support their explanation with relevant evidence.

Question 66(a)

The very best responses to this question were able to address the significance of the imperial bureaucracy in the development of the Ramesside period, as well as identify its component parts.

The poorer responses had difficulty differentiating between 18th Dynasty and Ramesside evidence, and struggled to address the significance of the imperial bureaucracy.

Question 66(b)

This was by far the most popular choice by candidates attempting an Egypt/Near Eastern Society question. The very best responses were well-structured and presented accurate, detailed historical information that came from the Ramesside period.

The poorer responses described features of Ramesside society in a haphazard fashion, frequently referring to 18th Dynasty evidence, if they referred to any at all.

Near Eastern Societies

Question 67(a)

The very best responses to this question presented detailed explanations of the composition and organisation of the Assyrian military and were able to competently address its significance in Assyrian society. Candidates answering this question provided ample, detailed evidence to support their answers.

Poorer responses showed little understanding of the Assyrian military and were unable to refer to relevant sources.

Question 67(b)

There were very few responses to this question.

Question 68(a)

There were very few responses to this question.

Question 68(b)

There were very few responses to this question.

Question 69(a)

The very best responses to this question gave a detailed explanation of all aspects of the Persian army and supported this with accurate written and archaeological evidence. These responses were able to effectively address the ‘significance’ part of the question.

The poorer responses displayed a lack of knowledge of relevant sources and little or no understanding of the components of the Persian army. Many resorted to a narration of the Persian Wars.

Question 69(b)

Many candidates chose to describe one or two aspects of Persian everyday life, with little use of supporting evidence.

Greek Societies

The most popular choice by candidates attempting Greek societies was Sparta. The next most popular choice was Minoan society. These were also the strongest responses in terms of argument and use of sources. There were significantly fewer responses to both Mycenaean society and Periclean Athens.

Responses to these questions made it clear that candidates must be aware of the need to address all parts of the question and utilise the required evidence to support their response.

Question 70(a)

Less popular than 70(b). The very best responses were able to utilise a wide variety of both written and archaeological sources and explain in detail the significance of the economy in Minoan life.

Question 70(b)

The very best responses to this question presented specific evidence for each and every aspect of daily life that was explained. The poorer responses merely offered general evidence, or none at all, and made no real attempt to address a variety of aspects of everyday life.

Question 71(a)

There were very few responses to this question.

Question 71(b)

The better responses to this question were able to adequately explain the main features of everyday life in Mycenaean society and support their response with a wide variety of relevant evidence such as the Pylos tablets and the remains of Tiryns, Pylos and Mycenae. A significant number of candidates failed to incorporate evidence to support their explanation.

Question 72(a)

This was by far the most popular choice by candidates attempting a Greek society response. The very best responses were well-structured, presented accurate, detailed historical information, and addressed all parts of the question; knowledge of the available sources was also evident. The poorer responses presented an adequate description of Spartan government but struggled to fully address its significance.

Question 72(b)

The very best responses to this question utilised a wide variety of relevant evidence, which explained many aspects of everyday life in Sparta. However many candidates focused on a narrow description of Spartan society or were unable to cite evidence and provide an adequate explanation of it.

Question 73(a)

The very best responses to this question presented a detailed explanation of the diversity of the Athenian economy and its significance in Periclean Athens. An awareness of both written and archaeological sources was also evident. Poorer responses displayed a lack of relevant sources or little or no understanding of what constituted the Athenian economy.

Question 73(b)

Many candidates merely chose to describe one or two aspects of Athenian daily life. In some cases prepared answers were presented and these did not adequately address the scope of the question; for example some candidates only wrote about women in Athenian society.

Roman Societies

There were many more responses to Roman Society questions this year and the overwhelming majority of candidates answered Option L: Society in Rome from Augustus to Titus. Many of these responses contained good detail, were well-structured and presented sustained and logical arguments. There was also detailed reference to a wide variety of archaeological and written evidence. Better candidates were able to explain the evidence and show the relationships between the various parts of Roman Society.

However, a significant number of candidates chose to attempt a question from this section based on a basic general knowledge of Roman Society. Most of these responses were brief, lacked any reference to relevant evidence and had a poor knowledge and understanding of appropriate terms and concepts. Teachers should remind candidates to attempt only those questions for which the candidates are properly prepared. In some cases the responses were so general they could have applied to any ancient society.

Question 74(a)

The few candidates who attempted this question were able to describe the main features of the Roman Forum in adequate detail and most identified the Forum's significance in Roman social, political and economic life.

Question 74(b)

There were very few attempts to this question.

Question 75(a)

There were few attempts to this question. The majority of responses contained references to ‘fora’ in general without distinguishing between the Julian, Roman and Augustan ‘fora’. Better responses provided a detailed explanation of the importance of ‘fora’ for economic life and their role in helping the Emperor maintain power.

Question 75(b)

This was a very popular choice. Candidates referred to a variety of archaeological evidence from Pompeii, Herculaneum, Ostia and Rome as well as written sources such as Juvenal, Martial, Suetonius and Seneca. Better responses described the evidence in detail and explained what it showed about both everyday life and the relationships between aspects of Roman Society. Weaker responses made few, if any, reference to relevant evidence and made very simple statements about aspects such as housing, the baths, religion, leisure and entertainment.

Question 76(a) & (b)

There were no genuine attempts to these questions.

Ancient History

2003 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
1 (a)	5	Egypt – Hatshepsut	H1.1
1 (b)	10	Egypt – Hatshepsut	H1.1, H1.2, H3.1
1 (c)	10	Egypt – Hatshepsut	H1.1, H1.2, H4.1, H4.2
2 (a)	5	Egypt – Akhenaten	H1.1
2 (b)	10	Egypt – Akhenaten	H1.1, H1.2, H3.1
2 (c)	10	Egypt – Akhenaten	H1.1, H1.2, H4.1, H4.2
3 (a)	5	Egypt – Ramesses II	H1.1
3 (b)	10	Egypt – Ramesses II	H1.1, H1.2, H3.1
3 (c)	10	Egypt – Ramesses II	H1.1, H1.2, H4.1, H4.2
4 (a)	5	Near East – Sennacherib	H1.1
4 (b)	10	Near East – Sennacherib	H1.1, H1.2, H3.1
4 (c)	10	Near East – Sennacherib	H1.1, H1.2, H4.1, H4.2
5 (a)	5	Near East – Jezebel	H1.1
5 (b)	10	Near East – Jezebel	H1.1, H1.2, H3.1
5 (c)	10	Near East – Jezebel	H1.1, H1.2, H4.1, H4.2
6 (a)	5	Near East – Xerxes	H1.1
6 (b)	10	Near East – Xerxes	H1.1, H1.2, H3.1
6 (c)	10	Near East – Xerxes	H1.1, H1.2, H4.1, H4.2
7 (a)	5	Greece – Pericles	H1.1
7 (b)	10	Greece – Pericles	H1.1, H1.2, H3.1
7 (c)	10	Greece – Pericles	H1.1, H1.2, H4.1, H4.2
8 (a)	5	Greece – Alexander the Great	H1.1
8 (b)	10	Greece – Alexander the Great	H1.1, H1.2, H3.1
8 (c)	10	Greece – Alexander the Great	H1.1, H1.2, H4.1, H4.2
9 (a)	5	Greece – Cleopatra VII	H1.1
9 (b)	10	Greece – Cleopatra VII	H1.1, H1.2, H3.1
9 (c)	10	Greece – Cleopatra VII	H1.1, H1.2, H4.1, H4.2
10 (a)	5	Rome – Scipio Africanus	H1.1
10 (b)	10	Rome – Scipio Africanus	H1.1, H1.2, H3.1
10 (c)	10	Rome – Scipio Africanus	H1.1, H1.2, H4.1, H4.2
11 (a)	5	Rome – Julius Caesar	H1.1
11 (b)	10	Rome – Julius Caesar	H1.1, H1.2, H3.1
11 (c)	10	Rome – Julius Caesar	H1.1, H1.2, H4.1, H4.2

Question	Marks	Content	Syllabus outcomes
12 (a)	5	Rome – Agrippina the Younger	H1.1
12 (b)	10	Rome – Agrippina the Younger	H1.1, H1.2, H3.1
12 (c)	10	Rome – Agrippina the Younger	H1.1, H1.2, H4.1, H4.2
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
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
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
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
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
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

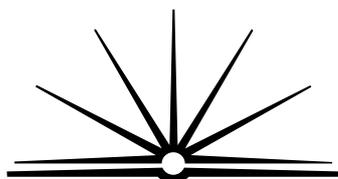
Question	Marks	Content	Syllabus outcomes
19 (a)	2	Minoan Society	H1.2, H3.1
19 (b)	2	Minoan Society	H1.2, H3.1
19 (c)	5	Minoan Society	H1.2, H3.1
19 (d)	6	Minoan Society	H1.2, H3.1
19 (e)	10	Minoan Society	H1.2, H3.1, H4.2
20 (a)	2	Mycenaean Society	H1.2, H3.1
20 (b)	2	Mycenaean Society	H1.2, H3.1
20 (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
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
22 (a)	2	Athenian Society	H1.2, H3.1
22 (b)	2	Athenian Society	H1.2, H3.1
22 (c)	5	Athenian Society	H1.2, H3.1
22 (d)	6	Athenian Society	H1.2, H3.1
22 (e)	10	Athenian Society	H1.2, H3.1, H4.2
23 (a)	2	Roman Society in Time of Cicero	H1.2, H3.1
23 (b)	2	Roman Society in Time of Cicero	H1.2, H3.1
23 (c)	5	Roman Society in Time of Cicero	H1.2, H3.1
23 (d)	6	Roman Society in Time of Cicero	H1.2, H3.1
23 (e)	10	Roman Society in Time of Cicero	H1.2, H3.1, H4.2
24 (a)	2	Roman Soc. from Augustus to Titus	H1.2, H3.1
24 (b)	2	Roman Soc. from Augustus to Titus	H1.2, H3.1
24 (c)	5	Roman Soc. from Augustus to Titus	H1.2, H3.1
24 (d)	6	Roman Soc. from Augustus to Titus	H1.2, H3.1
24 (e)	10	Roman Soc. from Augustus to Titus	H1.2, H3.1, H4.2
25 (a)	2	Roman Soc. in 4 th Cent AD	H1.2, H3.1
25 (b)	2	Roman Soc. in 4 th Cent AD	H1.2, H3.1
25 (c)	5	Roman Soc. in 4 th Cent AD	H1.2, H3.1

Question	Marks	Content	Syllabus outcomes
25 (d)	6	Roman Soc. in 4 th Cent AD	H1.2, H3.1
25 (e)	10	Roman Soc. in 4 th Cent AD	H1.2, H3.1, H4.2
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 – Amenhotep III to Ramesses II	H1.1, H2.1, H3.1, H4.2, H6.1
29 (b)	25	New Kingdom Egypt – Amenhotep III to Ramesses II	H1.1, H2.1, H3.1, H4.2, H6.1
30 (a)	25	Assyria – Tig-Pil I to Tig-Pil III	H1.1, H2.1, H3.1, H4.2, H6.1
30 (b)	25	Assyria – Tig-Pil I to Tig-Pil III	H1.1, H2.1, H3.1, H4.2, H6.1
31 (a)	25	Assyria – Sargon II to Fall of Assyria	H1.1, H2.1, H3.1, H4.2, H6.1
31 (b)	25	Assyria – Sargon II to Fall of Assyria	H1.1, H2.1, H3.1, H4.2, H6.1
32 (a)	25	Israel & Judah	H1.1, H2.1, H3.1, H4.2, H6.1
32 (b)	25	Israel & Judah	H1.1, H2.1, H3.1, H4.2, H6.1
33 (a)	25	Persia – Cyrus II to Darius III	H1.1, H2.1, H3.1, H4.2, H6.1
33 (b)	25	Persia – 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
37 (a)	25	4 th Cent. Greece	H1.1, H2.1, H3.1, H4.2, H6.1
37 (b)	25	4 th Cent. 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	Fall of Roman Republic	H1.1, H2.1, H3.1, H4.2, H6.1

Question	Marks	Content	Syllabus outcomes
41 (b)	25	Fall of Roman Republic	H1.1, H2.1, H3.1, H4.2, H6.1
42 (a)	25	Augustus & Julio–Claudians	H1.1, H2.1, H3.1, H4.2, H6.1
42 (b)	25	Augustus & 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
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 – Amenhotep III to Ramesses II	H1.1, H2.1, H3.1, H4.2, H6.1
48 (b)	25	New Kingdom Egypt – Amenhotep III to Ramesses II	H1.1, H2.1, H3.1, H4.2, H6.1
49 (a)	25	Assyria – Tig Pil I to Tig Pil III	H1.1, H2.1, H3.1, H4.2, H6.1
49 (b)	25	Assyria – Tig Pil I to Tig Pil III	H1.1, H2.1, H3.1, H4.2, H6.1
50 (a)	25	Assyria – Sargon II to Fall of Assyria	H1.1, H2.1, H3.1, H4.2, H6.1
50 (b)	25	Assyria – Sargon II to Fall of Assyria	H1.1, H2.1, H3.1, H4.2, H6.1
51 (a)	25	Israel & Judah	H1.1, H2.1, H3.1, H4.2, H6.1
51 (b)	25	Israel & Judah	H1.1, H2.1, H3.1, H4.2, H6.1
52 (a)	25	Persia – Cyrus II to Darius III	H1.1, H2.1, H3.1, H4.2, H6.1
52 (b)	25	Persia – Cyrus II to Darius III	H1.1, H2.1, H3.1, H4.2, H6.1
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	4 th Cent. Greece	H1.1, H2.1, H3.1, H4.2, H6.1
56 (b)	25	4 th Cent. 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

Question	Marks	Content	Syllabus outcomes
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	Fall of Roman Republic	H1.1, H2.1, H3.1, H4.2, H6.1
60 (b)	25	Fall of Roman Republic	H1.1, H2.1, H3.1, H4.2, H6.1
61 (a)	25	Augustus & Julio–Claudians	H1.1, H2.1, H3.1, H4.2, H6.1
61 (b)	25	Augustus & 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
64 (a)	25	Old Kingdom Egypt	H1.2, H3.1, H4.2, H6.1
64 (b)	25	Old Kingdom Egypt	H1.2, H3.1, H4.2, H6.1
65 (a)	25	Middle Kingdom Egypt	H1.2, H3.1, H4.2, H6.1
65 (b)	25	Middle Kingdom Egypt	H1.2, H3.1, H4.2, H6.1
66 (a)	25	New Kingdom Egypt	H1.2, H3.1, H4.2, H6.1
66 (b)	25	New Kingdom Egypt	H1.2, H3.1, H4.2, H6.1
67 (a)	25	Assyrian Society	H1.2, H3.1, H4.2, H6.1
67 (b)	25	Assyrian Society	H1.2, H3.1, H4.2, H6.1
68 (a)	25	Society in Israel	H1.2, H3.1, H4.2, H6.1
68 (b)	25	Society in Israel	H1.2, H3.1, H4.2, H6.1
69 (a)	25	Society in Persia	H1.2, H3.1, H4.2, H6.1
69 (b)	25	Society in Persia	H1.2, H3.1, H4.2, H6.1
70 (a)	25	Minoan Society	H1.2, H3.1, H4.2, H6.1
70 (b)	25	Minoan Society	H1.2, H3.1, H4.2, H6.1
71 (a)	25	Mycenaean Society	H1.2, H3.1, H4.2, H6.1
71 (b)	25	Mycenaean Society	H1.2, H3.1, H4.2, H6.1
72 (a)	25	Spartan Society	H1.2, H3.1, H4.2, H6.1
72 (b)	25	Spartan Society	H1.2, H3.1, H4.2, H6.1
73 (a)	25	Athenian Society	H1.2, H3.1, H4.2, H6.1
73 (b)	25	Athenian Society	H1.2, H3.1, H4.2, H6.1
74 (a)	25	Roman Society in Time of Cicero	H1.2, H3.1, H4.2, H6.1

Question	Marks	Content	Syllabus outcomes
74 (b)	25	Roman Society in Time of Cicero	H1.2, H3.1, H4.2, H6.1
75 (a)	25	Roman Soc. from Augustus to Titus	H1.2, H3.1, H4.2, H6.1
75 (b)	25	Roman Soc. from Augustus to Titus	H1.2, H3.1, H4.2, H6.1
76 (a)	25	Roman Soc. in 4 th Cent. AD	H1.2, H3.1, H4.2, H6.1
76 (b)	25	Roman Soc. in 4 th Cent. AD	H1.2, H3.1, H4.2, H6.1



B O A R D O F S T U D I E S
NEW SOUTH WALES

2003 HSC Ancient History Marking Guidelines

Section I — Personalities in Their Times

Option A — Egypt: Hatsheput

Question 1 (a)

Outcomes assessed: H1.1

MARKING GUIDELINES

Criteria	Marks
• Indicates the main features of the social position of Hatshepsut	4–5
• Indicates some features of the social position of Hatshepsut	2–3
• Mentions one feature of the social position of Hatshepsut	1

Question 1 (b)*Outcomes assessed: H1.1, H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Makes Hatshepsut's relationships with officials and nobles clearly evident using specific examples• Develops a coherent response using terms and concepts accurately	8–10
<ul style="list-style-type: none">• Makes Hatshepsut's relationships with officials and nobles evident using some examples• Develops a response using appropriate terms and concepts	6–7
<ul style="list-style-type: none">• Describes Hatshepsut's relationships with officials and nobles• Uses some appropriate terms and concepts	4–5
<ul style="list-style-type: none">• Makes some points about Hatshepsut's relationships with officials and nobles	2–3
<ul style="list-style-type: none">• Makes one relevant point about Hatshepsut's relationships with officials and nobles	1

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

Criteria	Marks
<ul style="list-style-type: none">• Provides a detailed and coherent judgement of the achievements of Hatshepsut• Supports with reference to relevant sources	8–10
<ul style="list-style-type: none">• Provides a coherent judgement of the achievements of Hatshepsut• Supports with reference to some sources	6–7
<ul style="list-style-type: none">• Provides a general description of the achievements of Hatshepsut• May mention some sources	4–5
<ul style="list-style-type: none">• Provides some description of the achievements of Hatshepsut	2–3
<ul style="list-style-type: none">• Makes one relevant point about the achievements of Hatshepsut	1

Option B — Egypt: Akhenaten**Question 2 (a)***Outcomes assessed: H1.1***MARKING GUIDELINES**

Criteria	Marks
• Indicates the main features of the social position of Akhenaten	4–5
• Indicates some features of the social position of Akhenaten	2–3
• Mentions one feature of the social position of Akhenaten	1

Question 2 (b)*Outcomes assessed: H1.1, H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Makes the main features of Akhenaten's foreign policy clearly evident using specific examples • Develops a coherent response using terms and concepts accurately	8–10
• Makes features of Akhenaten's foreign policy evident using some examples • Develops a response using appropriate terms and concepts	6–7
• Describes features of Akhenaten's foreign policy • Uses some appropriate terms and concepts	4–5
• Makes some points about Akhenaten's foreign policy	2–3
• Makes one relevant point about Akhenaten's foreign policy	1

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

Criteria	Marks
• Provides a detailed and coherent judgement of the achievements of Akhenaten • Supports with reference to relevant sources	8–10
• Provides a coherent judgement of the achievements of Akhenaten • Supports with reference to some sources	6–7
• Provides a general description of the achievements of Akhenaten • May mention some sources	4–5
• Provides some description of the achievements of Akhenaten	2–3
• Makes one relevant point about the achievements of Akhenaten	1

Option C — Egypt: Ramesses II**Question 3 (a)***Outcomes assessed: H1.1***MARKING GUIDELINES**

Criteria	Marks
• Indicates the main features of the social position of Ramesses II	4–5
• Indicates some features of the social position of Ramesses II	2–3
• Mentions one feature of the social position of Ramesses II	1

Question 3 (b)*Outcomes assessed: H1.1, H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Makes Ramesses II's promotion of his image clearly evident using specific examples • Develops a coherent response using terms and concepts accurately	8–10
• Makes Ramesses II's promotion of his image evident using some examples • Develops a response using appropriate terms and concepts	6–7
• Describes Ramesses II's promotion of his image • Uses some appropriate terms and concepts	4–5
• Makes some points about Ramesses II's promotion of his image	2–3
• Makes one relevant point about Ramesses II's promotion of his image	1

Question 3 (c)*Outcomes assessed: H1.1, H1.2, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
• Provides a detailed and coherent judgement of the achievements of Ramesses II • Supports with reference to relevant sources	8–10
• Provides a coherent judgement of the achievements of Ramesses II • Supports with reference to some sources	6–7
• Provides a general description of the achievements of Ramesses II • May mention some sources	4–5
• Provides some description of the achievements of Ramesses II	2–3
• Makes one relevant point about the achievements of Ramesses II	1

Option D — Near East: Sennacherib**Question 4 (a)***Outcomes assessed: H1.1***MARKING GUIDELINES**

Criteria	Marks
• Indicates the main features of the social position of Sennacherib	4–5
• Indicates some features of the social position of Sennacherib	2–3
• Mentions one feature of the social position of Sennacherib	1

Question 4 (b)*Outcomes assessed: H1.1, H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Makes the main features of Sennacherib's administration of the Assyrian empire clearly evident using specific examples • Develops a coherent response using terms and concepts accurately	8–10
• Makes Sennacherib's administration of the Assyrian empire evident using some examples • Develops a response using appropriate terms and concepts	6–7
• Describes Sennacherib's administration of the Assyrian empire • Uses some appropriate terms and concepts	4–5
• Makes some points about Sennacherib's administration of the Assyrian empire	2–3
• Makes one relevant point about Sennacherib's administration of the Assyrian empire	1

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

Criteria	Marks
<ul style="list-style-type: none">• Provides a detailed and coherent judgement of the achievements of Sennacherib• Supports with reference to relevant sources	8–10
<ul style="list-style-type: none">• Provides a coherent judgement of the achievements of Sennacherib• Supports with reference to some sources	6–7
<ul style="list-style-type: none">• Provides a general description of the achievements of Sennacherib• May mention some sources	4–5
<ul style="list-style-type: none">• Provides some description of the achievements of Sennacherib	2–3
<ul style="list-style-type: none">• Makes one relevant point about the achievements of Sennacherib	1

Option E — Near East: Jezebel**Question 5 (a)***Outcomes assessed: H1.1***MARKING GUIDELINES**

Criteria	Marks
• Indicates the main features of the family background of Jezebel	4–5
• Indicates some features of the family background of Jezebel	2–3
• Mentions one feature of the family background of Jezebel	1

Question 5 (b)*Outcomes assessed: H1.1, H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Makes Ahab's activities during the life of Jezebel clearly evident using specific examples • Develops a coherent response using terms and concepts accurately	8–10
• Makes Ahab's activities during the life of Jezebel evident using some examples • Develops a response using appropriate terms and concepts	6–7
• Describes Ahab's activities during the life of Jezebel • Uses some appropriate terms and concepts	4–5
• Makes some points about Ahab's activities during the life of Jezebel	2–3
• Makes one relevant point about Ahab's activities during the life of Jezebel	1

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

Criteria	Marks
• Provides a detailed and coherent judgement of the achievements of Jezebel • Supports with reference to relevant sources	8–10
• Provides a coherent judgement of the achievements of Jezebel • Supports with reference to some sources	6–7
• Provides a general description of the achievements of Jezebel • May mention some sources	4–5
• Provides some description of the achievements of Jezebel	2–3
• Makes one relevant point about the achievements of Jezebel	1

Option F — Near East: Xerxes**Question 6 (a)***Outcomes assessed: H1.1***MARKING GUIDELINES**

Criteria	Marks
• Indicates the main features of the social position of Xerxes	4–5
• Indicates some features of the social position of Xerxes	2–3
• Mentions one feature of the social position of Xerxes	1

Question 6 (b)*Outcomes assessed: H1.1, H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Makes Xerxes' administration of the Persian empire clearly evident using specific examples • Develops a coherent response using terms and concepts accurately	8–10
• Makes Xerxes' administration of the Persian empire evident using some examples • Develops a response using appropriate terms and concepts	6–7
• Describes Xerxes' administration of the Persian empire • Uses some appropriate terms and concepts	4–5
• Makes some points about Xerxes' administration of the Persian empire	2–3
• Makes one relevant point about Xerxes' administration of the Persian empire	1

Question 6 (c)*Outcomes assessed: H1.1, H1.2, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
• Provides a detailed and coherent judgement of the achievements of Xerxes • Supports with reference to relevant sources	8–10
• Provides a coherent judgement of the achievements of Xerxes • Supports with reference to some sources	6–7
• Provides a general description of the achievements Xerxes • May mention some sources	4–5
• Provides some description of the achievements of Xerxes	2–3
• Makes one relevant point about the achievements of Xerxes	1

Option G — Greece: Pericles**Question 7 (a)***Outcomes assessed: H1.1***MARKING GUIDELINES**

Criteria	Marks
• Indicates the main features of the social position of Pericles	4–5
• Indicates some features of the social position of Pericles	2–3
• Mentions one feature of the social position of Pericles	1

Question 7 (b)*Outcomes assessed: H1.1, H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Makes the role of Pericles in the causes of the Peloponnesian War clearly evident using specific examples • Develops a coherent response using terms and concepts accurately	8–10
• Makes the role of Pericles in the causes of the Peloponnesian War evident using some examples • Develops a response using appropriate terms and concepts	6–7
• Describes the role of Pericles in the causes of the Peloponnesian War • Uses some appropriate terms and concepts	4–5
• Makes some points about the role of Pericles in the Peloponnesian War	2–3
• Makes one relevant point about the role of Pericles in the Peloponnesian War	1

Question 7 (c)*Outcomes assessed: H1.1, H1.2, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
• Provides a detailed and coherent judgement of the achievements of Pericles • Supports with reference to relevant sources	8–10
• Provides a coherent judgement of the achievements of Pericles • Supports with reference to some sources	6–7
• Provides a general description of the achievements of Pericles • May mention some sources	4–5
• Provides some description of the achievements of Pericles	2–3
• Makes one relevant point about the achievements of Pericles	1

Option H — Greece: Alexander the Great**Question 8 (a)***Outcomes assessed: H1.1***MARKING GUIDELINES**

Criteria	Marks
• Indicates the main features of the social position of Alexander the Great	4–5
• Indicates some features of the social position of Alexander the Great	2–3
• Mentions one feature of the social position of Alexander the Great	1

Question 8 (b)*Outcomes assessed: H1.1, H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Makes the main features of the administration of Alexander's empire clearly evident using specific examples • Develops a coherent response using terms and concepts accurately	8–10
• Makes features of the administration of Alexander's empire evident using some examples • Develops a response using appropriate terms and concepts	6–7
• Describes the administration of Alexander's empire • Uses some appropriate terms and concepts	4–5
• Makes some points about the administration of Alexander's empire	2–3
• Makes one relevant point about the administration of Alexander's empire	1

Question 8 (c)*Outcomes assessed: H1.1, H1.2, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
• Provides a detailed and coherent judgement of the achievements of Alexander the Great • Supports with reference to relevant sources	8–10
• Provides a coherent judgement of the achievements of Alexander the Great • Supports with reference to some sources	6–7
• Provides a general description of the achievements of Alexander the Great • May mention some sources	4–5
• Provides some description of the achievements of Alexander the Great	2–3
• Makes one relevant point about the achievements of Alexander the Great	1

Option I — Greece: Cleopatra VII**Question 9 (a)***Outcomes assessed: H1.1***MARKING GUIDELINES**

Criteria	Marks
• Indicates the main features of the social position of Cleopatra VII	4–5
• Indicates some features of the social position of Cleopatra VII	2–3
• Mentions one feature of the social position of Cleopatra VII	1

Question 9 (b)*Outcomes assessed: H1.1, H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Makes the significance of Cleopatra's relationship with Julius Caesar clearly evident using specific examples • Develops a coherent response using terms and concepts accurately	8–10
• Makes the significance of Cleopatra's relationship with Julius Caesar evident using some examples • Develops a response using appropriate terms and concepts	6–7
• Describes Cleopatra's relationship with Julius Caesar • Uses some appropriate terms and concepts	4–5
• Makes some points about Cleopatra's relationship with Julius Caesar	2–3
• Makes one relevant point about Cleopatra's relationship with Julius Caesar	1

Question 9 (c)*Outcomes assessed: H1.1, H1.2, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
• Provides a detailed and coherent judgement of the achievements of Cleopatra VII • Supports with reference to relevant sources	8–10
• Provides a coherent judgement of the achievements of Cleopatra VII • Supports with reference to some sources	6–7
• Provides a general description of the achievements Cleopatra VII • May mention some sources	4–5
• Provides some description of the achievements of Cleopatra VII	2–3
• Makes one relevant point about the achievements of Cleopatra VII	1

Option J — Rome: Scipio Africanus**Question 10 (a)***Outcomes assessed: H1.1***MARKING GUIDELINES**

Criteria	Marks
• Indicates the main features of the social position of Scipio Africanus	4–5
• Indicates some features of the social position of Scipio Africanus	2–3
• Mentions one feature of the social position of Scipio Africanus	1

Question 10 (b)*Outcomes assessed: H1.1, H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Makes the reasons for opposition to the Scipios in Rome clearly evident using specific examples • Develops a coherent response using terms and concepts accurately	8–10
• Makes the reasons for opposition to the Scipios in Rome evident using some examples • Develops a response using appropriate terms and concepts	6–7
• Describes the reasons for opposition to the Scipios in Rome • Uses some appropriate terms and concepts	4–5
• Makes some points about why there was opposition to the Scipios in Rome	2–3
• Makes one relevant point about why there was opposition to the Scipios in Rome	1

**Question 10 (c)***Outcomes assessed: H1.1, H1.2, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides a detailed and coherent judgement of the achievements of Scipio Africanus• Supports with reference to relevant sources	8–10
<ul style="list-style-type: none">• Provides a coherent judgement of the achievements of Scipio Africanus• Supports with reference to some sources	6–7
<ul style="list-style-type: none">• Provides a general description of the achievements of Scipio Africanus• May mention some sources	4–5
<ul style="list-style-type: none">• Provides some description of the achievements of Scipio Africanus	2–3
<ul style="list-style-type: none">• Makes one relevant point about the achievements of Scipio Africanus	1

Option K — Rome: Julius Caesar**Question 11 (a)***Outcomes assessed: H1.1***MARKING GUIDELINES**

Criteria	Marks
• Indicates the main features of the social position of Julius Caesar	4–5
• Indicates some features of the social position of Julius Caesar	2–3
• Mentions one feature of the social position of Julius Caesar	1

Question 11 (b)*Outcomes assessed: H1.1, H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Makes the reasons for Caesar's success in the Gallic Wars clearly evident using specific examples • Develops a coherent response using terms and concepts accurately	8–10
• Makes the reasons for Caesar's success in the Gallic Wars evident using some examples • Develops a response using appropriate terms and concepts	6–7
• Describes the reasons for Caesar's success in the Gallic Wars • Uses some appropriate terms and concepts	4–5
• Makes some points about Caesar's success in the Gallic Wars	2–3
• Makes one relevant point about Caesar's success in the Gallic Wars	1

Question 11 (c)*Outcomes assessed: H1.1, H1.2, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
• Provides a detailed and coherent judgement of the achievements of Julius Caesar • Supports with reference to relevant sources	8–10
• Provides a coherent judgement of the achievements of Julius Caesar • Supports with reference to some sources	6–7
• Provides a general description of the achievements of Julius Caesar • May mention some sources	4–5
• Provides some description of the achievements of Julius Caesar	2–3
• Makes one relevant point about the achievements of Julius Caesar	1

Option L — Rome: Agrippina the Younger**Question 12 (a)***Outcomes assessed: H1.1***MARKING GUIDELINES**

Criteria	Marks
• Indicates the main features of the social position of Agrippina the Younger	4–5
• Indicates some features of the social position of Agrippina the Younger	2–3
• Mentions one feature of the social position of Agrippina the Younger	1

Question 12 (b)*Outcomes assessed: H1.1, H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Makes the reasons for the death of Agrippina the Younger clearly evident using specific examples • Develops a coherent response using terms and concepts accurately	8–10
• Makes reasons for the death of Agrippina the Younger evident using some examples • Develops a response using appropriate terms and concepts	6–7
• Describes the reasons for the death of Agrippina the Younger • Uses some appropriate terms and concepts	4–5
• Makes some points about the death of Agrippina the Younger	2–3
• Makes one relevant point about the death of Agrippina the Younger	1

Question 12 (c)*Outcomes assessed: H1.1, H1.2, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
• Provides a detailed and coherent judgement of the achievements of Agrippina the Younger • Supports with reference to relevant sources	8–10
• Provides a coherent judgement of the achievements of Agrippina the Younger • Supports with reference to some sources	6–7
• Provides a general description of the achievements of Agrippina the Younger • May mention some sources	4–5
• Provides some description of the achievements of Agrippina the Younger	2–3
• Makes one relevant point about the achievements of Agrippina the Younger	1

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 geographical features of Old Kingdom Egypt	2
• Names ONE geographical feature of Old Kingdom Egypt	1

Question 13 (b)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Makes TWO relevant points about scribes	2
• Makes ONE relevant point about scribes	1

Question 13 (c)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Provides characteristics and features of one significant Old Kingdom myth or legend	4–5
• Provides some characteristics/features of one significant Old Kingdom myth or legend	2–3
• Provides one relevant point	1

Question 13 (d)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Indicates the features of the main occupations of ordinary Egyptians	5–6
• Indicates the features of some occupations of ordinary Egyptians	3–4
• Makes some simple points about the occupations of ordinary Egyptians	1–2

Question 13 (e)*Outcomes assessed: H1.2, H3.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Makes the roles of the king (pharaoh) in Old Kingdom Egypt clearly evident using specific examples• Refers closely to the source and other evidence	8–10
<ul style="list-style-type: none">• Makes the roles of the king (pharaoh) in Old Kingdom Egypt evident using some examples• Refers to the source and other evidence	6–7
<ul style="list-style-type: none">• Describes the roles of the king (pharaoh) in Old Kingdom Egypt• May refer to the source	4–5
<ul style="list-style-type: none">• Makes some relevant points about the roles of the king (pharaoh) in Old Kingdom Egypt• May refer to the source	2–3
<ul style="list-style-type: none">• Makes one relevant point about the roles of the king (pharaoh) in Old Kingdom Egypt	1

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 geographical features of Middle Kingdom Egypt	2
• Names ONE geographical feature of Middle Kingdom Egypt	1

Question 14 (b)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Makes TWO relevant points about <i>nomarchs</i>	2
• Makes ONE relevant point about <i>nomarchs</i>	1

Question 14 (c)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Provides characteristics and features of one significant Middle Kingdom myth or legend	4–5
• Provides some characteristics/features of one significant Middle Kingdom myth or legend	2–3
• Provides one relevant point	1

Question 14 (d)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Indicates the main features of Middle Kingdom art	5–6
• Indicates some features of Middle Kingdom art	3–4
• Makes some simple points about Middle Kingdom art	1–2

**Question 14 (e)***Outcomes assessed: H1.2, H3.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Makes the roles of the king (pharaoh) in Middle Kingdom Egypt clearly evident using specific examples• Refers closely to the source and other evidence	8–10
<ul style="list-style-type: none">• Makes the roles of the king (pharaoh) in Middle Kingdom Egypt evident using some examples• Refers to the source and other evidence	6–7
<ul style="list-style-type: none">• Describes the roles of the king (pharaoh) in Middle Kingdom Egypt• May refer to the source	4–5
<ul style="list-style-type: none">• Makes some relevant points about the roles of the king (pharaoh) in Middle Kingdom Egypt• May refer to the source	2–3
<ul style="list-style-type: none">• Makes one relevant point about the roles of the king (pharaoh) in Middle Kingdom Egypt	1

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 neighbouring powers of Egypt in the Ramesside period	2
• Names ONE neighbouring power of Egypt in the Ramesside period	1

Question 15 (b)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Makes TWO relevant points about foreign tribute	2
• Makes ONE relevant point about foreign tribute	1

Question 15 (c)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Provides characteristics and features of the roles of a Ramesside vizier	4–5
• Provides some characteristics/features of the roles of a Ramesside vizier	2–3
• Provides one relevant point	1

Question 15 (d)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Indicates the main features of art during the Ramesside period	5–6
• Indicates some features of art during the Ramesside period	3–4
• Makes some simple points about art during the Ramesside period	1–2

Question 15 (e)*Outcomes assessed: H1.2, H3.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Makes the roles of the king (pharaoh) in the Ramesside period clearly evident using specific examples• Refers closely to the source and other evidence	8–10
<ul style="list-style-type: none">• Makes the roles of the king (pharaoh) in the Ramesside period evident using some examples• Refers to the source and other evidence	6–7
<ul style="list-style-type: none">• Describes the roles of the king (pharaoh) in the Ramesside period• May refer to the source	4–5
<ul style="list-style-type: none">• Makes some relevant points about the roles of the king (pharaoh) in the Ramesside period• May refer to the source	2–3
<ul style="list-style-type: none">• Makes one relevant point about the roles of the king (pharaoh) in the Ramesside period	1

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 neighbouring powers of the Assyrian empire	2
• Names ONE neighbouring power of the Assyrian empire	1

Question 16 (b)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Names TWO significant myths or legends associated with the Assyrians	2
• Names ONE significant myth or legend associated with the Assyrians	1

Question 16 (c)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Provides characteristics and features of the tribute obtained by the Assyrians	4–5
• Provides some characteristics/features of the tribute obtained by the Assyrians	2–3
• Provides one relevant point	1

Question 16 (d)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Indicates the features of the main elements of Assyrian religion	5–6
• Indicates some features of Assyrian religion	3–4
• Makes some simple points about Assyrian religion	1–2

Question 16 (e)*Outcomes assessed: H1.2, H3.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Makes the roles of Assyrian kings in the Sargonid period clearly evident using specific examples• Refers closely to the source and other evidence	8–10
<ul style="list-style-type: none">• Makes the roles of Assyrian kings in the Sargonid period evident using some examples• Refers to the source and other evidence	6–7
<ul style="list-style-type: none">• Describes the roles of Assyrian kings in the Sargonid period• May refer to the source	4–5
<ul style="list-style-type: none">• Makes some relevant points about the roles of Assyrian kings in the Sargonid period• May refer to the source	2–3
<ul style="list-style-type: none">• Makes one relevant point about the roles of Assyrian kings in the Sargonid period	1

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 neighbouring powers of ancient Israel	2
• Names ONE neighbouring power of ancient Israel	1

Question 17 (b)

Outcomes assessed: H1.2, H3.1

MARKING GUIDELINES

Criteria	Marks
• Names TWO roles of Israelite prophets	2
• Names ONE role of Israelite prophets	1

Question 17 (c)

Outcomes assessed: H1.2, H3.1

MARKING GUIDELINES

Criteria	Marks
• Provides characteristics and features of the main roles of an Israelite king	4–5
• Provides some characteristics/features of the main roles of an Israelite king	2–3
• Provides one relevant point	1

Question 17 (d)

Outcomes assessed: H1.2, H3.1

MARKING GUIDELINES

Criteria	Marks
• Indicates the main features of the role of the military in Israelite society	5–6
• Indicates some features of the role of the military in Israelite society	3–4
• Makes some simple points about the military in Israelite society	1–2

Question 17 (e)*Outcomes assessed: H1.2, H3.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Makes the main features of religion in Israelite society clearly evident using specific examples• Refers closely to the source and other evidence	8–10
<ul style="list-style-type: none">• Makes the main features of religion in Israelite society evident using some examples• Refers to the source and other evidence	6–7
<ul style="list-style-type: none">• Describes the main features of religion in Israelite society• May refer to the source	4–5
<ul style="list-style-type: none">• Makes some relevant points about the main features of religion in Israelite society• May refer to the source	2–3
<ul style="list-style-type: none">• Makes one relevant point about religion in Israelite society	1

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 neighbouring powers of the Persian Empire	2
• Names ONE neighbouring power of the Persian Empire	1

Question 18 (b)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Names TWO features of Persian religion	2
• Names ONE feature of Persian religion	1

Question 18 (c)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Provides characteristics and features of the main features of the Persian economy	4–5
• Provides some characteristics/features of the main features of the Persian economy	2–3
• Provides one relevant point	1

Question 18 (d)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Indicates the main features of the social structure of Persian society	5–6
• Indicates some features of the social structure of Persian society	3–4
• Makes some simple points about the social structure of Persian society	1–2

**Question 18 (e)***Outcomes assessed: H1.2, H3.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Makes the roles of the Persian king clearly evident using specific examples• Refers closely to the source and other evidence	8–10
<ul style="list-style-type: none">• Makes the roles of the Persian king evident using some examples• Refers to the source and other evidence	6–7
<ul style="list-style-type: none">• Describes the roles of the Persian king• May refer to the source	4–5
<ul style="list-style-type: none">• Makes some relevant points about the roles of the Persian king• May refer to the source	2–3
<ul style="list-style-type: none">• Makes one relevant point about the roles of the Persian king	1

Option G — Greece: Bronze Age Society – Minoan Society**Question 19 (a)***Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Names TWO Minoan palace sites	2
• Names ONE Minoan palace site	1

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

Criteria	Marks
• Names TWO forms of Minoan writing	2
• Names ONE form of Minoan writing	1

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

Criteria	Marks
• Provides characteristics and features of one significant legend associated with the Minoans	4–5
• Provides some characteristics/features of one significant legend associated with the Minoans	2–3
• Provides one relevant point	1

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

Criteria	Marks
• Indicates the main features of Minoan art	5–6
• Indicates some features of Minoan art	3–4
• Makes some simple points about Minoan art	1–2

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

Criteria	Marks
<ul style="list-style-type: none">• Makes the main features of Minoan burial customs clearly evident using specific examples• Refers closely to the source and other evidence	8–10
<ul style="list-style-type: none">• Makes the main features of Minoan burial customs evident using some examples• Refers to the source and other evidence	6–7
<ul style="list-style-type: none">• Describes the main features of Minoan burial customs• May refer to the source	4–5
<ul style="list-style-type: none">• Makes some relevant points about the main features of Minoan burial customs• May refer to the source	2–3
<ul style="list-style-type: none">• Makes one relevant point about Minoan burial customs	1

Option H — Greece: Bronze Age Society – Mycenaean Society**Question 20 (a)***Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Names TWO Mycenaean palace sites other than Mycenae itself	2
• Names ONE Mycenaean palace site other than Mycenae itself	1

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

Criteria	Marks
• Names TWO activities shown in Mycenaean frescoes	2
• Names ONE activity shown in Mycenaean frescoes	1

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

Criteria	Marks
• Provides characteristics and features of one significant legend associated with the Mycenaeans	4–5
• Provides some characteristics/features of one significant legend associated with the Mycenaeans	2–3
• Provides one relevant point	1

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

Criteria	Marks
• Indicates the main features of the Mycenaean economy	5–6
• Indicates some features of the Mycenaean economy	3–4
• Makes some simple points about the Mycenaean economy	1–2

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

Criteria	Marks
<ul style="list-style-type: none">• Makes the main features of Mycenaean burial customs clearly evident using specific examples• Refers closely to the source and other evidence	8–10
<ul style="list-style-type: none">• Makes the main features of Mycenaean burial customs evident using some examples• Refers to the source and other evidence	6–7
<ul style="list-style-type: none">• Describes the main features of Mycenaean burial customs• May refer to the source	4–5
<ul style="list-style-type: none">• Makes some relevant points about the main features of Mycenaean burial customs• May refer to the source	2–3
<ul style="list-style-type: none">• Makes one relevant point about Mycenaean burial customs	1

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 resources of ancient Sparta	2
• Names ONE resource of ancient Sparta	1

Question 21 (b)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Makes TWO relevant points about <i>helots</i>	2
• Makes ONE relevant point about <i>helots</i>	1

Question 21 (c)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Provides characteristics and features of the main leisure activities of ancient Sparta	4–5
• Provides some characteristics/features of the main leisure activities of ancient Sparta	2–3
• Provides one relevant point	1

Question 21 (d)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Indicates the main features of the Spartan economy	5–6
• Indicates some features of the Spartan economy	3–4
• Makes some simple points about the Spartan economy	1–2

Question 21 (e)*Outcomes assessed: H1.2, H3.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Makes the main features of Spartan religion clearly evident using specific examples• Refers closely to the source and other evidence	8–10
<ul style="list-style-type: none">• Makes the main features of Spartan religion evident using some examples• Refers to the source and other evidence	6–7
<ul style="list-style-type: none">• Describes the main features of Spartan religion• May refer to the source	4–5
<ul style="list-style-type: none">• Makes some relevant points about the main features of Spartan religion• May refer to the source	2–3
<ul style="list-style-type: none">• Makes one relevant point about the main features of Spartan religion	1

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 Athenian temples in the time of Pericles	2
• Names ONE Athenian temple in the time of Pericles	1

Question 22 (b)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Makes TWO relevant points about the <i>agora</i>	2
• Makes ONE relevant point about the <i>agora</i>	1

Question 22 (c)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Provides characteristics and features of Athenian marriage customs in this period	4–5
• Provides some characteristics/features of Athenian marriage customs in this period	2–3
• Provides one relevant point	1

Question 22 (d)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Indicates the main features of the roles of slaves in this period	5–6
• Indicates some features of the roles of slaves in this period	3–4
• Makes some simple points about the roles of slaves in this period	1–2

Question 22 (e)*Outcomes assessed: H1.2, H3.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Makes the importance of festivals in the time of Pericles clearly evident using specific examples• Refers closely to the source and other evidence	8–10
<ul style="list-style-type: none">• Makes the importance of festivals in the time of Pericles evident using some examples• Refers to the source and other evidence	6–7
<ul style="list-style-type: none">• Describes the importance of festivals in the time of Pericles• May refer to the source	4–5
<ul style="list-style-type: none">• Makes some relevant points about the importance of festivals in the time of Pericles• May refer to the source	2–3
<ul style="list-style-type: none">• Makes one relevant point about the importance of festivals in the time of Pericles	1

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 Roman provinces during this time	2
• Names ONE Roman province during this time	1

Question 23 (b)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Makes TWO relevant points about the <i>forum</i>	2
• Makes ONE relevant point about the <i>forum</i>	1

Question 23 (c)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Provides characteristics and features of the main features of education in this time	4–5
• Provides some characteristics/features of the main features of education in this time	2–3
• Provides one relevant point	1

Question 23 (d)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Indicates the main features of trade in the time of Cicero	5–6
• Indicates some features of trade in the time of Cicero	3–4
• Makes some simple points about trade in the time of Cicero	1–2

Question 23 (e)*Outcomes assessed: H1.2, H3.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Makes the importance of the patron-client relationship in the time of Cicero clearly evident using specific examples• Refers closely to the source and other evidence	8–10
<ul style="list-style-type: none">• Makes the importance of the patron-client relationship in the time of Cicero evident using some examples• Refers to the source and other evidence	6–7
<ul style="list-style-type: none">• Describes the importance of the patron-client relationship in the time of Cicero• May refer to the source	4–5
<ul style="list-style-type: none">• Makes some relevant points about the importance of patron-client relationship in the time of Cicero• May refer to the source	2–3
<ul style="list-style-type: none">• Makes one relevant point about the patron-client relationship in the time of Cicero	1

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 important imperial women during this time	2
• Names ONE important imperial woman during this time	1

Question 24 (b)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Makes TWO relevant points about the term <i>princeps</i>	2
• Makes ONE relevant point about the term <i>princeps</i>	1

Question 24 (c)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Provides characteristics and features of the Roman marriage customs of this period	4–5
• Provides some characteristics/features of the Roman marriage customs of this period	2–3
• Provides one relevant point	1

Question 24 (d)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Indicates the main features of the role of freedmen in this period	5–6
• Indicates some features of the role of freedmen in this period	3–4
• Makes some simple points about freedmen in this period	1–2

Question 24 (e)*Outcomes assessed: H1.2, H3.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Makes the importance of the imperial building programs during this period clearly evident using specific examples• Refers closely to the source and other evidence	8–10
<ul style="list-style-type: none">• Makes the importance of the imperial building programs during this period evident using some examples• Refers to the source and other evidence	6–7
<ul style="list-style-type: none">• Describes the importance of the imperial building programs during this period• May refer to the source	4–5
<ul style="list-style-type: none">• Makes some relevant points about the importance of the imperial building programs during this period• May refer to the source	2–3
<ul style="list-style-type: none">• Makes one relevant point about the imperial building programs during this period	1

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 imperial provinces during this period	2
• Names ONE imperial province during this period	1

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

Criteria	Marks
• Makes TWO relevant points about the <i>dominate</i>	2
• Makes ONE relevant point about the <i>dominate</i>	1

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

Criteria	Marks
• Provides characteristics and features of the imperial bureaucracy at this time	4–5
• Provides some characteristics/features of the imperial bureaucracy at this time	2–3
• Provides one relevant point	1

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

Criteria	Marks
<ul style="list-style-type: none">Indicates the main features of the roles of the Christian clergy and their influence during this period	5–6
<ul style="list-style-type: none">Indicates some features of the roles of the Christian clergy and their influence during this period	3–4
<ul style="list-style-type: none">Makes some simple points about the Christian clergy and their influence during this period	1–2

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

Criteria	Marks
<ul style="list-style-type: none">Makes the importance of Constantinople in this time clearly evident using specific examplesRefers closely to the source and other evidence	8–10
<ul style="list-style-type: none">Makes the importance of Constantinople in this time evident using some examplesRefers to the source and other evidence	6–7
<ul style="list-style-type: none">Describes the importance of Constantinople in this timeMay refer to the source	4–5
<ul style="list-style-type: none">Makes some relevant points about the importance of Constantinople in this timeMay refer to the source	2–3
<ul style="list-style-type: none">Makes one relevant point about the importance of Constantinople in this time	1

Section III — Historical Periods

Questions	26 (a)	26 (b)	27 (a)	28 (a)	29 (a)	30 (b)	31 (b)
	32 (a)	33 (b)	35 (b)	36 (b)	37 (b)	38 (a)	39 (a)
	39 (b)	41 (a)	41 (b)	42 (a)	42 (b)	43 (b)	44 (b)

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

MARKING GUIDELINES

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

Section III — Historical Periods

Questions	27 (b)	28 (b)	29 (b)	30 (a)	31 (a)	32 (b)
	33 (a)	34 (a)	34 (b)	35 (a)	36 (a)	37 (a)
	38 (b)	40 (a)	40 (b)	43 (a)	44 (a)	

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

MARKING GUIDELINES

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

Section IV — Historical Periods

Questions 45 (a) 52 (a) 52 (b) 53 (a) 55 (b) 59 (a)
61 (b) 62 (b)

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

MARKING GUIDELINES

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

Section IV — Historical Periods

Questions	45 (b)	46 (a)	46 (b)	47 (b)	48 (a)	48 (b)
	49 (a)	50 (a)	50 (b)	51 (a)	51 (b)	53 (b)
	54 (a)	54 (b)	55 (a)	56 (a)	57 (b)	58 (b)
	59 (b)	60 (a)	61 (a)	62 (a)	63 (a)	

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

MARKING GUIDELINES

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

Section IV — Historical Periods

**Questions 47 (a) 49 (b) 56 (b) 57 (a) 58 (a)
60 (b) 63 (b)**

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

MARKING GUIDELINES

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

Section IV — Societies**Questions 64–76***Outcomes assessed: H1.2, H3.1, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Makes the relationships between relevant political, military, religious, social, cultural and economic features clearly evident in a highly accurate and detailed manner• Presents a sustained logical and well-structured response drawing on a clear identification of relevant features of the society• Supports the response with detailed and accurate information from relevant sources. Uses a range of appropriate terms and concepts	21–25
<ul style="list-style-type: none">• Makes the relationships between relevant political, military, religious, social, cultural and economic features evident in a detailed manner• Presents a sustained, logical response drawing on an identification of relevant features of the society• Supports the response with information from relevant sources. Uses appropriate terms and concepts	16–20
<ul style="list-style-type: none">• Makes some relationships between relevant political, military, religious, social, cultural and economic features evident• Presents a response drawing on a description of relevant features of the society• Refers to general examples from sources and uses appropriate terms and concepts in their response	11–15
<ul style="list-style-type: none">• Makes statements about the relevant political, military, religious, social, cultural and economic features of the society• Provides a descriptive narration of the society with little regard to the question• Basic use of historical terms and concepts; may refer to sources	6–10
<ul style="list-style-type: none">• Presents a very limited narration/description of a society from the past• Limited use of historical terms/concepts	1–5